Texas A&M University-Corpus Christi

Detailed Assessment Report
2015-2016 Associate Dean of Students (formerly Judical Affairs)
As of: 4/13/2017 07:51 AM EST
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

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

Goals

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

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

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

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

SLO 1: Student Conduct Board (SCB) will be able to make appropriate decisions to determine fair outcomes regarding violations
Student Conduct Board (SCB) will be able to make appropriate decisions to determine fair outcomes regarding allegations of violations of the student code of conduct after completing the SCB Training.

Relevant Associations:

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

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

Related Measures

M 1: Student conduct board training pre- and post-test analysis of knowledge acquired during training session.
Student conduct board training pre- and post-test analysis of knowledge acquired during training session. Training topics include: due process, TAMU-CC Code of Conduct, educational sanctioning, effective questioning, and deliberation process.

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

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

Finding (2015-2016) - Target: Met
The average score for members of the Student Conduct Board went up 22% from the pre-test to the post test. The average post test score was 92%.

Connected Document 2015-2016 SCB Pre/Post Data

M 2: Performance in mock hearing.
Performance in mock hearing. Utilize a rubric to score the performance of the trained Student Conduct Board members.

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

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

Finding (2015-2016) - Target: Met
All Student Conduct Board members had a score of at least 25 out of 30 on their mock hearing rubric. The average score was 28.6

Connected Document 2015-2016 SCB Hearing Rubric

SLO 2: Student Conduct Board will be able practice and embrace inclusion of diverse cultures after participating in inclusion training.
Student Conduct Board will be able practice and embrace inclusion of diverse cultures after participating in inclusion training.

Relevant Associations:

Standard Associations
EmpowerU SLOs
2 Globalization and Cultural Diversity
Skills for Employment
6 Influence
Southern Association of Colleges and Schools

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

3.3.1.3 Educational Support Services

Strategic Plan Associations

Texas A&M-Corpus Christi

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

Related Measures

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

Inclusion workshop pre & post-test of cultural competency.

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

Target:

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

Finding (2015-2016) - Target: Met

60% of Student Conduct Board members moved forward at least one stage between pre and post tests.

Connected Document 2015-2016 Cultural Competency SCB

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

Student Conduct Board Members will pledge to be inclusive Islanders after completing training.

Source of Evidence: Administrative measure - other

Target:

75% of Student Conduct Board Members will pledge to be inclusive Islanders.

Finding (2015-2016) - Target: Met

80% of Student Conduct Board Member pledged to be Inclusive Islanders.

Connected Document 2015-2016 Cultural Competency SCB

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

Student Conduct Board Members will be given an end of the year experience survey.

Source of Evidence: Exit interviews with grads/program completers

Target:

75% of Student Conduct Board Members will indicate that participation as a SCB member assisted them in gaining skill to practice and embrace inclusion of diverse cultures.

Finding (2015-2016) - Target: Met

All exiting Student Conduct Board Members indicated that they felt better equipped to practice and embrace inclusion of diverse cultures.

Connected Document 2015-2016 SCB Exit Interviews

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

Students who participate in the Step UP! Program will be able to apply strategies of bystander intervention.

Relevant Associations:

EmpowerU SLOs

3 Communication

Skills for Employment

1 Leadership

3 Problem Solving

5 Communication

6 Influence

Southern Association of Colleges and Schools

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

3.3.1.3 Educational Support Services

Strategic Plan Associations

Texas A&M-Corpus Christi

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

Related Measures

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

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 (2015-2016) - Target: Met

83.05% of participants showed an increase score on the post test assessment.

Connected Document 2015-2016 Step Up Pre/Post

M 7: Scenario question on the post-test to show ability to apply bystander intervention through appropriate communication techniques.

Scenario question on the post-test to show ability to apply bystander intervention through appropriate communication techniques. Performance will be graded with a rubric.

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

Target:

75% of the participants will be able to communicate the I care, I see, I feel, I want, I will method of bystander intervention effectively.
Finding (2015-2016) - Target: Met
81.36% of participants were able to effectively communicate the I care, I see, I feel, I want I will method.

Connected Document
2015-2016 Step up Scenario results

M 8: Posttest question will ask students if they feel confident in communicating concern in emergency situations.
Posttest question will ask students if they feel confident in communicating concern in emergency situations.
Source of Evidence: Exit interviews with grads/program completers

Target:
75% of the participants will indicate that they feel confident that they can appropriately communicate concern when needed.

Finding (2015-2016) - Target: Met
100% of participants indicated that they feel confident communicating in emergency situations.

Connected Document
2015-2016 Step up Confident Communicating

SLO 4: Students who complete the Title IX training will be able to interpret behaviors as gender-based discrimination.

Students who complete the Title IX training will be able to interpret behaviors as gender-based discrimination.

Relevant Associations:

Standard Associations

EmpowerU SLOs
4. Critical Thinking
5. Communication

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

3.3.1.3 Educational Support Services

Strategic Plan Associations

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

Related Measures

M 9: Title IX training pre- and post-test gender-based discrimination questions.
Title IX training pre- and post-test gender-based discrimination questions.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
70% of participants will be able to correctly identify gender based discrimination behaviors.

Finding (2015-2016) - Target: Not Met
This measure was not met. However, due to the method of assessment we could not determine an exact score.

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

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

M 10: Posttest question will ask students if they feel they have a greater understanding of what consent means
Post-test question will ask students if they feel they have a greater understanding of what consent means.

Source of Evidence: Exit interviews with grads/program completers

Target:
80% of students will indicate that they feel they have a greater understanding of what consent means as a result of the training.

Finding (2015-2016) - Target: Met
94% of the students indicated that they feel they have a greater understanding of what consent means as a result of the training.

Connected Document
Title IX Post Test 2016 Result

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

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

SLO 5: Students participating in the I-CARE case management meeting will be able to identify resources to assist them.

Students who participate in the initial I-CARE case management meeting will be able to identify resources to assist them with future success.

Relevant Associations:

Standard Associations

EmpowerU SLOs
5. Specific Knowledge
3. Problem Solving
5. Communication

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

3.3.1.3 Educational Support Services

Strategic Plan Associations
Related Measures

M 11: Verbal response will be graded with a rubric, asking student to identify at least 3 resources that would meet their unmet needs.

*Source of Evidence:* Academic direct measure of learning - other

**Target:**
70% of students who complete the verbal question and rubric with the case manager will be able to correctly identify at least 3 resources to assist in meeting their needs.

**Finding (2015-2016) - Target:** Met
90% of students were able to correctly identify at least 3 resources to assist in meeting their needs.

**Connected Document**
2015-2016 I-CARE Rubric

M 12: After the follow up case management meeting the student will indicate how confident they are in accessing resources.

*Source of Evidence:* Exit interviews with grads/program completers

**Target:**
80% of students will indicate they are confident or very confident in accessing on and off campus resources.

**Finding (2015-2016) - Target:** Not Met
75% of students were able to indicate that they were confident or very confident that they would be able to access on and/or off campus resources.

**Connected Document**
2015-2016 I-CARE Rubric

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

O/O 6: Conduct educational training opportunities for faculty and staff.

**Conduct educational training opportunities for faculty and staff.**

**Relevant Associations:**

**Standard Associations**
Southern Association of Colleges and Schools

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

**Strategic Plan Associations**
Texas A&M-Corpus Christi

1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

**Related Measures**

M 13: Conduct I-CARE training for faculty and staff

*Conduct I-CARE training for faculty and staff*

*Source of Evidence:* Activity volume

**Target:**
At least 100 faculty/staff will be trained regarding I-CARE

**Finding (2015-2016) - Target:** Met
248 faculty and staff were trained on I-CARE in FY16.

**Connected Document**
2015-2016 I-CARE Faculty Staff Training

M 14: Faculty and Staff who participate in the training regarding disruptive students, will be able to identify appropriate responses

*Faculty and Staff who participate in the training regarding disruptive students, will be able to identify appropriate responses to address disruptive behavior.*

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

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

**Finding (2015-2016) - Target:** Not Reported This Cycle
This assessment was not completed this cycle because there were not any requests for the training. Next academic year the office will work to put the training and assessment online for easier access.

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

*Gain information and educate the campus community on supporting victims of gender based discrimination.*

**Relevant Associations:**

**Standard Associations**
Southern Association of Colleges and Schools

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

3.9.1 Student Rights

4.5 Student Complaints

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

Related Measures

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

Target:
Conduct at least seven educational opportunities as part of the "No More" campaign for individuals to learn about supporting victims of gender based discrimination, including education on the Student Sexual Misconduct Process.
Finding (2015-2016) - Target: Met

4.5
3.9.1
2.10

Southern Association of Colleges and Schools

Finding (2015-2016) - Target: Not Reported This Cycle

Student Complaints

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

Strategic Plan Associations

Texas A&M-Corpus Christi

1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

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

Target:
75% of the members of the Academic Integrity Hearing Panel will score at least an 80% on the post test. This will be based on all participants, prior to their being excluded from the panel.
Finding (2015-2016) - Target: Not Reported This Cycle

This assessment is still being created and the training has not yet been held due to delays in the selection of new panel members.

M 18: Student Hearing and Appellate Board Panel training post-test on procedures and due process
Student Hearing and Appellate Board Panel post-test on procedures and due process.
Source of Evidence: Academic direct measure of learning - other

Target:
75% of the members of the Student Hearing and Appellate Board Panel will score at least an 80% on the post test.
Finding (2015-2016) - Target: Not Reported This Cycle

This assessment is still being created. The training did not occur during the 15-16 academic year, but will

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

Target:
Have at least 250 individuals attend the Walk-a-Mile in Her Shoes event.
Finding (2015-2016) - Target: Met

Exact number of attendees are not known due to problems with the card reader. It is estimated that approximately 250 individuals participated in the Walk-A-Mile in Her Shoes event. Over $300 was collected and then donated to the Women's Shelter of South Texas. A total of seven campus and community organizations/agencies setup informational tables at the event.

Connected Document
2016 Walk a Mile Media Article

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

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

Relevant Associations:

Academic direct measure of learning - other

Academic direct measure of learning - other

Academic direct measure of learning - other
occur for the 16-17 year.

M 20: Undergraduate Survey – The fairness of student disciplinary procedures [administered under the Student Code of Conduct]

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

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

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

Finding (2015-2016) - Target: Met

94% of students surveyed indicated that they felt satisfied or very satisfied with the fairness of the conduct processes.

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

Investigate and expand programs and services to keep pace with University growth and federal mandates.

Related Associations:

Standard Associations

Southern Association of Colleges and Schools

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

Strategic Plan Associations

Texas A&M-Corpus Christi

1.7 University Resources and Accountability: Be accountable for developing and managing resources to efficiently and effectively achieve the mission.

M 19: Research and Develop proposals for new personnel

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

Source of Evidence: Activity volume

Target: Create proposals for at least 2 new staff positions during the budget process.

Finding (2015-2016) - Target: Met

Submitted a budget proposal requesting additional funding to hire two (2) new staff for FY’17. Funding was granted to hire a second Student Conduct Officer to start in Fall 2016 semester.

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

Bystander Intervention Training for Greek Life

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

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: Medium

Projected Completion Date: 02/2016

Responsible Person/Group: Student Conduct Officer

Implementation Notes:

10/6/2016 Step UP! Bystander Intervention training for Greek Life is scheduled for September 22, 2016 and October 3, 2016. (9/19/16)

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:

10/6/2016 Still in progress. The new additional Student Conduct Officer will be charged with developing community partnerships. (9/19/16)

Development of Title IX certificate program

Develop a plan for a Title IX certificate program for students to be implemented in FY’17.

Established in Cycle: 2013-2014

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:

10/6/2016 Scheduled to begin development of certificate program in FY 2017 with goal to implement in Fall 2018. (9/19/16)

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.


Implementation Status: Finished

Priority: High

Projected Completion Date: 09/2015

Responsible Person/Group: Kris Yzaguirre

Additional Resources: None

Implementation Notes:

10/6/2016 Continue using current online course, 3rd Millennium Classroom. However, the office will discontinue using this course to assess student learning outcome. (9/19/16)

A Tool to Identify Barriers

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

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

Relationships (Measure | Outcome/Objective):
Measure: After the follow up case management meeting the student will indicate how confident they are in accessing resources. | Outcome/Objective: Students participating in the I-CARE case management meeting will be able to identify resources to assist them.

Projected Completion Date: 06/2017
Responsible Person/Group: Stephanie Majors Angela Walker
Implementation Notes: 10/4/2016 The tool to identify the barriers students are facing is currently in development. (10-4-16)

Explore additional office space
Due to the lack of sufficient office space, OADS will explore additional locations to address the safety and privacy concerns.
Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Responsible Person/Group: Associate Dean of Students
Implementation Notes: 10/7/2016 Explore and discuss additional office space with supervisor to address safety and privacy concerns in the current location.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Posttest question will ask students if they feel they have a greater understanding of what consent means | Outcome/Objective: Students who complete the Title IX training will be able to interpret behaviors as gender-based discrimination.
Measure: Title IX training pre- and post-test gender-based discrimination questions. | Outcome/Objective: Students who complete the Title IX training will be able to interpret behaviors as gender-based discrimination.

Projected Completion Date: 12/2016
Responsible Person/Group: Associate Dean of Students
Implementation Notes: 10/5/2016 Determine best option for assessment and training for students who complete the Title IX Training.

Analysis Questions and Analysis Answers

Based on the analysis of findings, what are the strengths of the program?
1. Based on the analysis of findings, the strengths of the Judicial Affairs program are:
   a. The training provided to the Student Conduct Board continues to show strength and the board is performing their duties exceptionally well.
   b. The Step Up Bystander Intervention Training is showing strength and individuals continue to show increased knowledge in bystander strategies.

Based on the analysis of findings, the strengths of the I-CARE program are:
   a. Students are able to identify their supports on campus
   b. Students feel supported and Success Plans are developed to keep them on track
   c. Program has good relationships with campus departments and off campus resources to help students get their needs met quickly
   d. An average of 2-3 students referred to I-CARE graduate per semester
   e. More students are starting to self-refer themselves for support

Based on the analysis of findings, how has the program improved?
1. Based on the analysis of findings, the Judicial Affairs' program made the following improvements:
   · a. The addition of the scenario question to the step up assessment has provided better data to show that not only can participants talk about stepping up, but they have actually gained the skills needed to appropriately intervene.
   · b. The new Cultural Competence training provided for the Student Conduct Board provided needed training with measurable results, showing that the majority of Conduct Board Members are moving forward in their cultural competence.

   Based on the analysis of findings, the I-CARE program made the following improvements:
   a. 81% increase in referrals
   b. More professors willing to refer-Graduate referrals have increased

Based on the analysis of findings, what are the areas of concern within the program?
Due to the results of the Title IX post test, OADS will explore alternative assessment and training methods to better ascertain what students learned from the Title IX training. There were no areas of concerns based on the findings this year for Judicial Affairs. However, the areas of concerns for I-CARE are the following:
   a. Students, due to certain barriers (financial, transportation, motivation), are not always confident that they can and/or will access their supports on and/or off campus.
   b. More students are struggling with food and housing insecurity
   c. Professors not understanding the differences between I-CARE and Title IX

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

The OADS also serves as an advocate for students by offering a caring, inclusive support system in collaboration with campus and community partners. The office provides hands on support and referrals to on or off-campus resources for students who may be in crisis situations and/or facing challenging experiences which may impede their academic success. 187 professor notifications were processed through the office. The highest percentage of these notifications are for medical reasons, death in the family, and I-CARE; small percentage is for “other” – court appointments, out of town trips, and etc.

Judicial Affairs

The Student Conduct Board, the Academic Integrity Hearing Panel and the Student Hearing and Appellate Board Panel are under the supervision of the OADS. The goal of the office is to address misconduct in a manner that educates and guides students toward civility and upholding ethical standards. The Office of Judicial Affairs also assists with educational programing 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 an increase in academic conduct cases this year and an increase in behavioral conduct cases. 81 students were involved in academic misconduct cases (32.8% increase), 263 students were involved in behavioral conduct cases (63.4% increase) and 52 students were involved in Title IX cases (79.3% increase). These Title IX cases involved 28 separate incidents with 27 student victims, 17 alleged violators and 8 students who served as key witnesses. Some of these cases are still pending in the investigation stage and may result in additional charges that are not currently indicated in the Chart below. This chart shows the types of charges, both academic and non-academic violations. The following are summaries of key statistics of students receiving conduct charges under the Student Code of Conduct for FY 16:

- 66% of these students are freshman, with 68% of alleged violators identified as male students.
- The average cumulative GPA is 1.54, which is .15 lower than conduct students for the 2014-2015 academic year.
- The College of Liberal Arts has the most reported incidents of academic misconduct followed by The College of Science and Engineering, same as the previous two years.
- 53% of students who received charges for behavioral conduct incidents in academic year 2015-2016 are not currently enrolled in classes for Fall 2016. The Office of Judicial Affairs has seen an overall increase in conduct student retention of 5% since 2013-2014.
- September held the most incidents, followed by February and April.
- Alcohol violations were the most common charge followed by drugs, and then academic misconduct.
- Parental Notification was the most common sanction followed by the online alcohol education course, online drug course and then community service.

The student conduct board will be gaining additional skills through a personal development plan aimed at the holistic development of each member. Training for the Student Hearing and Appellate Panel will be conducted by the System Director for Title IX Compliance and panel members will be required to complete and pass an assessment of the training before participating on the board. In the past, formal assessment of this training has not occurred. Development will begin for an online training module of the current training "Responding to Concerning Student Behavior: Manage, Refer and Report.”

### Student Conduct - Types of Charges Data

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<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Throwing Objects</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Property</td>
<td>10</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Technology Misuse</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Information and Identification</td>
<td>6</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Failure to Comply</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Breach of Peace</td>
<td>20</td>
<td>15</td>
<td>47</td>
</tr>
<tr>
<td>Accessory Responsibility</td>
<td>4</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Traffic Obstruction</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Violation of Rights</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>On Campus Housing Violation</td>
<td>92</td>
<td>71</td>
<td>125</td>
</tr>
<tr>
<td>Other Violations</td>
<td>8</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL Charges</strong></td>
<td>478</td>
<td>401</td>
<td>598</td>
</tr>
</tbody>
</table>

GPA - Average 1.54

- Under 2.0: 49%
- 2.01 - 2.99: 28%
- At or Over 3.0: 23%
I-CARE is the 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 and/or high-risk behaviors. The purpose of the I-CARE Team is to provide a centralized system for faculty, staff, and students to refer students of concern that may not fall under the Student Code of Conduct, and to ensure a timely and coordinated University response. Through collaborative partnerships with various campus departments and community agencies, I-CARE strives to assist students to move from a state of struggling or distress to a sense of safety, well-being, and success. The I-CARE Team meets on a weekly basis and is comprised of representatives from the following areas: Office of the Associate Dean of Students, University Counseling Center, Disability Services, University Police Department, Camden Miramar Housing, Momentum Village Housing, faculty member and TAMUS Legal Counsel (for consultation as needed).

I-CARE evaluated and provided recommendations for 163 students that raised concern from the campus community. The three most common situations managed by the ICARE team in 2015-2016 involved the following:

1. Mental Health Concerns: Students exhibiting symptoms of depression, anxiety, homesickness, suicidal ideation and psychiatric hospitalizations.
2. Safety Concerns: domestic and/or dating violence, sexual and/or physical assault.
3. Students experiencing homelessness and/or food insecurity.

The total numbers of I-CARE cases referred to the OADS were 163. Fall 2015 marked the most significant increase in I-CARE referrals with a 112% increase in I-CARE referrals compared to the Fall 2014. In the Spring 2016, there was a 47% increase in I-CARE referrals compared to the Spring of 2015. The amount of referrals in Summer 2016 was the same compared to the previous summer with the number of informational referrals increasing by 150%. The majority of referrals for both the fall and spring semesters were for Seniors. The amount of referrals for graduate and post Bach students increased from 2 to 20 compared to the previous academic year. Due to the continued relationship with the local mental health agency, Behavioral Health Center of Nueces County the office was able to get 2 students who were both homeless and had significant mental health needs linked with services. The majority of cases referred in all 3
semesters were for mental health concerns followed by safety concerns and students experiencing homelessness and/or food insecurity. The average GPA for a student referred to I-CARE was 2.815. The 2015-2016 academic year had a 59% increase in the total amount of students referred compared to the previous academic year and an average of 6% of students referred to I-CARE ended up withdrawing from the University. Five students, after being referred to I-CARE, graduated successfully from their respective programs.

The main improvement initiatives for I-CARE include compiling and organizing the I-CARE faculty survey data, revamping the I-CARE presentation to be more interactive and relevant to our campus community, and researching what other schools across the nation are doing to address student homelessness and food insecurity.

<table>
<thead>
<tr>
<th>Number of Cases Total</th>
<th>% Increase or Decrease</th>
<th>Classification</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2015</strong></td>
<td>87</td>
<td>Freshman-41</td>
<td>Freshman- 2.47</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sophomore-10</td>
<td>(all referrals except for 2 were first semester freshman)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior-15</td>
<td>Sophomore- 2.958</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior-12</td>
<td>Junior- 2.51</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PB-4</td>
<td>Senior- 3.354</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate-5</td>
<td>PB- 3.345</td>
</tr>
<tr>
<td></td>
<td>97.72% increase compared to fall 2014</td>
<td>Total average GPA fall 2014= 2.504</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total average GPA fall 2015= 2.978</td>
</tr>
<tr>
<td><strong>Spring 2016</strong></td>
<td>65</td>
<td>Freshman-26</td>
<td>Freshman- 2.17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sophomore-12</td>
<td>Sophomore- 2.37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior-12</td>
<td>Junior- 2.96</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior-4</td>
<td>Senior- 2.79</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PB-8</td>
<td>PB-2.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate- 3</td>
<td>Graduate-3.70</td>
</tr>
<tr>
<td></td>
<td>47.72% increase compared to Spring 2015</td>
<td>Total average GPA Spring 2015 = 2.759</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total average GPA Spring 2016= 2.748</td>
</tr>
<tr>
<td><strong>Summer 2016</strong></td>
<td>11</td>
<td>Freshman- 0</td>
<td>Freshman- N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sophomore- 2</td>
<td>Sophomore- 2.89</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior- 3</td>
<td>Junior- 2.31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior- 6</td>
<td>Senior- 2.953</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PB- 0</td>
<td>PB- N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate- 0</td>
<td>Graduate- N/A</td>
</tr>
<tr>
<td></td>
<td>5% decrease compared to summer 2015</td>
<td>Total average GPA Summer 2015= 3.067</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total average GPA Summer 2016= 2.719</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of Cases in Fall 2015</th>
<th>(87 total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Concerns</td>
<td>52</td>
</tr>
<tr>
<td>Psychiatric Hospitalization</td>
<td>5</td>
</tr>
<tr>
<td>Medical Concern</td>
<td>2</td>
</tr>
<tr>
<td>Suicidal Ideation</td>
<td>8</td>
</tr>
<tr>
<td>Homelessness</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of Cases in Spring 2016</th>
<th>(65 total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Concerns</td>
<td>44</td>
</tr>
<tr>
<td>Psychiatric Hospitalization</td>
<td>5</td>
</tr>
<tr>
<td>Medical Concern</td>
<td>4</td>
</tr>
<tr>
<td>Suicidal Ideation</td>
<td>3</td>
</tr>
</tbody>
</table>
### Types of Cases in Summer 2016

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Concern</td>
<td>7</td>
</tr>
<tr>
<td>Psychiatric Hospitalization</td>
<td>0</td>
</tr>
<tr>
<td>Medical Concern</td>
<td>0</td>
</tr>
<tr>
<td>Suicidal Ideation</td>
<td>0</td>
</tr>
<tr>
<td>Homelessness</td>
<td>3</td>
</tr>
<tr>
<td>Death of a family member/friend</td>
<td>1</td>
</tr>
<tr>
<td>Safety Concern (on or off campus)</td>
<td>0</td>
</tr>
<tr>
<td>Substance Abuse/Misuse</td>
<td>0</td>
</tr>
</tbody>
</table>

(11 total)

### OADS Departments Contributions, Programs and Initiatives

- Co-sponsored with Del Mar College the MLK Community Celebration in honor of the Dr. Martin Luther King, Jr. Holiday. Guest Speaker was Dr. Marc Lamont Hill, Distinguish Professor of African American Studies at Morehouse College.
- 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. Raised over $300 for the Women's Shelter of South Texas. Over 250 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. There were seven community resources and vendor tables at the event.
- **Real Talk: Sexual Violence Knows No Gender** was co-sponsored with ICA and The Women's Shelter of South Texas. A male counselor from the Women's Shelter spoke and presented statistics and relevant information. Information about Title IX and resource materials were provided to attendees.
- Implemented the *No More* campaign, which is a national initiative to raise public awareness and engagement around ending domestic violence and sexual assault. The following events and social campaigns were implemented in October for Domestic Violence Awareness & Prevention Month:
  - Weekly *Consent is Sexy* campaign advertisements ran in Island Waves during the month of October.
  - Take the Pledge! Information Table – October 12-16, 2015
    - From Oct. 12th-16th a *No MORE* information table was staffed in the Breezeway. The table consisted of NO MORE pledge cards against domestic violence and sexual assault for individuals to sign. NO MORE & Consent *is Sexy* button campaign were distributed as well as information about campus and community resource and services for victims of domestic/dating violence, sexual assault and rape, information about Title IX, reporting options (including confidential reporting) and University procedures for how sexual misconduct cases are handled.
  - Sing it How You Like It Karaoke sponsored by I-TEAM & I-ADAPT – October 14, 2015
    - Students were invited to sing along to popular songs which had a message of consent, empowerment and mutual respect within relationships. These songs were interspersed with NO MORE domestic violence statistics.
  - Disseminated information about resources and services National Collegiate Alcohol Awareness Week information table – October 19-23, 2015
  - Free Self-Defense at Dugan Wellness Center – October 19th & 23rd
    - Facilitated by a local owner of Life Martial Arts
    - Approximately 100 students received white t-shirts to decorate on-site with the NO MORE logo and related messages.
The No MORE Week of Action social media campaign took place from March 6\textsuperscript{th}-12\textsuperscript{th}, the week leading up to Spring Break. The following social platform blurbs with links to PSA ads from NO MORE.org were shared on the University's Facebook, Twitter and Instagram accounts to reach students:

- **Sunday, 3/6/16**: Take action and join TAMU-CC in saying NO MORE to gender violence and sexual assault. Show your support by including the NO MORE symbol on your Facebook profile picture: [https://twibbon.com/Support/nomoreorg-3](https://twibbon.com/Support/nomoreorg-3)

- **Monday, 3/7/16**: How do you perceive gender violence and sexual assault? Join the larger conversation and break the silence. Say NO MORE to gender violence and sexual assault.

- **Tuesday, 3/8/16**: 1 in 2 women have experienced some sort of sexual violence in their lives. Take action. Say NO MORE to gender violence and sexual assault.

- **Wed., 3/9/16**: 1 in 5 men have experienced some sort of sexual violence in their lives. Break the stigma. Take action. Say NO MORE to gender violence and sexual assault.

- **Thurs., 3/10/16**: Step UP and take action against gender violence and sexual assault. Say NO MORE to silence.

- **Fri., 3/11/16**: There is never an excuse for gender violence and sexual assault. NO MORE excuses. NO MORE silence.

- **Sat., 3/12/16**: NO MORE silence. The conversation continues...take action and join in upcoming April Walk-A-Mile in Her Shoes TAMU-CC events. Take a stand against gender violence and sexual assault. [https://www.facebook.com/tamuccwalkamile/](https://www.facebook.com/tamuccwalkamile/) #TAMUCCredheels

- Trained the Resident Assistant staff regarding the conduct process, incident report writing and bystander intervention.
- Participated in the Wild and Wacky Wednesday Program by providing educational materials regarding Title IX, resources and protective behaviors.
- Assisted with the Party House program to educate students about consent and discuss protective behaviors as they relate to sexual misconduct.
- In collaboration with Employee Development & Compliance Services, facilitated Title IX training to the following student groups:
  - Camden Miramar & Momentum Village Resident Assistants (RA) Training
  - University Center Student Activities (UCSA) Student Employee Training
  - Rec Sports Student Employee Training
  - University Center Student Organization Retreat
- Facilitated presentations to the following groups regarding the student conduct process, I-CARE and sexual misconduct procedures:
  - College of Nursing & Health Sciences Nursing Student Orientation
  - College of Science and Engineering TA Orientation
  - College of Liberal Arts Faculty members
  - College of Education Academic Advisors
  - College of Science and Engineering Faculty members
  - Academic Advisor I-CARE training
  - Disability Services I-CARE training
  - First Scholars Program I-CARE training
  - SEaS Division I-CARE training
  - UCSA Staff I-CARE training

- The I-CARE faculty survey was distributed to all current faculty on 8/23/16. A total of 98 surveys were completed. The data will be compiled in FY’17 to determine what, if any, improvements in services to the campus community are needed.

- The Student Code of Conduct Review Committee made significant revisions to the Student Code of Conduct for FY’ 17, which was approved by President Cabinet in August 2016.

- Fifty-nine students completed the Step UP! Bystander Intervention training facilitated by the OADS.

- OADS hosted Maxient Database training for Student Life professional staff and have reconfigured Maxient for additional usage as storage and processing of student life conduct cases.

- Collaborated with Academic Affairs to provide recommendations for revisions to the University Procedure for Academic Misconduct Cases, 13.02.99.C3.01. Revisions have been sent to Dean’s Council for review and then will be to Faculty Senate for approval sometime in Spring Semester 2017.

- Continued development of community relationship with Behavioral Health Center of Nueces County (MHMR)-Adult Services

- Continued development of community relationship with Behavioral Health Center of Nueces County (MHMR)-MCOT (Mobile Crisis Outreach Team)

**Professional Development:**
Angela Walker, Associate Dean of Students
Attended the 20th Annual Texas Higher Education Law Conference
Attended the Texas Women in Higher Education Conference
Student Engagement and Success (SEaS) Staff Developments
TACUSPA BIT webinar - September 2015
Webinar - Current Legal Issues in Student Affairs - January 2016
Webinar - A Call to Men: Training to address rape culture & prevent sexual assault on college campus

Kristina Yzaguirre, Student Conduct Officer

- Association of Student Conduct Administrators Title IX Institute
- SEaS Staff Developments
- TACUSPA BIT webinar
- Webinar - Recognizing and Responding to Students with Trauma Exposure and Post Traumatic Stress Disorder and Helping them Succeed
- Webinar – Current Legal Issues in Student Affairs
- Webinar - A CALL TO MEN: Training to address rape culture - prevent sexual assault on college campus

Stephanie Majors, I-CARE Case Manager

- Attended the Higher Education Case Manager (HECMA) 2016 Conference
- HECMA Mentorship Program
- The SBI refresher training for I-ADAPT
- SEaS Staff Developments
- Responding to Suicide Clusters on Campus webinar
- TACUSPA BIT webinar
- Webinar - Current Legal Issues in Student Affairs
- Webinar - Working with LGBT+ Students
- Webinar - Veteran’s
- Webinar - A CALL TO MEN: Training to address rape culture - prevent sexual assault on college campus
- Webinar - How to Write Case Management Notes webinar - March 2016
- Green Zone Training
- Qualtrics training for the purpose of developing an I-CARE faculty survey

Connected Documents
- Judicial Affairs WEAVE annual report
- Strategic Plan Draft 6.29.15 FINAL

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

Angela Walker

Service to the Community
- Texas Association for Black Personnel in Higher Education
- Coastal Bend Coordinated Community Response Coalition
- Corpus Christi Christian Fellowship Media Ministry
- Participation in SEaS Giving Tuesday - Wrapping gifts for Hicks Elementary

Service to the University
- I-CARE Behavioral Intervention Team, Chair
- Student Code of Conduct Review Committee
- Student Engagement and Success Council
- Girls Night Out Committee
- Intercollegiate Athletic Council
- Biennial Review Committee
- Black History Month Committee

Service to the Profession
- 2015 Texas Association for College and University Student Personnel Administrators Conference Planning Committee

Kristina Yzaguirre

Service to the Community
- Sunday School Teacher at New Life Church
- Participation in SEaS Giving Tuesday - PAWS on the Island

Service to the University
- Student Code of Conduct Review Committee
- Student Engagement and Success Strategic Planning and Assessment Committee
- I-ADAPT Committee
- I-CARE Behavioral Intervention Team
- Student Activities Coordinator Search Committee
- Student Conduct Officer Search Committee
- Program and Skills Working Group

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

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

Highly qualified, dedicated staff is important to the success of programs in all areas. The leadership team including the Associate Vice President/Dean of Students, Director of Career Services, Director of Disability Services, Associate Dean of Students and the Executive Director of the Health & Counseling Center collectively have 83 years of service to the university between them. Across the unit, 5 individuals have 20 or more years of service with the university, 10 have at least 10 years of service and 8 individuals have at least 5 years of service with the university.

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

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

With the successful referendum for the Health Center fee, additional funding was secured allowing for expansion of services and the addition of new staff. As part of the expansion of services, during AY 15-16, the second floor of the Sandpiper building was renovated. This area will be used for wellness clinics as well as outreach programs that the University Health Center will implement.

Each area continuously looks for ways to improve functions and services within their departments. Disability Services acquired a new database management system that manages students’ files and assists in tracking of accommodations and notifications to faculty. This has streamlined the registration process and has greatly increased the efficiency of the department. Both staff and students find the system easy to use and a great enhancement.

The University Health & Counseling Centers continuously review policies & procedures and ensure that both centers are operating efficiently. Collaboration between the two centers is important in providing the best care for students. The staff of the centers regularly consult on issues that transcend both areas. Topics include: Eating Disorders, Anxiety, ADD & ADHD. This has been essential in creating care plans for the students seeking services.
Emphasis on educational programs in the areas of Judicial Affairs, University Counseling Center and University Health Center continue to teach students positive lifestyle choices. Programs are designed to influence decision making in regards to the use of alcohol & drugs; suicide; general wellness; sexual health and other activities that can have a negative impact on a student’s performance in classroom. Although the impact cannot be tracked, it is clear these programs influence decisions.

The Associate Dean of Students Office has worked diligently at building relationships with a number of community providers. This has been beneficial in working with students that are referred through the ICARE process as well as students that are victims of sexual assault and domestic violence. Through these connections, students have been able to access services in the community that are not offered on campus. In many cases, had the services not been available, the student may not have completed their studies at the university.

Career Services has added an Internship Coordinator. This position, along with the Assistant Director for Employer Relations has increased opportunities for students and/or full time employment. The Assistant Director for Employer Relations has secured new companies as well as re-kindled past relationships with companies that have not been active on campus in a number of years.

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

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

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

The University Health Center is funded by its own dedicated fee. By law certain students are granted waivers and exemptions for this and other fees. The university does not recover this lost revenue from the state, but must still provide the services to these students. Over the last few years the exemption rate has escalated. In AY 15-16, the exemption rate for the University Health Center fee was 16.4%. This resulted in a loss of $208,535 from the gross revenue.

The impact of waivers and exemptions on the budget of the University Health Center is significant. Since this is the only source of funds for operations, salaries & benefits, merit increases, new staff, supplies, programming and facility needs, any growth in the program is severely limited. The ability to meet the demands of a growing student population is a great concern.

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

Maintaining competitive salaries is important in recruiting new staff and in retaining staff. Each year the APP/DOS conducts a salary review of positions within the division to ensure that the university is competitive in salaries. Although the university is competitive with other state institutions, it is challenging to attract good applicants from the private sector.

In AY15-16, the TAMUS conducted a review of all positions and streamlined all title codes. Changes will be implemented in December 2016, along with changes as dictated with the new Fair Labor Standards Act. How these changes will be received and their impact on moral is a concern.

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

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

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

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

When the University Center re-opened in the Spring of 2015, the Office of the Associate Dean of Students relocated to a new suite within the building. The space is not adequate for their operations. There are safety concerns and no room for growth. This is an immediate need.

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

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

The demand for services and programs in all the departments in this unit have increased dramatically as enrollment has climbed. Each area has seen a tremendous increase in activity. This has pushed staff to their limits. Departments are concerned with how to address this increase in activity without new staff positions. Another concern is how to meet the demands of the students while managing the changes that will be implemented with the Fair Labor Standards Act in December 2016.

To address staffing needs, request for additional staff were made during the FY17 budget process. However, not all positions were approved for FY 17. A new Student Conduct Officer, a Case Manager in the University Counseling Center and a Student Assistance Coordinator (Ombudsperson) were approved. A Nurse Practitioner and Registered Nurse were tentatively approved if funding is available through the University Health Center fee.

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

Annual Report Section Responses

Summary of Program Accomplishments for the Year

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. The number of students seeking assistance with extenuating circumstances has more than doubled this year. The total number of students seeking assistance for extenuating circumstances surpassed the number of students in AY 2014-15. In 2015-16, 302 students asked for assistance compared to 78 for the entire previous year. The circumstances ranged from personal illness, car accidents, to family emergencies. Coordination with faculty, offices that provide student services and administrative units are all part of the process. During the FY 17 budget process a position was approved to assist with this service along with being a student ombudsperson.

The ability to assist students with extenuating circumstances has a direct impact on retention. Many students that received assistance reported that had they not received help, they simply would've dropped out. Many of them are able to successfully complete their coursework through the efforts of many.

This past academic year, the AVP/DOS served as chair of the Veterans Affairs Committee. Monthly meetings were held in both the Fall and Spring semesters. An extensive review of services across campus, designed to assist Veterans, was conducted. At the conclusion of the Spring semester, the committee forwarded a list of recommendations on how to improve service for veterans to Provost Quintanilla.

The AVP/DOS also facilitated several division initiatives:

Each year, the division hosts monthly staff development meetings for all full time staff and graduate assistants. The goal of staff development is 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. The professional staff of Camden Miramar and Momentum Village are invited to participate as well.

A planning committee composed of division staff determine the topics and coordinate the monthly gatherings. The AVP/DOS chairs this committee.

This cycle, the overall participation rate was 98%. A State of the Division address by Dr. Albrecht; Understanding Mental Health; ICARE; Active Shooter Training; Values Inclusion; Interacting with Student Veterans were some of the topics offered this year. In addition to these formal programs, the staff gathered informally in periodically to enjoy each others company and take a moment to reflect on the work and accomplishments over the course of the year.

The division's staff development committee facilitated university wide participation in #GivingTuesday, an international day of service with the goal of giving back to the local community. This year, 80% of division staff participated in the event. University-wide, 140 faculty and staff logged over 329 volunteer hours at Metro Ministries, the Food Bank of Corpus Christi, the Women's Shelter, Rainbow House, Hicks Elementary School, Late Night Breakfast, Paws on the Island and the Blood Bank of the Coastal Bend. The committee intends to make this an annual event.

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 15-16, the committee included six students, two faculty members and the AVP who served as chair. The committee reviewed 49 accounts funded by these student fees and made recommendations on $12,151,532 for FY 17.

One of the greatest challenges with the division's budgets is how to absorb the impact of waivers and exemptions on income. In FY 17, the total amount of projected exemptions across the division is $1,278,265. The Student Service fee exemption rate is 1.65%, the Student Center Complex fee is 15.7%, Recreational Sports fee is 14.3% and the University Health Center fee is 15.5%. The exemption and waiver rate continues to increase each year. With the division being self-funded, this has had a tremendous impact on the ability of the programs to keep up with the growth of the institution.

As part of the overall System initiative to review positions and pay plans, the AVP/DOS conducted a review of each position by title and pay grade, in collaboration with Human Resources. This was an extensive review of 49 different titles, job qualifications and duties. The positions have been aligned to the structure provided by PwC. The proposed
new plan for our division has streamlined positions and aligned them with 26 different titles across the proposed pay
grades.

The division, in coordination with the Student Government Association, honored five students who passed away during
the year at the annual Islander Tribute ceremony in April 2016. Amongst the group honored, there were two graduate
students and three undergraduates. The students were from the College of Business, Liberal Arts and Science &
Engineering. Three of the students’ families attended the ceremony. This year a permanent marker was placed in Lee
Plaza to identify the memorial area. This tradition began in 2002 and to date 62 students have been honored.

This year the Girls Night Out event was brought to campus by the Laura Bush Institute for Women’s Health. The Division
coordinated the evening’s activities including resource tables, presentations on skin cancer and personal safety. The
keynote address was given by Ms. Beth Holloway mother of Natalie Holloway who disappeared on a school sponsored
trip to Aruba and who is now presumed dead. Over 500 women attended the evening’s activities.

Judicial Affairs

There was a significant increase in Academic Misconduct cases (32% increase), Behavioral Conduct (52% increase)
and Title IX cases (30%) this year. Drugs, Alcohol and on campus housing violations continue to be the most common
issues.

The Associate Dean of Students and her staff have increased marketing efforts, presentations and presence on
campus at events. This had a tremendous impact in the level of awareness of students and more reports being
submitted. In addition, there is a marked increase in the number of reports being made by faculty and parents.

The majority of the behavioral cases involved alcohol and drugs; with an 83% increase in the number of alcohol charges
and a 4% increase in drug charges. There have been more cases involving technology, academic and behavioral (i.e.
posts on Facebook, Twitter, text messages being used as evidence in cases, one involving a criminal case, which is
having a significant impact on how cases are processed.) One case in particular resulted in over 7000 students being
notified of a potential breach of personal information. The accused student was found responsible and expelled for his
actions.

Some trends in the area of Judicial Affairs are that there has been an increase in crossover of Student Conduct cases
and I-CARE cases. Also, there has been more parental involvement in the Student Conduct process compared to
previous years (i.e. participating in meetings with the student, calling to obtain information regarding their case, etc.)

The office has increased outreach efforts to increase awareness among the student body of concerning behavior. The
activities have included: the National No More campaign initiative, participation in Domestic Violence Prevention and
Awareness Month, Walk a Mile in Her Shoes, the International Men’s March to Stop Rape, Sexual Assault & Gender
Violence. They also collaborated with SGA to co-sponsor the Real Talk: Sexual Violence Knows No Gender, featuring a
discussion on bystander intervention. A guest speaker from the Women’s Shelter served as the facilitator for the event.

Over the past academic year, I-CARE has experienced a 70% increase in overall cases. There were 163 referrals
compared to 87 the previous year. Within that increase the number of serious cases has also increased. These serious
cases include: hospitalizations for suicide attempts, suicidal ideation, severe psychiatric symptoms; domestic violence
and substance abuse.

Some of the most common I-CARE referrals include: depression, anxiety; relationship difficulties; severe and persistent
mental illness (i.e. Schizophrenia, Major Depression, and Bipolar Disorder); feeling homesick and/or difficulty adjusting
to college life; self-harm, suicidal ideation, psychiatric hospitalizations; medical concerns, safety concerns (i.e. misuse
and abuse of alcohol and drugs, domestic violence situations, etc.); suicide attempts; homelessness and death or
tragedy related to a friend or family member.

Some of the cases are beyond the office’s ability to manage on campus with limited resources. The I-CARE case
manager has worked diligently to make connections in the local community. This was critical in getting students the
assistance they needed, especially when financial resources were an issue. This work has been instrumental in keeping
students enrolled, without the support that was provided, students report that they would have simply dropped out.

Career Services

Based on feedback from employers, the Career Fairs were re-formatted this past year and were discipline specific fairs.
The new format increased the number of fairs from 7 offered in AY 14-15 to 12 offered in AY15-16. The employers and
attendees provided feedback that the new format was more appealing and more productive for them. The number of
employers and students attending the fairs was down slightly but still relatively strong overall. Over 2500 students
attended as least one fair with over 370 employers attending.

In January 2016, the Chancellor of the TAMUS provided $5000 to the Career Services office to create a “Lending
Library”. The staff used the funds to acquire a variety of interview appropriate attire to loan students for interviews.
This has been well received on campus. As a result of the publicity surrounding the grant from the chancellor’s office,
Career Services received a number of gently used outfits from local business men & women to add to the Lending
Library.

An Internship Coordinator position was added during AY15-16. The position was filled in January and since that time,
the new coordinator is charged with formalizing the internship program in Career Services. She proposed a process to
make reporting of internships more seamless and effortless for the colleges. Additionally, an internship procedure, to
standardize internship placement reporting data has been developed and is pending approval.
The Assistant Director for Employer Relations continues to secure new companies to recruit on campus and post positions with Career Services. She has placed an emphasis on reaching out to firms that specifically have a need for engineering students. Some of the new companies to post positions on campus include: The Port of Corpus Christi, Chenier Energy, Voss Engineering, Baker Hughes, Technip, ARMDEC and AECOM. In addition to these engineering related firms, additional new companies recruiting on campus include: The Alcohol, Tobacco & Firearms Agency (ATF), US Environmental Protection Agency, Whataburger, Walgreens Manager in Training program, IBC Bank, National Electrical Contractors and M&G Chemicals.

In addition to fairs, on campus recruiting and one on one counseling, Career Services conducted 116 workshop presentations throughout the year to various groups. Presentations were made to the following groups: Student Nursing Association, New Nursing Orientation, Nursing classes, Health Science classes, Professional Skills classes, Society for Hispanic Professional Engineers, American Society of Mechanical Engineers, Delta Sigma Pi, Graduate Studies Appreciation Week, Criminal Justice classes, Communication classes, CASA First Scholars Academy, presentation to Academic Advisors, Student Veteran Organization.

- Disability Services:

Disability Services served over 500 students in AY 15-16. The numbers reflect a significant increase in students using the services. There was an increase of 13% in the number of students registered with the office.

The most prevalent disabilities that are primary diagnosis are: Learning Disabilities, ADHD/ADD, Mental Health and Hearing Impaired. There is approximately and 8% increase in both Learning Disability and ADHD/ADD from FY13 to now. A significant number of students served by the office, have more than one diagnosis. This leads to a number of accommodations being provided per student.

The number of students seeking assistance for hearing impairments continues to present challenges for the department in both fiscal and logistical areas. Last year, $103,400 was spent on Interpreter Services. The CC Council for the Deaf & Hard of Hearing has had challenges in finding interpreters for some of the higher level science and math classes. As a result of this, Disability Services entered into an agreement with an independent contractor in addition to the contract with the CC Council for the Deaf & Hard of Hearing. This helped to alleviate some of these challenges.

Exam Services proctored over 2200 exams for students in AY 15-16. In both the Fall and Spring semesters more than 240 students received accommodations for exams. The space that is designated for Exam Services is not sufficient in size. It can accommodate approximately 30 students at one time. There are certain times of the semester when it is at full capacity for certain time slots. This occurs daily during mid-terms and finals. It is also starting to happen at other times during the year. Disability Services must reserve space in the adjacent area in Corpus Christi Hall in order to meet the demand. Finding additional permanent space is a priority for Disability Services.

The staff in Disability Services continue to work closely with faculty in understanding the wide range of disabilities and how to properly accommodate them in the classroom.

- University Counseling and Health Services Centers

The demand for services in both the University Counseling and Health Centers continues to increase each semester. It is a challenge to keep up with the demand. The intensity and complexity of client/patient issues is stretching resources to the maximum. Referrals to off campus providers in both centers has increased over the last few years. This is due to the need for very specialized training in the field, licensure and long term medical and mental health diagnosis.

In the Counseling Center, there was a 31% increase in the number of counseling appointments during this time over last year; and an 11% increase in the number of psychiatric appointments.

There were 8343 counseling sessions for 1033 students during this time and 888 psychiatric appointments for 195 clients. Most common reasons for seeking counseling services (in order of prevalence): Anxiety; Depression, Trauma & Stress related disorders.

There has also been an increase the number of hospitalizations. This year, 6 students were referred for evaluation for voluntary inpatient hospitalization. Two evaluations were completed. Ten students were hospitalized. Last year, 7 students were referred for evaluation of voluntary inpatient treatment. Three evaluations were completed.

In addition to the increase in students seeking services in the UCC, there has also been an increase in number of students that are at the highest level of concern for the staff of the University Counseling Center. 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. The CAMS model was adopted by the Counseling Center for use with all clients endorsing moderate to severe levels of suicidality to help 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 56 students using the CAMS model, a 30% increase over last year. Last year, the Counseling Center staff followed 43 students using the CAMS model.

The other area in the UCC seeing an increase demand is for psychiatric services. The Psychiatry hours were increased this year. Even with the increase in hours, there continues to be a waiting list of approximately 6 weeks for an initial appointment with the psychiatrist. Urgent consultations are worked into the schedule within 1-2 weeks.
There has been an increase in the number of students seeking services at the Health Center. Most common reasons for seeking medical services (in order of prevalence): Health and Wellness Promotion; Gynecology; Ear, Nose and Throat and Derma-logy. There were 6,753 medical appointments during this time period for 2,830 students reflecting a 23% increase in use.

Similar to the University Counseling Center, the complexity and intensity of the medical issues has also increased over the last few years. Current Procedural Terminology (CPT) codes 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.

Over 2800 calls to the Nurse Call line have an estimated cost avoidance of over $5000 for students. This reflects money saved by being diverted to a more appropriate and cost effective treatment. (Students who share with the Nurse Line that they intended to go to the emergency department, urgent care, or a medical/dental visit to treat their symptoms, but were diverted to a more appropriate and cost effective alternative, are tracked and then a ‘cost avoidance’ estimate is calculated.

Due to limitations of the facility (both in services provided and level of expertise of staff), the UHC made a number of referrals for more extensive evaluation or treatment. In AY 15-16, 185 students were referred out for more extensive treatment.

There have been legislative mandates that have directly impacted the operations in both the University Counseling Center and University Health Center. For the University Counseling Center, SB1624 was passed during the last legislative session. As of 2016 Fall semester, it requires entering full-time or transferring university undergraduate, graduate, or professional students to receive information regarding mental health and suicide prevention services offered by the institution; and information on early warning signs and appropriate interventions. The University Counseling Center developed a presentation that was incorporated into New Student Orientation during the summer 2016 sessions.

For the University Health Center there were changes made to the Texas Board of Nursing rules for Advanced Practice Registered Nurses (APRNs). It dictates that APRNs can only prescribe Schedule II drugs under a physician delegation within specific situations and/or facilities. APRNs cannot prescribe Schedule II drugs within the campus Health Center facility.

The Health and Counseling Centers must increase staff and services to meet the demands of an increasing TAMU-CC student population. The size and layout of the facilities limit the ability of the programs to do this. The Health and Counseling Centers’ buildings are not ADA compliant. It is necessary to plan for a larger, more modern building that is ADA compliant and can accommodate additional staff and services to meet student demand.

The Health Center was given additional space which resulted in the addition of 4 exam rooms on the second floor. The ways in which this space can be used is limited due to lack of an elevator.

The University Counseling Center is at capacity. To add more staff would necessitate discontinuing a service (i.e., Relaxation room; Group Services room). Addressing the need for new facilities is a priority for these areas.

In staffing, the two centers have been fortunate to have filled two vital vacancies in both areas. The addition of a Family Nurse Practitioner in the University Health Center enabled the center to introduce a new triage system. The University Counseling Center filled a psychologist position that had been vacant for a year. The individual hired has 10 years of military experience and has been a tremendous addition to the staff. She has been very involved with the student veteran population on campus. She quickly established credibility with that group and student veterans are now seeking services more often at the University Counseling Center. Unfortunately, this psychologist is an active reservist and was deployed in May 2016 for a period of one year. The University Counseling Center has worked with local community vet resources to try and identify a temporary person to assist with this population while the full time person is deployed. The temporary position was just recently filled.

The outreach education programs in both centers continue to expand in offerings and in the number of students reached through this avenue. The UCC offered 171 programs and reached over 11000 through them. Programs to highlight include: Paws on the Island; the Clothesline Project; the Happiness Challenge, establishing Liaisons with Student-Veterans and Student-Athletics and offering Suicide Prevention Programming (QPR and Dora).

The UHC offered 32 events reaching over 2500 students. The programs included: Get Yourself Tested (CDC sponsored event; free STD testing & education); World Health Day; World AIDS Day; Sex in the Dark and participation in the Wellness Expo.

The University Counseling Center co-authored a 3 year SAMHSA grant with the CONHS on suicide prevention. The office was notified in the Spring that it was accepted. This will enable staff to receive additional training as well as programs for students.

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

**Ann DeGaish**
- Service to the Community
- Special Olympics Volunteer
- Incarnate Word parent volunteer
- #Giving Tuesday campus coordinator/participant

**Service to the University**
- Veterans Affairs Committee, chair
- Student Fee Advisory Committee, chair
- Excessive Hours Task Force, member
- Campus Carry Task Force, member
- Student Engagement & Success Council, member
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
Southern Association of Colleges and Employers Conference, Presenter

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

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

Carla Berkich, Executive Director of Counseling and Health Centers

Service to Community
Participated in SEAS Giving Tuesday – volunteering at Metro Ministrie
Suicide Prevention Coalition

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

Service to University
I-CARE Behavioral Intervention Team
Strategic Planning and Assessment (SPA) Committee
Emergency Management Team, Health & Welfare Branch
Campus Carry Task Force
Environmental Health and Safety Committee
Veteran Affairs Committee
Co-presenter, Employee Development Day

Rachel A. Cox

Service to the Community
Dialog Institute of Southwest, Advisory Board Member
Metro Ministries, Volunteer
Senior Care Center of Corpus Christi, Volunteer

Service to the University
Student Engagement and Success Council, Member
I-CARE Committee, Member
Inclusive Excellence Committee, Member
Intercollegiate Athletic Council, Member
Veteran Affairs Committee, Member
University Technology Council, Member
Texas Diversity Council, Invited Guest
Screening and Brief Intervention, Interviewer

Service to the Profession
AHEAD Pre-Conference Presentation, Mental Health in the College Environment: Perspectives on Misunderstood Disabilities
Association of Higher Education and Disabilities (AHEAD) in Texas, Past President
Association of Higher Education and Disabilities in Texas, Conference Planning Committee
Behavioral Health Center of Nueces County, Board of Trustees
ADA25 Partnership, Member

Angela Walker

Service to the Community
Texas Association for Black Personnel in Higher Education
Coastal Bend Coordinated Community Response Coalition
Corpus Christi Christian Fellowship Media Ministry
Participation in SEaS Giving Tuesday - Wrapping gifts for Hicks Elementary
Anticipated Challenges for the Next Cycle

As enrollment increases the demand for services will also continue to increase. Offices are limited in many areas in what can be offered 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 growing student enrollment, including 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:**

A new, larger, more efficient facility is desperately needed for the University Health Center. It is limited in the number of providers that can be 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. Expansion to the second floor is limited due to lack of ADA access. There is no elevator and the expense of adding one makes it impossible.

There is also a need to expand the type of services offered through the University Health Center however; this cannot occur in the current facility. The UHC would like to expand the range of 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. The UHC cannot compete with the local market for base salary. The department simply cannot afford it. As student enrollment increases, there will be a need to increase staff to handle the increase in demand for services. Since the center is funded by a specific fee, it will be limited in what can be done based on the revenue that is generated by the fee. Also at issue is the amount lost to waivers and exemptions. This has increased steadily each year. In AY 15-16, the exemption rate was 16.4%. 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 enrollment and current staff levels, the UCC is barely within this measure. Additional staff is necessary to address the needs of a growing student body. Even with the addition of a new psychologist in AY 15-16, the University Counseling Center was unable to meet the demand for services. Generally, during the semester there is a wait of 2-3 days before being seen by a counselor. In the case of the Psychiatrist, there are times where there is a six-week delay in getting an appointment.

A great concern for the University Counseling Center is the availability of resources and changes occurring in the local Corpus Christi community in regards to mental health services. Lack of in-patient services locally will greatly affect the students needing this particular treatment. It may force students to seek services out of town. This could greatly impact their ability to return to school once the crisis is over.

Like the University Health Center, the University Counseling Center is in need of a new, larger, more efficient facility. Issues with the facility include: the layout of the current facility raises safety and security issues; access to the second floor is limited due to no elevator and the facility is very energy inefficient. 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 concerns the Associate Dean of Students office and expect it to be handled immediately. In most cases the faculty don't want to deal with it, and they want the person removed from their class. This conflicts with due process requirement and so it takes an enormous amount of time to address the situation and come to a resolution. Unfortunately, with the implementation of Campus Carry the office believes that situations like this will only continue to increase.

**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 the veterans students are diagnosed with PTSD as well TBI. This is very challenging for the staff. It difficult to determine appropriate accommodations for this group as well as, instruct the faculty on how to best handle each situation.

Securing reliable and affordable interpreter services has become a challenge. This past year, the department employed an independent contractor for interpreting, because the local agency was not able to meet the needs of the department. As enrollment increases, this will continue to be a challenge.

Space to properly serve 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. It continues to be a challenge to have cooperation from different academic departments on reporting of internships in the community. A university procedure to address this was proposed in AY 15-16, but it has not been implemented yet. The new Internship Coordinator position was filled in January and is meant to address some of these concerns as well.

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. Fortunately, a decision was made to continue to fund the program through December 2016. This future of this program is at the mercy of the Type A board. If funding is discontinued at any time, it will have a negative effect on students.

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

Review the five-year plan for staffing that each area developed last year. 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. Continue to assess salaries for internal and external equity by collecting & evaluating state, regional, national data.

Address issues surrounding morale and workload when implementing the new FLSA rules and regulations.

Continue to measure the effectiveness of programs across all departments. Review and revamp programs that are out of date or ineffective. Finding new ways of meeting student’s request for services and programs is important. Use technology, new delivery methods, streamlining processes and creative scheduling are ways that can address needs.

As resources are stretched, it is incumbent upon the departments to examine ways of doing business and making changes when necessary to improve efficiency.

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

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. Implement the “First Destination” survey available through the student employment database that will be implemented in the Fall of 2016. Share data with academic affairs and key stakeholders.

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

Assessment Timeline (optional)

Strategic Engagement Initiatives utilizes the assessment timeline adopted by Student Engagement and Success to ensure all University report deadlines are met.

Mission / Purpose

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

Goals

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

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

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

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

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

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

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

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

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

SLO 1: Students will be able to demonstrate the ability to make ethical decisions related to vocational settings. Students will be able to demonstrate the ability to make ethical decisions related to vocational settings after attending “Make the Right Choice” workshop.

Relevant Associations:

Standard Associations

EmpowerU SLOs

1 Ethical Decision Making and Social Responsibility

Skills for Employment

3 Problem Solving

Southern Association of Colleges and Schools

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

3.3.1.3 Educational Support Services
Strategic Plan Associations
Texas A&M-Corpus Christi

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

Related Measures

M 1: Post Assessment for Ethical Decision Making
Workshop participants will complete post assessment to evaluate ethical decision-making. Assessment will be graded with a rubric.

Source of Evidence: Academic direct measure of learning - other

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

Finding (2015-2016) - Target: Not Reported This Cycle
This workshop did not take place during this cycle.

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

Source of Evidence: Administrative measure - other

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

Finding (2015-2016) - Target: Not Reported This Cycle
This workshop did not take place during this cycle.

SLO 2: Students will be able to practice and embrace inclusion of diverse cultures in career settings.

Students will be able to practice and embrace inclusion of diverse cultures in career settings after attending “Landing an International Job” workshop.

Relevant Associations:

Standard Associations
EmpowerU SLOs
2 Globalization and Cultural Diversity
3 Problem Solving

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

3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi

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

Related Measures

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

Source of Evidence: Academic direct measure of learning - other

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

Finding (2015-2016) - Target: Not Reported This Cycle
This workshop did not take place during this cycle.

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

Source of Evidence: Administrative measure - other

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

Finding (2015-2016) - Target: Not Reported This Cycle
This workshop did not take place in the cycle.

SLO 3: Students will be able to demonstrate effective communication after meeting with a career counselor for resume assistance.

Students will be able to demonstrate effective communication after meeting with a career counselor for resume writing assistance.

Relevant Associations:

Standard Associations
EmpowerU SLOs
3 Communication
5 Communication

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

3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi

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

Related Measures

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

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

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

**Finding (2015-2016) - Target: Met**
97% of students received a rating of 3 or greater. 78% of students received a rating of 4.

**Connected Documents**
- Resume Rubric
- Statistical Averages For Career Counselor Services Provided
- Statistics for COA/COE Career Counselor
- Statistics for COSE Career Counselor
- Statistics for Services by College of Business Career Counselor
- Statistics for Services by CONHS Career Counselor

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

Source of Evidence: Academic indirect indicator of learning - other

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

**Finding (2015-2016) - Target: Met**
During FY16 students who participated in the Resume Survey rated a combined average of 97% agree and strongly agree.

**Connected Documents**
- Statistical Averages For Career Counselor Services Provided
- Statistics for COA/COE Career Counselor
- Statistics for COSE Career Counselor
- Statistics for Services by College of Business Career Counselor
- Statistics for Services by CONHS Career Counselor

**SLO 4: Students will be able demonstrate critical thinking after meeting with a career counselor.**

Students will be able demonstrate critical thinking after meeting with a career counselor.

**Relevant Associations:**
- **Standard Associations**
  - EmpowerU SLOs
  - 4 Critical Thinking
  - Skills for Employment
  - 3 Problem Solving
- **Southern Association of Colleges and Schools**
  - 2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
  - 3.3.1.3 Educational Support Services
- **Strategic Plan Associations**
  - Texas A&M-Corpus Christi
    - 1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

**Related Measures**

**M 7: Post Evaluation for Critical Thinking**
Post survey to evaluate the students' critical thinking as it relates to the job search process after meeting with professional staff. Responses will be graded with a rubric.

Source of Evidence: Academic direct measure of learning - other

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

**Finding (2015-2016) - Target: Met**
92% of the 479 students who met with a career counselor received a score of at least 3 out of 4 on a rubric evaluating critical thinking as it relates to job searching.

**Connected Documents**
- Rubric for Critical Thinking
- Statistical Averages For Career Counselor Services Provided
- Statistics for COA/COE Career Counselor
- Statistics for COSE Career Counselor
- Statistics for Services by College of Business Career Counselor
- Statistics for Services by CONHS Career Counselor

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

Source of Evidence: Academic indirect indicator of learning - other

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

**Finding (2015-2016) - Target: Met**
97% reported agreeing and/or strongly agreeing that they were able to use 5 or more resources to search for a job.

**Connected Documents**
- Statistical Averages For Career Counselor Services Provided
- Statistics for COA/COE Career Counselor
- Statistics for COSE Career Counselor
- Statistics for Services by College of Business Career Counselor
- Statistics for Services by CONHS Career Counselor

**SLO 5: Students will be able to articulate knowledge and experience gained outside the classroom.**

Students will be able to articulate knowledge and experience gained outside the classroom after meeting with a career counselor.
Relevant Associations:

Standard Associations

EmpowerU SLOs
3. Communication
5. Communication

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

Strategic Plan Associations

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

Related Measures

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

Source of Evidence: Academic direct measure of learning - other

Target:
At least 80% will achieve a rating of level 3 (good) or greater, with a minimum of 50% achieving a level 4 (excellent). Responses will be graded with a rubric.

Finding (2015-2016) - Target: Met
97% achieved a rating of 3 or better. 92% achieved a rating of 4, excellent.

Connected Documents
mock interview rubric
Statistical Averages For Career Counselor Services Provided
Statistics for COA/ COE Career Counselor
Statistics for COSE Career Counselor
Statistics for Services by College of Business Career Counselor
Statistics for Services by CONHS Career Counselor

M 10: Mock Interview Survey Question
At the end of the mock interview meeting with professional staff the student will be able to affirmatively answer, “After working with Career Services staff, I believe I am able to articulate my knowledge and experience gained outside of the classroom?”

Source of Evidence: Academic indirect indicator of learning - other

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

Finding (2015-2016) - Target: Met
93% of respondents rated their experience agree or strongly agree for the mock interview survey.

Connected Documents
Statistical Averages For Career Counselor Services Provided
Statistics for COA/ COE Career Counselor
Statistics for COSE Career Counselor
Statistics for Services by College of Business Career Counselor
Statistics for Services by CONHS Career Counselor

SLO 6: Students will be able to integrate broad knowledge in their professional careers.

Students will be able to integrate broad knowledge in their professional careers after completing an internship and meeting with a career counselor.

Source of Evidence:

Relevant Associations:

Standard Associations

EmpowerU SLOs
6. Integration of Broad Knowledge
3. Problem Solving

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

Strategic Plan Associations

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

Related Measures

M 11: Post Internship Essay
At the conclusion of an internship, students who have met with a career counselor will write an essay describing how they are able to integrate broad knowledge in their professional careers. Responses will be graded with a rubric.

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

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

Finding (2015-2016) - Target: Met
90% of respondents were able to articulate how they integrated broad knowledge in their professional careers. Responses were graded with a rubric.

Connected Documents
Internship Essay Rubric
Statistical Averages For Career Counselor Services Provided
Statistics for COA/ COE Career Counselor
Statistics for COSE Career Counselor
Statistics for Services by College of Business Career Counselor
Statistics for Services by CONHS Career Counselor
M 12: Post Internship Survey Question
In a post-internship survey, students will affirmatively answer the question, “After completing an internship, I am better able to integrate broad knowledge into my professional career?”

Source of Evidence: Academic indirect indicator of learning - other

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

Finding (2015-2016) - Target: Met
90% of combined responses had a rating of agree and strongly agree.

Connected Documents
- Statistical Averages For Career Counselor Services Provided
- Statistics for COA/ COE Career Counselor
- Statistics for COSE Career Counselor
- Statistics for Services by College of Business Career Counselor
- Statistics for Services by CONHS Career Counselor

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

O/O 7: Provide a supportive campus environment for learning and development.

Provide a supportive campus environment for learning and development.

Relevant Associations:

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

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

Related Measures

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

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

Target:
Score ≥ 80% of students who used the service report that job postings are helpful or very helpful.

Finding (2015-2016) - Target: Not Met
71% of students who used the service reported that job postings were helpful or very helpful.

Connected Document
- Graduating Student Survey Report 2016

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

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

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

Target:
Score ≥ 75% of students who used the service report that career fairs are helpful or very helpful.

Finding (2015-2016) - Target: Not Met
72% of students who used the service reported that career fairs are helpful or very helpful.

Connected Document
- Graduating Student Survey Report 2016

Related Action Plans (by Established cycle, then alpha):
- Update career fair schedules to compliment academic schedules
  Established in Cycle: 2015-2016
  Career Services will seek to increase satisfaction of students participating in career fairs by coordinating career fair times b...
  For full information, see the Details of Action Plans section of this report.

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

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

Target:
Score ≥ 85% of students who used the service report that career counseling is helpful or very helpful.

Finding (2015-2016) - Target: Not Met
77% of students who used the service reported that career counseling is helpful or very helpful.

Connected Document
- Graduating Student Survey Report 2016

Related Action Plans (by Established cycle, then alpha):
- Evaluate student needs of career counseling services
  Established in Cycle: 2015-2016
  Career Services will seek to increase satisfaction of students participating in career counseling by
evaluating the needs of stu...

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

**O/O 8: Ensure our graduates meet the expectations of employers for work, critical thinking and communication skills.**

Ensure our graduates meet the expectations of employers for work, critical thinking and communication skills.

**Relevant Associations:**

**Standard Associations**

*Southern Association of Colleges and Schools*

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

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.4 Community Engagement: Build and sustain mutually beneficial relationships with stakeholders in our community and beyond through engagement by faculty, staff, students and alumni.

**Related Measures**

M 18: Employer Survey: Resumes

Employer survey measures employer satisfaction with students/alumni resumes.

Source of Evidence: Employer survey, incl. perceptions of the program

Target: Score ≥ 80% of employers who participate in on-campus interviewing report that student/alumni resumes are satisfactory or very satisfactory.

**Finding (2015-2016) - Target: Met**

90% of employers who participated in on-campus interviewing reported that student/alumni resumes were satisfactory or very satisfactory.

**Connected Document**

Recruiter Evaluations of On-Campus Recruiting

M 19: Employer Survey: Interviews

Employer survey measures satisfaction with students/alumni interviews.

Source of Evidence: Employer survey, incl. perceptions of the program

Target: Score ≥ 80% of employers who participate in on-campus interviewing report that student/alumni interview skills are satisfactory or very satisfactory.

**Finding (2015-2016) - Target: Met**

85% of employers who participated in on-campus interviewing reported that student/alumni interview skills were satisfactory or very satisfactory.

**Connected Document**

Recruiter Evaluations of On-Campus Recruiting

M 20: Employer Survey: Internships

Employer survey measures employer satisfaction with students who complete an internship.

Source of Evidence: Employer survey, incl. perceptions of the program

Target: Score ≥ 80% of employers who participated in the Small Business Internship Program report that student intern work performance was satisfactory or very satisfactory.

**Finding (2015-2016) - Target: Met**

95% of employers who participated in the Small Business Internship Program reported that student intern work performance was satisfactory or very satisfactory.

**Connected Document**

Recruiter Evaluations of On-Campus Recruiting

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

Manage resources efficiently, effectively and responsibly.

**Relevant Associations:**

**Standard Associations**

*EmpowerU SLOs*

5 Specific Knowledge

*Skills for Employment*

4 Organization

*Southern Association of Colleges and Schools*

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

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.7 University Resources and Accountability: Be accountable for developing and managing resources to efficiently and effectively achieve the mission.

**Related Measures**

M 13: First Destination Survey

Provide a First Destination Survey to track employment of graduates

Source of Evidence: Alumni survey or tracking of alumni achievements

Target: 30% response rate from graduates

**Finding (2015-2016) - Target: Not Met**

Response rate= 23%. Of the approximate 702 students who graduated in Fall 2015 and Spring 2016, 160 responded to the “Tell Us Where You Work” first destination employment survey.

**Connected Documents**

First Destination Survey Data

Statistics for COA COE Career Counselor

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

Implement new First Destination Survey
Established in Cycle: 2015-2016
Career Services will be implementing a new First Destination Survey through the new online job database. This new survey will be...

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

M 14: Purposely Program
Add online program called, Purposely, to enhance delivery of career development resources
Source of Evidence: Academic direct measure of learning - other

Target: 25% of currently enrolled students use the online resource

Finding (2015-2016) - Target: Not Met
Due to problems with online access, the Purposely Program was not utilized by students. Attempts to mitigate issues with online access are ongoing and it is anticipated that the issue will be resolved.

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

Identify and resolve technical issues with Purposely
Established in Cycle: 2015-2016
Due to problems with online access, the Purposely Program was not utilized by students. Attempts to mitigate issues with online...

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)

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: Finished
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
Implementation Notes:

9/26/2016 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".

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: Finished
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:

9/26/2016 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.

Improve marketing strategies for Business Etiquette Dinner
Improve marketing strategies for Business Etiquette Dinner

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: Low
Projected Completion Date: 10/2013
Responsible Person/Group: Associate Director
Implementation Notes:

9/29/2016 Career Services will continue utilizing social media to market this event. Additionally, collaboration with Alumni Relations have contributed to increased the numbers of alumni attending the Business Etiquette Dinner.

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: Finished
Priority: High
Projected Completion Date: 09/2015
Implementation Notes:

9/26/2016 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 are entered into Banner and appear on the student's transcript. This serves two purposes: the University has a way of tracking these non-credit internship opportunities and it serves to add credibility to the student's internship experience.
Develop new online job database
Career Services is switching from CSO online job database to Handshake. Handshake is more user-friendly. It is anticipated that the switch to a more user-friendly job database will increase student satisfaction with access to job postings.

Implementation Status: Planned
Priority: Low
Projected Completion Date: 09/2015
Implementation Notes: The new online job database, Handshake, will contain a better 1st destination survey tool which allows for improved collection of data. This survey tool is automatic and delivers the survey to students and alumni at regular intervals.

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

Implementation Status: Planned
Priority: High
Projected Completion Date: 05/2017
Implementation Notes: The first destination survey in Handshake will be emailed to graduating students, via email.

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.

Implementation Status: Planned
Priority: High
Projected Completion Date: 05/2017
Implementation Notes: The new Career Services 20/20 Strategic Plan, which aligns with the university and division 20/20 plans was reviewed to ensure compliance. Achievement can tracked through assessment report measures and findings.

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.

Implementation Status: Finished
Priority: High
Projected Completion Date: 01/2016
Implementation Notes: 6/24/2016 Internship coordinator was hired as of 1/1/2016.

Develop services for distance learning students
More educational information for Distance Learners was added to the Centers' departmental website.

Implementation Status: Finished
Priority: High
Projected Completion Date: 09/2015
Implementation Notes: 9/26/2016 Standard Operating Procedures for Distance Learners were reviewed and revised. More educational information for Distance Learners was added to the Centers’ departmental website.

Evaluate student needs of career counseling services
Career Services will seek to increase satisfaction of students participating in career counseling by evaluating the needs of students who seek career counseling.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Graduating Student Survey | Career Counseling | Outcome/Objective: Provide a supportive campus environment for learning and development.
Implementation Description: Career Services will seek to increase satisfaction of students participating in career counseling by evaluating the needs of students who seek career counseling and develop strategies to meet these needs.
Projected Completion Date: 05/2017
Responsible Person/Group: Career counselors

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

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Purposely Program | Outcome/Objective: Manage resources efficiently, effectively and responsibly.
Projected Completion Date: 05/2017

Improve Career Services 20/20 Plan
Career Services will be implementing a new First Destination Survey through the new online job database. This new survey will be delivered to graduating students 60 days before graduation, 90 days after graduation and 180 days after graduation. It is anticipated that this new instrument will provide better results.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: First Destination Survey | Outcome/Objective: Manage resources efficiently, effectively and responsibly.
Implementation Description: The first destination survey in Handshake will be emailed to graduating students, via email.
Projected Completion Date: 05/2017

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

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Graduating Student Survey | Job Postings | Outcome/Objective: Provide a supportive campus environment for learning and development.
Implementation Description: The switch from CSO to Handshake will take place by November 30, 2016. Then Career Services team will begin mass communication of the change to students and alumni.
Projected Completion Date: 11/2016
Based on the analysis of findings, what are the strengths of the program?
Based on the analysis of findings, the strengths of the program are assisting students in developing effective communication skills through resume reviews, mock interviews and other programs. The program also equips students to critically think about the best ways of searching for jobs and assists students in integrating broad knowledge about their professional careers via internship experiences.

Based on the analysis of findings, how has the program improved?
Based on the analysis of findings, the program has improved by increased tracking of student participation in internships. Career Services hired an internship coordinator in January 2016 who has focused more on increasing student participation in internships and developing quality internship experiences.

Based on the analysis of findings, what are the areas of concern within the program?
Based on the analysis of findings, the program needs improvement in: use of the Purposely Program to help manage resources to efficiently and effectively achieve the mission of the department and student satisfaction with job postings, career fairs, and career counseling services.

Due to problems with online access, the Purposely Program was not utilized by students. Attempts to mitigate issues with online access are ongoing and it is anticipated that the issue will be resolved. Career Services is switching from CSO online job database to Handshake to better communicate job opportunities to students. It is anticipated that the switch to a more user-friendly job database will increase student satisfaction with access to job postings.

Career Services will seek to increase satisfaction of students participating in career fairs by coordinating career fair times better with academic schedule and attempting to increase the number and variety of employers at each fair. Career Services will seek to increase satisfaction of students participating in career counseling by increasing outreach to students about this service and evaluating the needs of students who seek career counseling.

Annual Report Section Responses

Summary of Program Accomplishments for the Year
Summary of Program Accomplishments

The new industry-specific career fairs have been well-received by both employers and students. Since beginning these in Fall 2015, 371 employers and 2,523 students have participated.

An internship coordinator was hired in January 2016 to help coordinate efforts to increase internship opportunities for students. Additionally, the internship coordinator has updated and revised all materials and resources for internships. Part of this revision was the development of an onboarding process for new employers who wish to hire students for internships. It is anticipated that these efforts will enhance the internship experience for students.

Job placements reported for 2015/2016, saw overall increases. The First Destination Survey, “Tell Us Where You Work” was utilized to capture this data. Part time employment placements, including internships increased by 9% and full-time professional positions had an increase of 35% more placements reported.

The Career Transition Assistance Program for military veteran students began in the Summer and has 14 participants. This program helps military veteran students who are undergraduates make career decisions and gain experience through internships. The current program format is being evaluated and improvements will be made to enhance the experience of future participants.
### FALL FAIRS

#### Attendance

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<td>Recruiters</td>
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<td>Teacher Job Fair</td>
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<td>Graduate School Fair</td>
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#### FALL 2015 FAIR

**Residency and Gender**

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<th>Female</th>
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<td></td>
<td>%</td>
<td>%</td>
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<tr>
<td>Health. &amp; Wellness Fair</td>
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<td>14%</td>
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<td>Graduate School Fair</td>
<td>15%</td>
<td>85%</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Education Fair</td>
<td>10%</td>
<td>90%</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Business Fair</td>
<td>30%</td>
<td>70%</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Criminal Justice/ Veterans Fair</td>
<td>10%</td>
<td>90%</td>
<td>47%</td>
<td>53%</td>
</tr>
</tbody>
</table>

#### FALL 2015 FAIRS

**Classification**

<table>
<thead>
<tr>
<th></th>
<th>FR</th>
<th>SO</th>
<th>JR</th>
<th>SR</th>
<th>PB</th>
<th>GRAD</th>
<th>U/K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health. &amp; Wellness Fair</td>
<td>16%</td>
<td>14%</td>
<td>23%</td>
<td>45%</td>
<td>&gt;1%</td>
<td>0%</td>
<td>&gt;1%</td>
</tr>
</tbody>
</table>
### FALL 2015 FAIR

<table>
<thead>
<tr>
<th></th>
<th>Asian Pacific</th>
<th>Black N/His.</th>
<th>Hispanic</th>
<th>Intern'l</th>
<th>Native American</th>
<th>White N/His.</th>
<th>U/K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Wellness Fair</td>
<td>14%</td>
<td>&gt;1%</td>
<td>15%</td>
<td>&gt;1%</td>
<td>1%</td>
<td>&gt;5%</td>
<td>63%</td>
</tr>
<tr>
<td>Sci, Eng, &amp; Tech Fair</td>
<td>2%</td>
<td>4%</td>
<td>44%</td>
<td>1%</td>
<td>&gt;1%</td>
<td>40%</td>
<td>8%</td>
</tr>
<tr>
<td>Graduate School Fair</td>
<td>12%</td>
<td>&gt;1%</td>
<td>20%</td>
<td>12%</td>
<td>1%</td>
<td>14%</td>
<td>40%</td>
</tr>
<tr>
<td>Education Fair</td>
<td>8%</td>
<td>1%</td>
<td>21%</td>
<td>7%</td>
<td>1%</td>
<td>9%</td>
<td>53%</td>
</tr>
<tr>
<td>Business Fair</td>
<td>5%</td>
<td>&gt;1%</td>
<td>21%</td>
<td>10%</td>
<td>&gt;1%</td>
<td>10%</td>
<td>52%</td>
</tr>
<tr>
<td>Criminal Justice/Veterans Fair</td>
<td>14%</td>
<td>&gt;1%</td>
<td>15%</td>
<td>4%</td>
<td>&gt;1%</td>
<td>6%</td>
<td>50%</td>
</tr>
</tbody>
</table>

### SPRING FAIRS

#### Attendance

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Major Career Fair</td>
<td>76</td>
<td>514</td>
<td>63</td>
<td>502</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Teacher Job Fair</td>
<td>64</td>
<td>165</td>
<td>73</td>
<td>274</td>
<td>41</td>
<td>106</td>
</tr>
<tr>
<td>Criminal Justice/Veterans Fair</td>
<td>27</td>
<td>56</td>
<td>28</td>
<td>101</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Event</td>
<td>Asian Pacific</td>
<td>Black N/His.</td>
<td>Hispanic</td>
<td>Intern’l</td>
<td>Native American</td>
<td>White N/His.</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------</td>
<td>--------------</td>
<td>----------</td>
<td>----------</td>
<td>-----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Health. &amp; Wellness Fair</td>
<td>9%</td>
<td>1%</td>
<td>17%</td>
<td>5%</td>
<td>1%</td>
<td>6%</td>
</tr>
<tr>
<td>Sci, Eng. &amp; Tech Fair</td>
<td>8%</td>
<td>4%</td>
<td>10%</td>
<td>1%</td>
<td>&gt;1%</td>
<td>6%</td>
</tr>
<tr>
<td>Education Fair</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Business Fair</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Summer/PT Jobs Fair</td>
<td>N/A</td>
<td>N/A</td>
<td>37</td>
<td>412</td>
<td>26</td>
<td>161</td>
</tr>
</tbody>
</table>
BUSINESS ETIQUETTE DINNER

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

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TICKETS SOLD</th>
<th>COMPLIMENTARY TICKETS</th>
<th>ACTUALLY ATTENDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>152</td>
<td>22</td>
<td>135</td>
</tr>
<tr>
<td>2010</td>
<td>135</td>
<td>21</td>
<td>122</td>
</tr>
<tr>
<td>2011</td>
<td>136</td>
<td>22</td>
<td>117</td>
</tr>
<tr>
<td>2012</td>
<td>120</td>
<td>9</td>
<td>107</td>
</tr>
<tr>
<td>2013</td>
<td>129</td>
<td>13</td>
<td>107</td>
</tr>
<tr>
<td>2015</td>
<td>168</td>
<td>40</td>
<td>155</td>
</tr>
<tr>
<td>2016</td>
<td>170</td>
<td>40</td>
<td>151</td>
</tr>
</tbody>
</table>

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

BUSINESS COMMUNITY MEMBERS INVITED

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

ON-CAMPUS RECRUITING

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

<table>
<thead>
<tr>
<th>ON CAMPUS RECRUITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
</tr>
</tbody>
</table>

2015-2016 ON CAMPUS RECRUITING COMPANIES

| CGI | US Navy | Camp Aransas |
| Fastenal | Target | Platypus Fitness Center |
| Kiewit | NASA | QSR Online |
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.

<table>
<thead>
<tr>
<th>WORKSHOPS/CLASSROOM PRESENTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
</tr>
<tr>
<td>159</td>
</tr>
</tbody>
</table>

STUDENT EMPLOYEE OF THE YEAR AWARD

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

Spring 2016 marked the 13th Annual Student Employee of the Year Award Program. Winners are:

<table>
<thead>
<tr>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josh Richards</td>
<td>Melody Jacobo</td>
<td>Mari Cruz Alvarado</td>
</tr>
</tbody>
</table>

JOB STATISTICS

<table>
<thead>
<tr>
<th>I-Link Data</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Referrals / Total</td>
<td>7,949</td>
<td>9,799</td>
<td>7,574</td>
<td>8,414</td>
</tr>
<tr>
<td>JLD Placement / Opportunities</td>
<td>425 / 1188</td>
<td>646 / 1366</td>
<td>711/1809</td>
<td>759/1888</td>
</tr>
<tr>
<td>On Campus Placements/Opportunities</td>
<td>508/440</td>
<td>511/480</td>
<td>630/527</td>
<td>673/680</td>
</tr>
<tr>
<td>Intern Placements / Opportunities</td>
<td>188/221</td>
<td>178/238</td>
<td>201/248</td>
<td>207/259</td>
</tr>
<tr>
<td>Professional Placements/Opportunities</td>
<td>94/603</td>
<td>98/734</td>
<td>118/1212</td>
<td>180/1325</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I-Link Data</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Earnings Total $</td>
<td>11,608,285</td>
<td>11,917,955</td>
<td>14,758,880</td>
<td>20,718,303</td>
</tr>
<tr>
<td>JLD Earnings $</td>
<td>3,367,139</td>
<td>4,348,683</td>
<td>6,068,105</td>
<td>7,504,370</td>
</tr>
<tr>
<td>On Campus Earnings $</td>
<td>3,245,035</td>
<td>3,305,312</td>
<td>3,463,606</td>
<td>4,286,202</td>
</tr>
<tr>
<td>Community Service Work Study Earnings $</td>
<td>Included in JLD</td>
<td>Included in JLD</td>
<td>Included in JLD</td>
<td>Included in JLD</td>
</tr>
<tr>
<td>Intern Earnings $</td>
<td>877,307</td>
<td>Included in JLD</td>
<td>Included in JLD</td>
<td>Included in JLD</td>
</tr>
<tr>
<td>Professional $</td>
<td>4,118,803</td>
<td>4,263,961</td>
<td>5,227,169</td>
<td>8,927,730</td>
</tr>
</tbody>
</table>
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 support 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.

Spring 2015 – Summer 2016 Progress Report

Spring 2015 Participation

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

Summer 2015 Participation

<table>
<thead>
<tr>
<th># of Company participants</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Student participants</td>
<td>18</td>
</tr>
</tbody>
</table>

Fall 2015 Participation

<table>
<thead>
<tr>
<th># of Company participants</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Student participants</td>
<td>12</td>
</tr>
</tbody>
</table>

Spring 2016 Participation

<table>
<thead>
<tr>
<th># of Company participants</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Student participants</td>
<td>14</td>
</tr>
</tbody>
</table>

Summer 2016 Participation

<table>
<thead>
<tr>
<th># of Company participants</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Student participants</td>
<td>13</td>
</tr>
</tbody>
</table>

Special Contributions of Program
Faculty and/or Staff

(teaching/service/research/support)

Terri Howe, Director

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

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

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

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

Mark Hendrix, Associate Director

Service to the Community
CBASRT – Coastal Bend Association of Systemic and Relational Therapy – member
Family Counseling Services – counseling services to individuals, families, and couples

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

Service to the University
Strategic Planning and Assessment Committee - member

Sharon Herrera, Job Developer

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

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

Jacinto Medina, Career Counselor

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

Service to the University
SEAS Scholarship Committee

Nancy Salinas, Senior Career Counselor

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

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

Sara Goede, Career Counselor

Service to the University
First Year Seminar Task Force Committee, member
Graduate Student Appreciation Week Committee, member

Isabel Oliver, Career Counselor

Service to the University
Waves of Welcome Committee – member

Sara Lopez, Administrative Assistant

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

Service to the University
Employee Excellence Awards, Chair
Commencement, volunteer

Islander Forum, Presenter

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

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

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

The department will continue to implement the Career Services Strategic Plan 20/20 next cycle. With an increase in staff, it has become necessary to evaluate the current space available for Career Services. After assessing the facility, plans are to redesign the space so that the department functions at an optimum level.

Career Services has experienced a decline in classroom presentation requests. Strategies to address this issue 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 order to improve the "Hire An Islander" database features, Career Services is switching online database providers. Handshake will take the place of CSO. This new provider will allow for additional features such as a mobile-friendly platform and is expected to be more user-friendly.

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.

Implementation of Standard Operating Procedures for Distance Learners is an ongoing process. More educational information for Distance Learners is added to the Centers’ departmental website as needed.

Career Services will seek to increase satisfaction of students participating in career counseling by evaluating the needs of students who seek career counseling. As career counseling needs are identified, strategies to mitigate career counseling needs will be developed and implemented.
Due to problems with online access, the Purposely Program was not utilized by students. Attempts to mitigate issues with online access are ongoing and it is anticipated that the issue with be resolved. Career Services’ staff are working with Purposely personnel to identify and resolve the technical issues that have prevented students from using the program.

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

**Assessment Timeline (optional)**
Career services utilizes the assessment timeline adopted by Student Engagement and Success to ensure all University report deadlines are met.

**Connected Document**
WEAVE Dates 2015-16 - CS

---

**Detailed Assessment Report**
2015-2016 Disability Services
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request)

---

**Mission / Purpose**

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

---

**Goals**

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

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

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

---

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

**SLO 1: Social Responsibility**
Students will be better able to exhibit social responsibility.

**Relevant Associations:**

**Standard Associations**

*EmpowerU SLOs*
1. Ethical Decision Making and Social Responsibility
2. Skills for Employment
3. Problem Solving
5. Communication

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

---

**Strategic Plan Associations**

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

**Related Measures**

**M 1: Student Organization Leader Training Post-Test**
Student Organization Leader post-test. Answers will be graded with a rubric.

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

**Target:**
≥ 85% students respond with at least 3 appropriate referral services.

**Finding (2015-2016) - Target: Not Reported This Cycle**
Not reported this cycle. This assessment occurs on a 3 year rotation.

**M 2: Student Leader Organization Training-Confidence Rating**
Student leader organization training confidence rating.

Source of Evidence: Administrative measure - other

**Target:**
≥ 85% of students will feel confident in referring a student to the Disability Services office.

**Finding (2015-2016) - Target: Met**
92% of students are confident in referring a student to the Disability Services office.

---

**SLO 2: Cultural Competence**
The student will be able to exhibit cultural competence.

**Relevant Associations:**

**Standard Associations**

*EmpowerU SLOs*
2. Globalization and Cultural Diversity
5. Communication
Problem Solving

Southern Association of Colleges and Schools

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

3.3.1.3 Educational Support Services

Strategic Plan Associations

Texas A&M-Corpus Christi

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

Related Measures

M 3: "Hidden" Disability Training Post Test

"Hidden" disability training post-test. Answers will be graded with a rubric.

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

Target:

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

Finding (2015-2016) - Target: Not Reported This Cycle

Not reported this cycle. This assessment occurs on a 3 year rotation.

M 4: "Hidden" Disability Training-Perceived Awareness

"Hidden" disability training-perceived awareness. "Do you believe that learning about students with disabilities increased your awareness of diversity?"

Source of Evidence: Administrative measure - other

Target:

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

Finding (2015-2016) - Target: Not Reported This Cycle

Not reported this cycle. This assessment occurs on a 3 year rotation.

SLO 3: Effective Communication

Students will be able to communicate effectively.

Relevant Associations:

Standard Associations

EmpowerU SLOs

3. Communication

Skills for Employment

3. Problem Solving

5. Communication

Southern Association of Colleges and Schools

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

3.3.1.3 Educational Support Services

Strategic Plan Associations

Texas A&M-Corpus Christi

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

Related Measures

M 5: Student Tour Guides Training Post-Test

Student tour guide training post-test. Answers will be graded with a rubric

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

Target:

- ≥ 85% students will be able to effectively communicate an overview of the Disability Services office and location.

Connected Document

DS SLO #3 Post Test Data - Student Tour Guide

Finding (2015-2016) - Target: Not Met

24% of students were able to effectively communicate an overview of the Disability Services office and location.

Connected Document

DS Learning Outcome #3 - Fall 2016

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

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

Re-evaluate Learning Goal for Communication

Established in Cycle: 2015-2016

Disability Services will re-evaluate target audience and learning goal for effective communication.

SLO 4: Critical Thinking

The student will demonstrate critical thinking skills.

Relevant Associations:

Standard Associations

EmpowerU SLOs

4. Critical Thinking

Skills for Employment

3. Problem Solving

5. Communication

Southern Association of Colleges and Schools

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

3.3.1.3 Educational Support Services

Strategic Plan Associations

Texas A&M-Corpus Christi

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

Related Measures

M 6: Eliminating Barriers Training Post-Test

Eliminating barriers training post-test. Answers will be graded with a rubric
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
> 80% of students will score at the skilled level.

Finding (2015-2016) - Target: Met
100% of students (17 students) were rated on the rubric at the Skilled Level.

Connected Document
DS Learning Outcome 4 - Fall 2016

SLO 5: Assistive Technology Proficiency
The student will be able to proficiently use Assistive Technology after training.

Relevant Associations:
Standard Associations
EmpowerU SLOs
5 Specific Knowledge

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

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

Related Measures
M 7: Assistive Technology Training Post-Test
Assistive Technology training post-test. Answers will be graded with a rubric.

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

Target:
> 80% will score accomplished or exemplary.

Finding (2015-2016) - Target: Not Reported This Cycle
Not reported this cycle. This assessment occurs on a 3 year rotation.

M 8: Disability Services Annual Survey-Assistive Technology
Disability Services Annual Survey-Assistive Technology. Working with Disability Services staff has helped me learn how to use Assistive Technology software, hardware and Assistive Devices.

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

Target:
> 85% agree or strongly agree.

Finding (2015-2016) - Target: Met
93% responded with "Agree" or "Strongly Agree" that DS helped them learn how to use AT software, hardware and Assistive Devices.

Connected Document
DS Student Satisfaction Survey 2016

SLO 6: Connect Training to Experiences
The student will be able to connect education and training to experiences.

Relevant Associations:
Standard Associations
EmpowerU SLOs
6 Integration of Broad Knowledge
Skills for Employment
3 Problem Solving
4 Organization
5 Communication

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

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

Related Measures
M 9: Exit Interview Performance
Exit interview performance. Answers will be graded with a rubric.

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

Target:
> 80% or more will score as skilled or exemplary.

Finding (2015-2016) - Target: Not Reported This Cycle
Not reported this cycle. This assessment occurs on a 3 year rotation.

M 10: Exit Interview Confidence Score
Exit interview confidence score. "Please rate your confidence in your ability to advocate for your disability-related needs."

Source of Evidence: Administrative measure - other

Target:
> 80% will feel confident in their ability to self-advocate.

Finding (2015-2016) - Target: Not Reported This Cycle
Not reported this cycle. This assessment occurs on a 3 year rotation.
Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 7: Provide educational programs to increase disability awareness
Provide educational programs to increase disability awareness.

**Relevant Associations:**

**Standard Associations**

*Southern Association of Colleges and Schools*

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

**Strategic Plan Associations**

*Texas A&M-Corpus Christi*

1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

**Related Measures**

**M 11:** Provide educational programs to faculty/staff regarding students with disabilities
Provide educational programs to faculty/staff regarding students with disabilities

Source of Evidence: Administrative measure - other

**Target:**

- Programs presented $\geq 4$

**Finding (2015-2016)** - Target: Met

- Education programs presented to faculty/staff $= 6$

**M 12:** Provide educational student programs to increase disability awareness
Provide educational student programs to increase disability awareness

Source of Evidence: Administrative measure - other

**Target:**

- $\geq 5$ educational student programs

**Finding (2015-2016)** - Target: Met

- Provided 25 educational student programs to increase disability awareness

**Connected Document**

Educational Programs FY16

O/O 8: Provide quality services for students with disabilities
Provide quality services for students with disabilities.

**Relevant Associations:**

**Standard Associations**

*Southern Association of Colleges and Schools*

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

**Strategic Plan Associations**

*Texas A&M-Corpus Christi*

1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

**Related Measures**

**M 13:** Disability Services Annual Survey—Overall Satisfaction
Disability Services Annual Survey—overall satisfaction.

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

**Target:**

- $\geq 85\%$ will report satisfied or very satisfied.

**Finding (2015-2016)** - Target: Met

- 95% reported being "Satisfied" or "Very Satisfied" with Disability Services

**Connected Document**

Dis Student Satisfaction Survey 2016

**M 14:** Undergraduate Student Satisfaction Survey
Undergraduate Student Satisfaction Survey.

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

**Target:**

- $\geq 85\%$ will report satisfied or very satisfied.

**Finding (2015-2016)** - Target: Met

- 97% of students reported "Satisfied" or "Very Satisfied" with Disability Services

**Connected Document**

2016 Undergraduate Student Survey 2016

O/O 9: Manage resources efficiently, effectively and responsibly
Manage human, financial, physical and technological resources efficiently, effectively and responsibly.

**Relevant Associations:**

**Standard Associations**

*Southern Association of Colleges and Schools*

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

**Strategic Plan Associations**

*Texas A&M-Corpus Christi*

1.7 University Resources and Accountability: Be accountable for developing and managing resources to efficiently and effectively achieve the mission.

**Related Measures**

**M 15:** Utilize Biennial AHEAD Survey
Utilize the "Biennial AHEAD Survey of Disability Service and Resource Professionals in Higher Education: Employment and Compensation" in order to provide competitive compensation and retain staff.

Source of Evidence: Administrative measure - other

**Target:**

- Staff compensation within the average range of pay of the AHEAD Survey.
Details of Action Plans for This Cycle (by Established cycle, then alpha)

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 their resume, etc.) Research implementing some type of monetary reward along with a certificate for the student.

Established in Cycle: 2009-2010
Implementation Status: Finished
Priority: High
Implementation Description: Fall 2013
Projected Completion Date: 08/2011
Responsible Person/Group: New Accommodations Counselor/Rachel A. Cox
Additional Resources: $500.00 (recurring)
Budget Amount Requested: $500.00 (recurring)
Implementation Notes:
10/12/2016 DS will re-evaluate this process. While there are certainly going to be a few students who can't take notes at all due to their disability, the majority that qualify for this service are more than capable of taking their own notes (this semester there are 110 students registered with the office who have requested this accommodation in 401 classes total). The problem is most simply that students probably never had to take a note in high school and/or it was done for them. Some colleges and universities are shifting their focus to promote their responsibility with note taking to change the way the service is described by referring to the services as "Supplemental Note taking Assistance". Levels of need for a note taker are based on the individual's functional limitations. After some research, Disability Services will come up with a new action plan and in the meantime, close this one.

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:
10/7/2016 A committee was formed to draft a policy. The 2 procedures are with Staff Council (comments are due on 10/8/2016). From there it goes to the deans (that'll be quick) and on to Faculty Senate (that'll take time). PC is the last stop, which we have been assured it would move quickly from there.

Complete Implementation and Training of the New Case Management Software

Accessible Information Management (AIM) was purchased.

Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Implement Accessible Information Management System | Outcome/Objective: Manage resources efficiently, effectively and responsibly
Implementation Description: Accessible Information Management (AIM) was purchased and in the process of being set-up and implemented.
Responsible Person/Group: Rachael A. Cox/Director
Additional Resources: Budget has been approved.
Budget Amount Requested: $3,480.00 (recurring)
Implementation Notes:
10/7/2016 DS staff has been trained on 4 of the 6 AIM Modules. Training will be scheduled for the other 2 modules before the end of this year.
10/7/2016 3 (Applications, Alternative Format, Equipment) of the original 5 modules have been "Mastered", 1 is at the "Intermediate" level and the other has not been launched. It seems we have 6 modules and not 5. 2 of the modules came with the software and were not purchased separately. 1. Applications 2.

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.
Implementation Status: In-Progress
Priority: High
Projected Completion Date: 05/2016
Responsible Person/Group: Rachel A. Cox, Director/Ralph McFarland, Associate Director
Implementation Notes:
10/7/2016 Priority registration has been implemented and coordinated with the University Registrar but no official written policy has been approved.

Implement Distance Education SOP's
Implement Distance Education SOP's
Implementation Status: Finished
Priority: High
Implementation Description: Disability Services staff with the assistance of Kevin Houlihan completed the SOP’s.
Projected Completion Date: 09/2016
Implementation Notes:
10/7/2016 Completed Disability Services Standard Operating Procedures.

Implement the 20/20 Strategic Plan
Implement the 20/20 Strategic Plan
Implementation Status: In-Progress
Priority: High
Projected Completion Date: 09/2016
Responsible Person/Group: Rachel Cox/Ralph McFarland
Implementation Notes:
10/7/2016 The implementation of the Strategic Plan 2020 has begun with assessment Communication for the 2015-2016 term.

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.
Implementation Status: Planned
Priority: High
Projected Completion Date: 01/2016
Responsible Person/Group: Rachel A. Cox
Budget Amount Requested: $20,000.00 (recurring)
Implementation Notes:
10/11/2016 Renewed the contract with Caption Colorado to also provide CART for students requesting this service. There is only one interpreter services agency in Corpus Christi. Deaf Interpreter Services also services the CC area however, they have not returned calls after repeatedly leaving messages of inquiry. TAMU-CC has renewed the contract with the Independent Interpreter Services contractor.

Request Additional Funding for a Student Employee
Student Employee to be shared by Exam Services and the reception area.
Implementation Status: Finished
Priority: High
Implementation Description: Funding for an additional student employee has been approved and the student was hired.
Projected Completion Date: 08/2016
Responsible Person/Group: Rachel A. Cox, Director
Budget Amount Requested: $10,000.00 (recurring)
Implementation Notes:
10/7/2016 Funding for an additional student employee has been approved and the student was hired.

Review and Revise Interpreter Services Handbook
Review and Revise Interpreter Services Handbook by the end of FY16.
Implementation Status: In-Progress
Priority: High
Projected Completion Date: 05/2016
Responsible Person/Group: Ralph McFarland, Associate Director
Implementation Notes:
10/11/2016 The process of revising the Interpreter Services Handbook is partially complete. Finishing touches will be made by the end of FY17.

Hire Part-time Exam Services Assistant
The Exam Services Assistant will assist the Exam Services Coordinator in supervising the organization of administration of tests for students with disabilities including orienting new students to exam services procedures and all other related duties.
Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Projected Completion Date: 11/2016
Responsible Person/Group: Director/Associate Director
Budget Amount Requested: $21,000.00 (recurring)

Re-evaluate Learning Goal for Communication
Disability Services will re-evaluate target audience and learning goal for effective communication.
Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: Student Tour Guides Training Post-Test | Outcome/Objective: Effective Communication
Analysis Questions and Analysis Answers

Based on the analysis of findings, what are the strengths of the program?
Based on the results of the Student Satisfaction Survey, Disability Services is providing a high quality of services as evidenced by the student responses and ratings. DS overall quality of services results indicate students reporting 95% being "Satisfied" or "Very Satisfied" with services.

Also, in one training session, 100% of students were able identify at least three barriers for individuals with disabilities. These results demonstrate that students are engaged and eager to learn and to identify issues related to students with disabilities.

Based on the analysis of findings, how has the program improved?
The program has improved in many ways including the use of technology. Due to the great efforts of the Assistive Technology Specialist (along with the graduate assistant), approximately 139 students were trained this fiscal year on some form of AT equipment (Kurzweil, Dragon, Learning Ally, assistive listening devices, smart pens, Jaws, etc).

Students have reported increased proficiency (5% increase from the last reporting cycle) in the use of Assistive Technology (DS satisfaction survey. 95% responded with "Agree" or "Strongly Agree"). Students reported that DS helped them learn how to use AT software, hardware and Assistive Devices. DS students spent approximately 850 hours in the AT lab.

Based on the analysis of findings, what are the areas of concern within the program?
The areas of concern regarding the program include:

- Increasing number of students registering for services therefore, the office has reached maximum capacity for front office, waiting area, Assistive Technology lab, Exam Services office and testing room
- Utilizing new features of AIM and developing and implementing corresponding procedures
- Learning curve for new and returning students, faculty and staff with the now, fully launched, new case management system-Accessible Information Management (AIM)
- 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.

Annual Report Section Responses

Summary of Program Accomplishments for the Year
Disability Services (DS) continued to work to improve and retain students by providing the best and most effective methods in which to accommodate students. The office has implemented weekly (as needed) AIM Panel Review meetings and continues to collaborate with the entire campus community and the community at large. In particular, the office works 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 Director has presented at the Association of Higher Education and Disabilities Conference in Texas professional organization and has completed her term of Past-President of the organization.

The entire staff of Disability Services has dedicated an enormous amount of time and energy coordinating the implementation of the new case management system Accessible Information Management system (AIM). AIM was fully launched in the Fall of 2016 after months of planning and work. This system has streamlined the registration and scheduling of exam process for students and has made alternative text management more user friendly to students and staff.

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

Listed below are the program highlights:

| Total number of students registered: | 2015-2016 = 570 |
|                                      | 2014-2015 = 301 |
|                                      | 2013-2014 = 281 |

Note: Effective 2015-2016 reflects changes in the way students registered are reported. Formerly reported only new students in the Spring and did not report the returning students. Going forward the department will report the total number of students served in the Fall and Spring and Summer sessions.

| Total number of students registered by semester: |
|-------|-----------|-----------|-----------|
| Fall  | 258       | 221       | 222       |
| Spring| 217       | 186       | 213       |
| Summer I | 63 | 59 | 65 |
| Summer II | 32 | 36 | 37 |

Demographics

Registered Students by gender:

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>329</td>
<td>173</td>
<td>173</td>
</tr>
<tr>
<td>Males</td>
<td>241</td>
<td>128</td>
<td>135</td>
</tr>
</tbody>
</table>

Registered Student by classification:
Freshman = ---  Freshman = 65  Freshman = 63
Sophomores = ---  Sophomores = 49  Sophomores = 55
Juniors = ---  Juniors = 63  Juniors = 58
Seniors = ---  Seniors = 89  Seniors = 95
Graduate = ---  Graduate = 29  Graduate = 37
Doctoral = ---  Doctoral = ---  Doctoral = ---
Post Bac = ---

Total 570 301 308

Note: Unable to report 2015-2016 student classifications due to the inability to update in the new AIM system. DS will explore the possibility of discovering a way in which to do this in the future.

Registered Students by disability:

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<tr>
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<tbody>
<tr>
<td>Learning disability</td>
<td>16%</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>ADHD/ADD</td>
<td>35%</td>
<td>39%</td>
<td>31%</td>
</tr>
<tr>
<td>Mobility</td>
<td>8%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Chronic Medical</td>
<td>8%</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>Mental Health</td>
<td>21%</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
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<tr>
<td>Asperger's</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
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Exam Services

Total exams administered by semester:

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<tr>
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<tbody>
<tr>
<td>Fall</td>
<td>937</td>
<td>937</td>
<td>865</td>
</tr>
<tr>
<td>Spring</td>
<td>1,014</td>
<td>805</td>
<td>851</td>
</tr>
<tr>
<td>Summer</td>
<td>250</td>
<td>200</td>
<td>165</td>
</tr>
<tr>
<td>Total</td>
<td>2,201</td>
<td>1,942</td>
<td>1,881</td>
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Students Eligible for Exam Accommodations:

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<tr>
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<tbody>
<tr>
<td>571</td>
<td>482</td>
<td>484</td>
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Students Utilizing Exam Services:

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<tr>
<th></th>
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<tbody>
<tr>
<td>402</td>
<td>329</td>
<td>306</td>
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Additional Exams Proctored at Faculty Request:

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<tbody>
<tr>
<td>13</td>
<td>22</td>
<td>30</td>
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Early Start Exams:

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<tr>
<td>15</td>
<td>19</td>
<td>19</td>
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Saturday Exams:

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>3</td>
<td>N/A</td>
<td>3</td>
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Alternative Text

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

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<tbody>
<tr>
<td>143</td>
<td>134</td>
<td>132</td>
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Total books requested in alternative format:

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>545</td>
<td>674</td>
<td>796</td>
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Breakdown of method of request:
Note: We now have over 2,709 textbooks saved in our E-text library.

Total number of books edited:

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<tbody>
<tr>
<td>Total</td>
<td>313</td>
<td>176</td>
<td>119</td>
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Student Contacts/Visits

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Fall</td>
<td>1,337</td>
<td>1,278</td>
<td>1,162</td>
</tr>
<tr>
<td>Spring</td>
<td>1,830</td>
<td>1,232</td>
<td>1,115</td>
</tr>
<tr>
<td>Summer</td>
<td>555</td>
<td>443</td>
<td>264</td>
</tr>
<tr>
<td>Total</td>
<td>3,722</td>
<td>2,541</td>
<td>2,541</td>
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Total Faculty Notification Letters

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<tr>
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<tbody>
<tr>
<td>Fall</td>
<td>1,255</td>
<td>966</td>
<td>1,021</td>
</tr>
<tr>
<td>Spring</td>
<td>1,103</td>
<td>727</td>
<td>862</td>
</tr>
<tr>
<td>Summer I</td>
<td>152</td>
<td>141</td>
<td>100</td>
</tr>
<tr>
<td>Summer II</td>
<td>54</td>
<td>68</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td>2,564</td>
<td>1,902</td>
<td>2,029</td>
</tr>
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Interpreter Services Hours & Cost

<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td>Hours</td>
<td>2,162</td>
<td>1,966.5</td>
<td>1,674</td>
</tr>
<tr>
<td>Cost</td>
<td>$103,401</td>
<td>$92,520</td>
<td>$82,005</td>
</tr>
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</table>

Staff Professional Development

Gail Connelly
- State of the Division, SEAS Staff Development
- VRI Demonstration, Deaf Interpreter Services
- I-CARE, SEAS Staff Development
- Value Inclusion, SEAS Staff Development
- Interacting with Veteran Students, SEAS Staff Development
- Strategies to Support Trans and Gender Nonconforming Youth, Webinar
- Alternative Testing module AIM Case Management training, Krista Greer
- Understanding Mental Health Issues, SEAS Staff Development, Dr. Alison Marks
- Active Shooter, SEAS Staff Development, UPD
- Business Etiquette Dinner, Staff Development
- Employee Development Day
- Distance Education: Camtasia Training

Erica Garza
- State of the Division, SEAS Staff Development
- Leadership, Excellence and Development Program (LEAD)
- VRI Demonstration, Deaf Interpreter Services
- Texas Association of School Psychologists Conference
- Interacting with Veteran Students, SEAS Staff Development
- Strategies to Support Trans and Gender Nonconforming Youth, Webinar
- What's AT? I'm not a Tech Geek – Help!, Webinar
- Understanding Mental Health Issues, SEAS Staff Development, Dr. Alison Marks
- Quick Start to Captioning, Webinar
- Active Shooter, SEAS Staff Development, UPD
- Business Etiquette Dinner, Staff Development
- Legal Updates: Salome Heyward
- Employee Development Day
- Texas Association of School Psychologists Summer Institute
- Distance Education: Camtasia Training
- DS Staff Retreat

MK Kahrhoff
- Interacting with Veteran Students, SEAS Staff Development
- I-CARE, SEAS Staff Development
- Understanding Mental Health Issues, SEAS Staff Development, Dr. Alison Marks
- Accessible Information Management (AIM) training (2)
- Lessons Learned/Digital Access, Webinar
- Strategies to Support Trans and Gender Nonconforming Youth, Webinar
- Postsecondary Programs for Students with Intellectual Development, Webinar
- Screening and Brief Intervention Training
- Business Etiquette Dinner, Staff Development
Legal Updates: Salome Heyward
Employee Development Day
Distance Education: Camtasia Training
DS Staff Retreat

Jennifer Weir

State of the Division, SEAS Staff Development
Video Captioning, Webinar
VRI Demonstration, Deaf Interpreter Services
I-CARE, SEAS Staff Development
Accessible Information Management (AIM) training: FNLLs
Inventory Workshop
Accessible Twitter, Webinar
Snap & Read Universal, Webinar
Value Inclusion, SEAS Staff Development
Firefox Accessibility Tools, Webinar
Lessons Learned: How the University of Colorado Boulder is Addressing Digital Accessibility, Webinar
AIM Training: Exam Scheduling
What’s AT7? I’m not a Tech Geek – Help!, Webinar
CITI Training: Human Subject Research, Online training
CITI Training: Basic Conduct of Research, Online training
Understanding Mental Health Issues, SEAS Staff Development, Dr. Alison Marks
SRS Overview
Starting or Revamping an Accessibility Program in an Organization, Webinar
Active Shooter, SEAS Staff Development, UPD
Business Etiquette Dinner, Staff Development
Employee Development Day
Distance Education: Camtasia Training
DS Staff Retreat

Ralph McFarland

State of the Division, SEAS Staff Development
Understanding/Preventing Suicide in the Coastal Bend Symposium, Bayview Behavioral Hospital
I-CARE, SEAS Staff Development
Managing Higher Education Social Media Challenges: Academic Impressions Webcast
Accessibility Options for Deaf and Hard of Hearing Students: CART, Text Interpreting and Post-Production Captioning of Online Videos, Webinar
Value Inclusion, SEAS Staff Development
Texans Standing Tall, Screening and Brief Intervention On-line Refresher Course Review
Strategies to Support Trans and Gender Nonconforming Youth, Webinar
Qualtrics for Research Workshop: Learn how to Utilize Qualtrics, Workshop
Critical Thinking: EAP Brown bag
Understanding Mental Health Issues, SEAS Staff Development, Dr. Alison Marks
Clery Act Guidelines for A&M System Campus Security Authorities
The Student Interview: A Tool for Gaining Essential Information, Webinar
How to Write Case Notes: Practical Guidance & Risk Mitigation For Case Managers, Counselors and BfTs, Webinar
Business Etiquette Dinner, Staff Development
HR Update and Performance Management Training
Medical Leave for Students Experiencing Suicidal Ideation: JED Webcast
Distance Education: Camtasia Training
DS Staff Retreat
Division Leadership Retreat
ADA Roundtable: Title II Training

Rachel A. Cox

State of the Division, SEAS Staff Development
I-CARE, SEAS Staff Development
2015 Mail Services, Workshop
Value Inclusion, SEAS Staff Development
2nd Annual Summit on Domestic Violence
AVP Retreat, Momentum Village
Interacting with Veteran Students, SEAS Staff Development
Strategies to Support Trans and Gender Nonconforming Youth, Webinar
Accommodations at University Facilities and Events-Review
Mandated Assessment Revisions
Understanding Mental Health Issues, SEAS Staff Development, Dr. Alison Marks
Screening and Brief Intervention Training for Professionals
A Step-by-Step Guide to Creating a Quality Veterans Resource Center on Your Campus, webinar
A CALL TO MEN: Training to Address Rape Culture - Prevent Sexual Assault on College Campus, webinar
How to Write Case Notes: Practical Guidance & Risk Mitigation For Case Managers, Counselors and BfTs, Webinar
The Student Interview: A Tool for Gaining Essential Information, Webinar
Business Etiquette Dinner, Staff Development
Legal Updates: Salome Heyward
Medical Leave for Students Experiencing Suicidal Ideation: JED Webcast
Employee Development Day
NASPA Online briefing on Department of Labor final rules on overtime pay for salaried employees
Distance Education: Camtasia Training
Service Animals, Emotional Support Animals, Pets and The Law, Webinar
DS Staff Retreat
HR Update and Performance Management Training
Division Leadership Retreat
ADA Roundtable: Title II Training

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
• Intercollegiate Athletic Council, Member
• Veteran Affairs Committee, Member
• University Technology Council, Member
• Texas Diversity Council, Invited Guest
• Screening and Brief Intervention, Interviewer

Service to the Profession

• AHEAD Pre-Conference Presentation, Mental Health in the College Environment: Perspectives on Misunderstood Disabilities
• Association of Higher Education and Disabilities (AHEAD) in Texas, Past President
• Association of Higher Education and Disabilities in Texas, Conference Planning Committee
• Behavioral Health Center of Nueces County, Board of Trustees
• ADA25 Partnership, Member

Service to the Community

• Dialog Institute of Southwest, Advisory Board Member
• Metro Ministries, Volunteer
• Senior Care Center of Corpus Christi, Volunteer

Ralph McFarland

Service to the University

• SEAS Strategic Planning and Assessment Committee, Member
• Undergraduate Admissions Review, Member
• Environmental Health and Safety Committee, Member
• Student Hearing & Appellate Board, Member
• UCSA Student Activity Coordinator, Search Committee
• UCSA Director, Search Committee
• Annual Greek Awards, Selection group

Service to the Profession

• ADA25 Partnership, Member

Service to the Community

• Miracle League, Board Member

Gail Connelly

Service to the Community

• Real Life Church, Volunteer

Erica Garza

Service to the University

• Strategic Planning and Assessment Committee, Member
• Student Code of Conduct Review Committee, Member
• Screening and Brief Intervention, Member

Service to the Community

• #Giving Tuesday, Metro Ministries, Volunteer

MK Kahrhoff

Service to the University

• Who’s Who Scholarship Committee, Member
• Screening and Brief Intervention, Interviewer

Service to the Community

• ADA25 Partnership, Member

Jennifer Weir

Service to the University

• Assistive Technology for K-12, Presentation
• AT and Communication Strategies, Presentation
• Staff Council, Member
• Staff Council, Parliamentarian
• Staff Council, Subcommittees (Dorothy Yeater Scholarship, University Relations and Employee Excellence subcommittees)
• I-ADAPT Committee, Member
• Coordinator, AIM Software implementation (IT and Developer coordinator and populated the software data including retiring old database. Wrote training materials and conducted AIM training.)
• Distributed IT, Member
• Committee for Accessibility of Information Resources, Member
• University Web Council, Member
• Community Panels for new employees
• Screening and Brief Intervention, Interviewer

Service to the Community
Anticipated Challenges for the Next Cycle

- Learning curve for new and returning students, faculty and staff with the now, fully launched, new case management system-Accessible Information Management (AIM)
- Utilizing new features of AIM and developing and implementing corresponding procedures.
- Sufficient storage space for files, equipment and supplies currently, and as we continue to grow.
- Increasing number of students registering for services therefore, the office has reached maximum capacity for front office, waiting area, Assistive Technology lab and Exam Services office and testing room.
- Interpreting, applying, and determining procedures for new and revised regulations and guidelines such as use of service and emotional support animals, documentation guidelines and electronic information access compliance.
- Learning all the different AIM modules purchased.
- The inability to predict the number of students who are deaf requesting interpreters for classes or the anticipated cost of interpreter services.
- Additional costs for assistive technology, recorders, and software licenses.
- Maximum capacity reached on Kurzweil and Learning Ally subscriptions due to massive increase in eligible students using alternative textbooks.
- Sufficient Exam Services and front office coverage

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 office will also focus on these two initiatives:

- Hire Part-time Exam Services Assistant
- Re-evaluate learning goal for communication

Assessment Timeline (optional)

Disability Services utilizes the assessment timeline adopted by Student Engagement and Success to ensure all University report deadlines are met.

Connected Document
WEAVE Dates 2015-16 - DS

Detailed Assessment Report

2015-2016 Executive Director of Strategic Engagement Initiatives Annual Report

(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, that is assessed annually and reported in WeaveOnline.

Islander Housing occupancy remains strong and the program is rapidly growing with the addition of Momentum Village in fall 2015 and phase II projected to open fall 2017. The area has taken steps to rebrand itself overall as Islander Housing. Two privately managed properties (Camden Miramar and Momentum Village) fall under the main brand.

Workshops are based on current best practices, proven developmental theories, and popular subjects in the media.

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

The Office of Strategic Planning and Assessment developed new dashboard instruments for each area of the division to be used during CAS Program reviews. These dashboard instruments simplify the rating process and create savvy and informative reports from the data recorded. These will be used in the upcoming cycle of external reviews starting 2016-17. The office has assisted several units with survey and rubric instrument development and trained several new staff on the process of entering assessment information into Weave Online.
Islander Housing is rapidly growing in the number of students served. The addition of Momentum Village added 482 beds and a new programming element. With 1,790 bed spaces at Camden Miramar, Islander Housing is able to serve a total of 2,272 on-campus residents. The department fully transitioned to a dual housing partner program this cycle and worked to create a unified brand.

Engagement Initiatives continues to grow as new programs are added. Prevention Programs now utilizes the I-TEAM peer educator model in many programs. This peer educator model has proven successful at peer institutions. The office partnered with Texas Standing Tall for the sixth year to provide Screening and Brief Interventions (SBI) on campus. Texas Standing Tall provided $7,000 in funding for the implementation of the SBI event and for the campus to serve as a mentor/role model to new campuses starting the program. The Islanders Alcohol and Drug Abuse Prevention Team (I-ADAPT) created the Partners in Prevention Award to recognize student organizations and Greek letter societies that contribute to prevention efforts.

Inclusion Programs created a greater campus presence with increased Inclusion and SafeZone trainings this cycle. The office also facilitated and co-sponsored several events including a Lavender Graduation/Celebration the Islander Unity Circle and various “Real Talk” programs in partnership with ICA, as well as, a social norming campaign. Over 200 Islanders signed the pledge to be an Inclusive Islander.

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

The division will begin external program reviews using the CAS standards in the next cycle. This is in compliance with the established five year CAS Study Rotation Schedule. Much planning and coordination needs to occur to prepare the division. Also, additional resources were allocated for the first year but these were one-time allocations and the funds will be needed for the following four cycles.

Strategic Planning and Assessment is taking the lead in identifying a method for the University to capture and track student participation in programs and attainment of marketable skills through programming. The campus currently uses OrgSync as its student organization platform. OrgSync merged with Campus Labs and it was announced that all OrgSync users would migrate to the Campus Labs platform in summer 2017. The advantage of this transition is that Campus Labs has a module that can be used for tracking of participation in a marketable skills curriculum. However, this module will likely require additional funds and the amount needed is yet unknown. Once this hurdle is crossed, a lot of staff time will be required to enter programs into the system, link them to the curriculum and track achievement. Additional staff will be needed to meet this objective.

Islander Housing is working to coordinate a consistent and unified marketing brand. Much progress was made in this effort as the University prepared for the acquisition of the Camden Miramar property by Collegiate housing Foundation; however, when the acquisition was terminated, that time and effort was lost. While American Campus Communities (ACC) fully supports the Islander Housing brand, Camden persists in pushing their corporate brand over that of the University. This lack of unity creates a very large challenge.

As the University grows, additional on campus space will be needed. With the completion of Momentum Village Phase II, the University is out of land dedicated to housing. Transportation services for on and off campus students continues to be a concern. The RTA is unable to provide late night service Monday-Saturday or any time after 8:00 p.m. on Sunday. Students, particularly those at the Momentum Campus, desire more flexible schedules. The funding of RTA services is a concern as the need for services and price escalates; however, other units of the University are funded with the housing revenue account before the University’s Housing Office and/or the services it contracts.

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. More staff is needed to ensure the success of all programs. A proposal was submitted for Inclusion Programs to become a stand-alone office identified as the Office of Multiculturalism and Inclusion. If this initiative is funded, it will help considerably.

The need for dedicated staff to train and develop students, faculty and staff on matters of multiculturalism and inclusion is at an all-time high. Negative, and even violent, rhetoric and behaviors have contributed to recent tragedies nation-wide. The tragedies continue to women, creating division in society and on campus. Also, employers are seeking graduates who are culturally competent. As an institution of higher learning – particularly one identified as a Hispanic Serving Institution (HSI) and a Minority Serving Institution (NSI) – Texas A&M-Corpus Christi has an ethical obligation to prepare students in this area.

### Annual Report Section Responses

**Summary of Program Accomplishments for the Year**

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

**Highlights**

- Conducted CAS program reviews and Action Plans of Multicultural Programs including ICA and Inclusive Islanders.
• Created a new dashboard instrument to support CAS Program Reviews.
• Facilitated 23 Inclusion and/or Safe Zone trainings with a combined 608 Islanders in attendance. After training, 212 Islanders signed the pledge to be an Inclusive Islander. 101 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 380 students.
• Camden Miramar opened fall 2015 at 98.8% occupancy.
• Momentum Village opened fall 2015 at 98.9% occupancy.
• Momentum Village (ACC) opened 482 beds on the Momentum Campus fall 2015.
• Developed the Islander Housing brand.

**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** – The office oversees the progress on Division and Departmental Strategic Plans through the annual assessment process. Program achievement of student learning outcomes is reported to the System Board of Regents annually.

**Council for the Advancement of Standards in Higher Education (CAS) Program Reviews** – The office led Multicultural Programs (ICA and Inclusive Islander Programs) in a program review using the CAS Standards. Standards receiving a score of “2-Partially Met” or below were identified for action planning. Action plans were created and will be tracked annually by the individual unit. The office also prepared for a five year cycle of external reviews that will commence fall 2016. This effort included the creation of a new dashboard instrument to streamline reporting and evidence collection, the creation of a timeline, and review team outlines.

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:

2015 Weave Reporting Lab
2016 Weave Planning Lab
Qualtrics Trainings (2)
“Weaving” In Your Measures
WeaveOnline Private Trainings (3)

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

Concealed Carry Survey Report
Smoke-free Survey
Safe Zone Survey and Report
Girls Night Out
Party House
Islander Leadership Seminar Evaluation
Communities Talk for Action Evaluation
RTA Route Survey
I-CARE Faculty Survey

**Marketable Skills/Career Readiness** – The office has taken the lead in identifying a method for the University to capture and track student participation in programs/services and attainment of marketable skills through programming. A working group was formed to break down the challenge and develop a means of tracking attainment. An inventory of division programs and services that teach specific marketable skills was developed. This will assist in developing the curriculum for a
“badge” program. The committee plans to use a module in the student organization platform to develop and track the curriculum.

The campus currently uses OrgSync as its student organization platform. Orgsync merged with Campus Labs and it was announced that all OrgSync users would migrate to the Campus Labs platform in summer 2017. The advantage of this transition is that Campus Labs has a module that can be used for tracking of participation in a marketable skills curriculum. However, this module will likely require additional funds and the amount needed is yet unknown.

Once the tracking module is purchased, a great deal of staff time will be required to enter programs into the system, link them to the curriculum and track achievement. Additional staff will be needed to meet this objective.

University Housing

Stephanie Box serves as the University Housing Officer. Islander Housing consists of two properties. Camden Miramar features 1790 student spaces in both apartment and residence hall floor plans. Momentum Village opened fall 2015 with 482 apartment and townhome bed spaces. Fall 2016, Camden Miramar opened at 104% and Momentum Village opened at 100%. Both properties had extensive wait lists.

Camden Miramar
- Opened fall 2015 at 98.8% occupancy. Average occupancy for the 2015-2016 academic year was 94%
- Opened fall 2016 at 104% occupancy.
- 26 Resident Advisors hosted 143 programs covering all Student Learning Outcomes.

Momentum Village
- Opened a 482 bed facility consisting of 2 bed-room/2 bath apartments, 4 bed-room/4 bath apartments and 4 bedroom/4.5 bath townhomes. Opened fall 2015 at 98.9% occupancy. Average occupancy for the 2015-16 academic year was 98%.
- 6 Resident Advisors hosted 109 programs covering all Student Learning Outcomes.

Collegiate Housing Foundation (CHF) and Camden Property Trust entered into a sale agreement in January 2016. Inspections of Miramar and proper due diligence occurred through spring 2016. University staff assisted with the collection of data and other information, inspections, due diligence and bond sale preparation (Preliminary Official Statement, Bond Purchase Agreement, ground lease and management agreements, etc.). On August 1, 2016, Camden Property Trust notified the University that a final sale price was not agreed upon and the sale would not move forward.

Islander Leadership Seminar
- Islander Leadership Seminar was held over an 8 week period in the fall and again in the spring. The content was based on The Student Leadership Challenge text by Kouzes and Posner. To supplement the text and help students identify their own personal leadership traits, classes were also conducted on the Myers Briggs Type Inventory and Inclusion topics. Student learning outcomes were measured using a rubric to grade the final writing assignment. Overall, participants scored positively.
- In fall 2015, 51 students started the course and 36 completed it for 80% completion.
- In spring 2016, 32 students started the course and 29 completed it for 78% completion.
- Overall, 65 students completed the course FY 2016.

RTA Shuttle and Transportation Programs – TAMU-CC and the Regional Transportation Authority (RTA) offered three programs for students seeking transportation services. Extended hours of local bus service are greatly needed to meet the transportation needs of students, faculty and staff.
- The Wave (#63), servicing local apartment complexes and the campus, averaged 214 riders per day.
- The Momentum (#60) Park and Ride shuttle, between the Momentum Campus and the Island Campus, averaged 399 riders per day.
- The Islanders Ride Free Program, allowing all students, faculty, staff and contractors to ride any bus in the city free of charge, averaged 996 riders per day.

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

Engagement Initiatives

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

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

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

The I-TEAM (Islanders Teaching, Engaging and Motivating) peer education program is committed to educating the Islander community in all dimensions of wellness by promoting healthy and inclusive behavior that inspires students to make positive choices to attain academic and social success. The team was formed in 2014 as a departmental student organization. This fairly new group had 11 active members over the course of the year. I-TEAM planned and/or volunteered for 21 programs independently and in collaboration with I-ADAPT.

Prevention Programming highlights include:

- The Islander Alcohol Education Program (Alcohol Wise) is a mandatory online alcohol education and intervention course for all incoming students under the age of 21. From June 1, 2015 to May 31, 2016, 2,242 students were enrolled in the course. Post-test scores indicate a 28% increase in knowledge from the pre-test.
- The Consent and Respect Module of Alcohol Wise is paid for by the Office of the Associate Dean of Students, but the course is administered by Prevention Programs through the Islander Alcohol Education Program. The course focuses on Title IX compliance issues related to Sexual Misconduct through a proactive approach focusing on consent and respect.
- The Campus Smoking Policy was investigated by I-TEAM and I-ADAPT. As part of this, I-ADAPT presented the proposal and coordinated communications with the Faculty Senate and Staff Council while I-TEAM took the lead with students. I-TEAM partnered with Student Government Association to lead two campus town hall meetings to discuss the impact a 100% tobacco, smoking and vaping free policy would have on campus. They also assisted with a survey to collect data campus-wide. The results of the survey indicated that 68% of the campus was in favor of some change to the smoking policy. A revised proposal allowing smoking in designated areas was presented to the President’s Cabinet who approved the plan. The assessment report and proposed rule are available in the documents section.
- Screening and Brief Interventions were conducted with 380 students as part of $7,000 in funding from Texas Standing Tall from their grant with the Texas Department of Transportation. Twenty-one new University employees were trained to conduct Brief Motivational Interviews.
- A Preventing Underage Drinking Town Hall Meeting was held in April. This initiative was funded through a small planning grant through the Substance Abuse and Mental Health Services Administration (SAMSHA). Featured panelists included State Representative Todd Hunter, District Attorney Mark Skurka, CCISD Police Chief Kirby Warnke, Tiffany Collie with Project HOPE and Claudia Ayala with the TAMU-CC Counseling Center.
- 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. Over 30 events were hosted to provide education, training and alternative activities. A complete program log is provided in the documents section.
- Social Norms Marketing 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. The campaign was updated to Islanders Think, Choose and Succeed this cycle.
- The Biennial Review, as required by the Drug-Free Schools and Campuses Regulations (EDGAR Part 86), is completed in September of even numbered years. Preparations to complete the 2014-16 Biennial Review are in progress.
- 21st Birthday Cards are sent to each student via email during the month of their birthday. The card encourages them to celebrate responsibly. The birthday card includes 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. In future, this card will be sent to all students celebrating a birthday in a given month.
- Data Collection and Assessment is conducted to determine current trends and attitudes across the campus community regarding the use of alcohol and other drugs. This year, data was collected through the CORE Alcohol and Drug Survey, the AlcoholWise Outcome Testing, Smoke-free 2020 survey, and the Preventing Underage Drinking Town Hall Meeting. Reports of these findings are attached in the documents section.

Inclusion Programming

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

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

- **“Value Inclusion” Workshop**: Introduces inclusion topics such as micro-aggressions, gender, isms and assumptions. Participants make an individual action plan at the end of the session. Over the course of 2015-2016, five Value Inclusion workshops were facilitated for various student and staff groups. A total of 143 individuals participated. At the beginning and upon completion of this introductory level inclusion workshop, participants are asked to complete a Cultural Competency Index. At the end of the workshop, 54% of respondents had moved forward at least one stage of the Cultural Competency Index. Six weeks later, participants were asked to respond again. At that time, 100% of respondents had moved forward at least one level from the pre-test. It is important to note that some respondents had received additional training during the six week time span.

- **“Create Inclusion”**: This training is designed to expose faculty, staff, and students to the basics of inclusion and social justice, including a focus on inclusive behavior, appropriate vocabulary, a review of micro-aggressions, and self-reflection. Participants have the opportunity to sign the pledge and identify themselves as an Inclusive Islander at the end of this training. Participants create a community action plan at the end of the session. Over the course of 2015-2016, three Create Inclusion workshops were facilitated for various student and staff groups. A total of 102 individuals participated.

- **“Gender in General”**: This workshop leads participants to explore gender bias and stereotyping, gender identity, misconception, gender issues, and gender inequality. Over the course of 2015-2016, two Gender in General workshops were facilitated. A total of 62 individuals participated.

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

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

  During the 2015-2016 academic year, eight Safe Zone workshops were presented. Seven workshops were for students or student staff. One workshop was for faculty and staff.

  There were 183 total individuals Safe Zone trained and 101 individuals signed the pledge to be an “Inclusive Islander” and have a Safe Zone sticker displayed in their workspace.

  In order to determine the effectiveness of the workshop, student participants were asked to complete a pre-/post-test which consisted of 22 terms related to gender identity, privilege and sexual orientation. 33 students completed the pre-/post-test evaluation. Over 75% of participants increased an average of 15 or more points in the post-test. Based on these results, participants’ ability to communicate in an inclusive and educational manner, related to the LGBTQ community, improved as a direct result of the Safe Zone training.

- **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 the CEO and President of TAMU-CC, and the 2015-2016 Student Veteran Organization President. The office also hosted two social events for veteran students.

- **Lavender Graduation**: The office hosted the first ever Lavender Graduation event in May 2016. Despite negative comments from the Corpus Christi community prior to the event, it was a great success. Ten students participated by walking the stage to receive their lavender cord. Many campus members attended to support the students. The event was funded with private donations. In future, the name will be changed to Lavender Celebration and private funding will continue to be sought to cover all expenses.

**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
NASPA Annual Conference

Stephanie Box, University Housing Officer
TACUSPA Fall Conference
Chief Housing Officers Symposium
SWACUHO Fall Conference

Delaney Foster, Coordinator of Student Engagement and Success
TACUSPA Fall Conference
NASPA Strategies Conference
U in the Driver's Seat Symposium
NASPA Annual Conference
Texans Standing Tall Summit

Elenyis Torres, Graduate Assistant for Strategic Planning and Assessment
Qualtrics Training

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

Connected Documents
2015-2016 OEI Events
2016 SBI Project report
Alcohol Wise Outcome Report
CORE Survey on ADDs
Cultural Competency
FY 2016 EI Assessment Reporting
Gender in General Pre Post Data
Multicultural Programs CAS Dashboard
SAMSHA Town Hall Meeting coverage
Smoke-Free Proposal for PC
Smoke-Free Survey Report
Smoking Policy Proposal
TST Funding Contract to do SBI

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 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
#Giving Tuesday Volunteer – Metro Ministries

Service to the Profession
TACUSPA Foundation Committee
TACUSPA Finance Advisory Board
TACUSPA Historian
TACUSPA 90th Anniversary Chair
Service to the University:
SEAS Strategic Planning and Assessment Committee, Chair
Housing Management Committees (Miramar and Momentum Village)
Momentum Village Phase II Housing Development Team
Islanders Alcohol and Drug Abuse Prevention Team (I-ADAPT)
Incident Command Team, Unit Leader
Student Engagement and Success Council
Strategic Planning and Continuous Improvement Council
SACS-COC 5 Year Report Writing Team for 4.5 and 2.10
University Assessment Council
Committee on Committees
Employee Development Day, Presenter
SEAS Programs and Services Marketable Skills Working Group, Chair
Miramar Acquisition Team

Stephanie Box
University Housing Officer

The Community:
Texas International Fishing Tournament, Advisory Board
Texas A&M University – Corpus Christi National Alumni Association, Director
#Giving Tuesday Volunteer – Women's Shelter

The Profession:
TACUSPA Vice President for Membership and Marketing

The University:
Student Engagement and Success Council
Housing Management Committees (Miramar and Momentum Village), Chair
Momentum Village Phase II Development Committee
Momentum Village Phase II Groundbreaking Committee
Incident Command Structure Team, Deputy Unit Leader
Parking and Transportation Committee
Environmental Health and Safety Committee
Waves of Welcome
Islander Lights
Golden Key International Honor Society, Advisor
Calendar Committee
Who's Who Among Students in American Colleges and Universities, TAMU-CC Selection Committee

Delaney Foster
Coordinator of Student Engagement

Service to the Community
#Giving Tuesday Volunteer
Islander Clean-Up

Service to the Profession
Presented at U in the Driver's Seat Symposium
Member of U in the Driver's Seat Symposium Planning Board
TAMU System Symposium Presenter
Consultant & Trainer for Safe Zone Implementation at Texas A & M University- San Antonio

Service to the University
Inclusion Training for Division of SEaS
I-ADAPT, Vice Chair
Veterans Affairs Committee
Inclusive Excellence Committee
Waves OfWelcome Committee
Homecoming Committee
SEAS Programs and Services Marketable Skills Working Group

Elennys Torres
Graduate Assistant for Strategic Planning & Assessment

The Community:
#Giving Tuesday

The University:
SEAS Strategic Planning and Assessment Committee
SEAS Programs and Services Marketable Skills Working Group

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 facilitate full external assessments starting FY 2017.
- Strategic Planning and Assessment is taking the lead in identifying a method for the University to capture and track student participation in programs and attainment of marketable skills through programming. OrgSync users will migrate to the Campus Labs platform in summer 2017. Campus Labs has a module that can be used for tracking of participation in a curriculum; however, this module will likely require additional funds and the amount needed is yet unknown. Once this hurdle is crossed, a lot of staff time will be required to enter programs into the system, link them to the curriculum and track achievement. Additional staff will be needed to meet this objective.
- 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 have partnered with CAS and offer streamlined self-assessment tools. The SPA Office spends a vast amount of time developing CAS tools.

University Housing
- Increased competition from off-campus communities.
- Connecting the Momentum Campus to the Island.
- Need for additional professional staff at Camden Miramar to accommodate increase in residents and student staff.
- Opening the next phase of Momentum Village on time and at 100% occupancy.
- The RTA is unable to provide services late nights Monday-Saturday or any time after 8:00 p.m. on Sunday.
- Extended hours are needed to meet campus parking demands and student schedules.
- The funding of RTA services is of concern as need for services and price escalates.
- Anticipated budget cuts of 4% in the next biennium will further strain an already limited budget. Other units of the university are funded with the housing revenue account before the University's housing office and/or the services it contracts. The use of housing generated funds to fund the housing office is needed.

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

Prevention:
- 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 or staff for these items.

- I-TEAM program and curriculum development resources are needed. As the team grows, additional funding for programs and leadership is a top priority.
- Prevention Programs has benefitted from grants and gifts in recent years but these are decreasing and cannot be counted on to provide basic needs. More funding is needed.

Inclusion:
- Recent violent rhetoric and national tragedies are fueling a society of hate and mistrust.
- The upcoming election and rhetoric of the candidates, and the political parties, is setting a negative standard of how people with opposing viewpoints communicate.
- 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.
- African American students have expressed concerns with the campus environment and their student experience that must be addressed.
- Additional programming and initiatives to meet the needs of LGBTQ students are needed.
- Programs and services consistent with the student population and the university status as a HSI and MSI are greatly needed.

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

Strategic Planning and Assessment

- Assist in the implementation and measurement of the 20/20 Strategic Plans division wide.
- Conduct External CAS Reviews of Prevention Programs and Career Services.
- Conduct an Internal CAS Review of Greek Life.
- Prepare for full external reviews of all areas in the division.

University Housing

- Continue to implement the Housing 20/20 Plan.
- Improve branding, joint marketing and social media efforts.
- Provide assistance and input to ensure Momentum Village Phase II opens on time.
- Coordinate marketing to assist both properties in opening at 100%.
- Develop an overall Islander Housing program plan for implementation at both properties fall 2017.
- Expand the bus service to better meet needs.

Engagement Initiatives

- Request the creation of an Office of Multiculturalism and Inclusion (OMI), to lead all multicultural and inclusion programming efforts, serve as a voice for inclusion and unity on campus and work to create an inclusive campus community.
- Request a new staff position of Assistant Director of Multiculturalism and Inclusion to lead the OMI.
- Implement new Inclusion workshops to provide advanced training to campus leaders and inclusion advocates.
- Recruit and train additional I-TEAM members to enhance and expand programming on prevention campus-wide.
- Partner with Veteran’s Affairs and other offices to provide a resource and event marketing piece to veteran students on campus.
- Focus on improving overall marketing initiatives.

Assessment Timeline (optional)

Strategic Engagement Initiatives utilizes the assessment timeline adopted by Student Engagement and Success to ensure all University report deadlines are met.

Connected Document

SEAS WEAVE Dates 2015-16

Detailed Assessment Report

2015-2016 Recreational Sports

As of: 4/13/2017 07:51 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: Provide learning-centered rec facilities & programs that promote student success.
    Provide learning-centered recreational facilities and programs that promote student success.

G 2: Develop a healthy campus community.
    Develop a healthy campus community.

G 3: Develop and manage resources
    Develop and manage resources to efficiently and effectively achieve the mission of the Department of Recreational Sports.
**SLO 1: Effectively demonstrate reflective thought and analysis in ethical decision-making**

The student employee will be able to effectively demonstrate reflective thought and analysis in ethical decision-making after participating in the ethical leadership training.

**Relevant Associations:**

**Standard Associations**

- EmpowerU SLOs
  1. Ethical Decision Making and Social Responsibility
- Skills for Employment
- Problem Solving

**Southern Association of Colleges and Schools**

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

**Strategic Plan Associations**

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

**Related Measures**

**M 1: Ethical decision making assessment**

Student employees will complete an ethical decision making assessment upon completion of the training. Responses will be graded with a rubric.

- **Target:**
  - On average, student employees will score a 10 on a scale of 1 to 15.

  **Finding (2015-2016) - Target: Not Reported This Cycle**
  - Student Learning Outcomes are assessed on a three year cycle. Target assessment cycle date 2017-2018

**M 2: Student Employee Experience Survey-Ethical Decision Making**

Student employees will respond to a question regarding ethical decision making on the Student Experience Survey.

- **Source of Evidence:** Administrative measure - other

- **Target:**
  - 80% of respondents will agree or strongly agree that their ethical decision making has improved through working as a Recreational Sports employee.

  **Finding (2015-2016) - Target: Not Reported This Cycle**
  - Student Learning Outcomes are assessed on a three year cycle. Next Assessment target date is in the 2017-18 reporting cycle.

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

The student employee will be able to practice and embrace inclusion of diverse cultures after participating in inclusion training.

**Relevant Associations:**

**Standard Associations**

- EmpowerU SLOs
  2. Globalization and Cultural Diversity
- Skills for Employment
  1. Leadership
  2. Teamwork

**Southern Association of Colleges and Schools**

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

**Strategic Plan Associations**

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

**Related Measures**

**M 3: Safe Zone workshop pre/post assessment of intercultural sensitivity**

Student Employees Safe Zone workshop pre/post assessment of intercultural sensitivity.

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

- **Target:**
  - Students will increase by 10 points from the pre-assessment.

  **Finding (2015-2016) - Target: Not Reported This Cycle**
  - Student Learning Outcomes are assessed on a three year cycle. Next target cycle 2018-2019

**M 4: Safe Zone workshop 6 week follow up of intercultural sensitivity**

Student Employee Safe Zone workshop 6 week follow up of intercultural sensitivity.

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

- **Target:**
  - Students will increase by 5 points from the pre-assessment.

  **Finding (2015-2016) - Target: Not Reported This Cycle**
  - Student Learning Outcomes are assessed on a three year cycle. Next target cycle 2018-2019

**M 25: Student Employment Experience Survey-Understanding of diverse populations**

Student employees will respond to a question regarding understanding of working with diverse populations on the Student Employment Experience Survey.

- **Source of Evidence:** Administrative measure - other

- **Target:**
  - 80% of survey respondents will strongly agree or agree that they have gained a better understanding of working with diverse populations.

  **Finding (2015-2016) - Target: Met**
  - 89% or respondents expressed a better understanding of working with diverse populations. 15 students
responded to the statement with strongly agree, while 10 responded agree. 3 students responded neither agree nor disagree.

Connected Document
Student Experience Report

SLO 3: Demonstrate effective communications skills
The student employee will demonstrate effective communications skills after one year of employment.

Relevant Associations:

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

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

Related Measures

M 5: Student employee evaluation of Communication Skills
Student employee evaluation. Responses will be graded with a rubric.
Source of Evidence: Performance (recital, exhibit, science project)
Target: Student employees will be evaluated at an average level of 3.5 or above on a scale of 1 to 5 on communication.
Finding (2015-2016) - Target: Met
At 3.9 this objective has been met based on this measure. The measure has been uploaded to supporting documentation and the corresponding calculations accompany the responses.

M 6: Student Employee Experience Report - Communication Skills
Source of Evidence: Administrative measure - other
Target: On average, 80% of respondents will indicate improvement in their ability to effectively communicate as a result of working for Recreational Sports.
Finding (2015-2016) - Target: Met
82% of respondents expressed an improvement in their communication skills 11 students responded to the statement with strongly agree, while 12 responded with agree. 5 students responded neither agree nor disagree.

SLO 4: Demonstrate effective analysis of information
Facility supervisors will demonstrate effective analysis of information after one year in the position.

Relevant Associations:

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

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

Related Measures

M 7: Student Employee Learning Outcomes Rubric - Interacting With Others
Using the Student Employee Learning Outcomes Rubric - Interacting With Others, staff members will rate new supervisors when hired/promoted, and rate during the evaluation cycle after one full semester of supervisor training, meetings, and on the job experience.
Source of Evidence: Performance (recital, exhibit, science project)
Target: On average, new student supervisors will show an improvement of at least 2 points after one full semester (scale of 1 to 4).
Finding (2015-2016) - Target: Not Reported This Cycle
Due to employee changes the post tests were only conducted on 2 individuals and do not represent a true measure. This measure is being reviewed for future consistency and continuity. Target update 2016-2017 cycle

M 8: Student Employee Experience Report - Analyze Information
Source of Evidence: Administrative measure - other
Target: On average, 80% of respondents will indicate improvement in their ability to analyze information as a result of working for Recreational Sports.
Finding (2015-2016) - Target: Partially Met
75% of respondents expressed an improvement in their ability to analyze information. 13 students responded to the statement with strongly agree, while 8 students responded with agree. 7 responded with neither agree nor disagree.
SLO 5: Demonstrate appropriate game management techniques
Intramural officials will be able to demonstrate appropriate game management techniques upon completion of preseason training.

Relevant Associations:

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

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

Related Measures

M 9: Officiating mechanics and skills.
Students attending the intramural on court or on field officials’ training will demonstrate acceptable officiating mechanics and skills.

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

Target: Average Score of 80% or above.

Finding (2015-2016) - Target: Met
Average score of final tests during reported period was 96.25. To officiate games prospective officials must meet an 80% or above standard. Those not meeting the standard may shadow and continue ongoing training until this level is obtained. This is a required target for 100% of officials.

Connected Document
Tests and Evaluations checks M

M 10: Pre/Post season test regarding use of game management techniques.
Student officials completing the required training will be sent a preseason and post season test regarding use of game management techniques.

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

Target: 85% of the officials will have improved their scores as compared to the preseason score.

Finding (2015-2016) - Target: Not Reported This Cycle
Based on evaluations officials improved by an average of .5 on a 1-5 scale. This measure is part of measure nine and should be combined for future review. Since all officials must meet the 80% minimum and have continual training the finding of pre and post testing is no longer a valid measure and will not be used as a measure of learning. Evaluations are also subject to multiple person review and may not be consistent. A new target will be explored based on participant perception of official.

Connected Document
Tests and Evaluations checks M

SLO 6: Connect and apply training experiences to enhance abilities for leading group exercise class
Fitness instructors will be able to connect and apply their training experiences to enhance their abilities for leading group exercise class after one year of employment.

Relevant Associations:

Standard Associations
- EmpowerU SLOs
  6. Integration of Broad Knowledge
  1. Leadership
- Southern Association of Colleges and Schools
  2.10. Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
  3.3.1.3 Educational Support Services

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

Related Measures

M 11: Group Fitness Instructor Evaluations
Group Fitness Instructor Evaluations

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

Target: Group Fitness Instructors will score on average a 3.0 on a 1 to 4 scale on the Engagement section of the Group Fitness Instructor Evaluation.

Finding (2015-2016) - Target: Not Reported This Cycle
Due to change in staff the reviews were not conducted for the entire staff and this measure is unable to reviewed accurately.

M 12: Student Employee Experience Survey- Group Fitness Instructors
Student Employee Experience Survey - Groups Fitness Instructors will rate their ability on having learned three skills which they can apply in their future endeavors.
Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 7: Improve the health and wellness behaviors of students, faculty and staff.
Improve the health and wellness behaviors of students, faculty and staff.

Relevant Associations:

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

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

Related Measures

M 13: Employee Wellness Program
Employee Wellness Program
Source of Evidence: Performance (recital, exhibit, science project)
Target:
90% of participants will improve in at least one of five physiological factors. The five physiological factors are: body mass index, endurance, flexibility, and two strength factors.
Finding (2015-2016) - Target: Not Reported This Cycle
Pre and post tests have not been separated from personal data for this review period. Moving forward participants will be assigned a non identifying numeric identifier and pre and post tests can then be conducted.

M 14: Student Wellness Program
Student Wellness Program
Source of Evidence: Performance (recital, exhibit, science project)
Target:
90% of participants will improve in at least one of five physiological factors. The five physiological factors are: body mass index, endurance, flexibility, and two strength factors.
Finding (2015-2016) - Target: Not Reported This Cycle
Pre and post tests have not been separated from personal data for this review period. Moving forward participants will be assigned a non identifying numeric identifier and pre and post tests can then be conducted.

M 15: Student Voice – Fit & Healthy
Student Voice – Fit & Healthy
Source of Evidence: Client satisfaction survey (student, faculty)
Target:
Student responses to the "expanded my interest in staying fit and healthy" question will have a combined "strongly agree" and "somewhat agree" score of 75%.
Finding (2015-2016) - Target: Not Reported This Cycle
Not reported as this is a cyclical review conducted by NIRSA. Target will be assessed in the 2018 cycle.

O/O 8: Provide recreational facilities and programs to meet the needs of a growing student population.
Provide recreational facilities and programs to meet the needs of a growing student population.

Relevant Associations:

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

Strategic Plan Associations
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.
1.7 University Resources and Accountability: Be accountable for developing and managing resources to efficiently and effectively achieve the mission.

Related Measures

M 16: Student Voice – Clean Recreational Facilities
Student Voice – Clean Recreational Facilities
Source of Evidence: Client satisfaction survey (student, faculty)
Target:
Combined affirmative responses will be 95% or greater.
Finding (2015-2016) - Target: Not Reported This Cycle
This is a cyclical survey conducted by NRSA and was not reported on this cycle. Target will be assessed in the 2018 cycle.

M 17: Undergraduate Student Survey – Clean Recreational Facilities
Undergraduate Student Survey – Clean Recreational Facilities
Source of Evidence: Client satisfaction survey (student, faculty)
Target:
Combined affirmative responses will be 95% or greater.

Finding (2015-2016) - Target: Met
97.4% affirmative response rate.

Connected Document
Undergrad Survey 16

M 18: Student Voice – Safe Facilities
Student Voice – Safe Facilities

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

Target:
Combined affirmative responses will be 95% or greater.

Finding (2015-2016) - Target: Not Reported This Cycle
This is a NIRSA conducted survey that is done as a cycle. Target will be assessed in the 2018 cycle.

M 19: Undergraduate Student Survey – Safe Facilities
Undergraduate Student Survey – Safe Facilities

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

Target:
Combined affirmative responses will be 95% or greater.

Finding (2015-2016) - Target: Met
99.1% affirmative response rate.

Connected Document
Undergrad Survey 16

M 20: Undergraduate Student Survey - Programs
Undergraduate Student Survey - Programs

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

Target:
Combined affirmative responses will be 95% or greater.

Finding (2015-2016) - Target: Met
96% affirmative response rate.

Connected Document
Undergrad Survey 16

M 21: Noel-Levitz Intramural Activity
Noel-Levitz Intramural Activity

Source of Evidence: Benchmarking

Target:
Greater than or equal to peer institutions.

Finding (2015-2016) - Target: Partially Met
National institutions scored at a rate of 5.22. TAMUCC scored at a rate of 5.13 showing a gap of -0.09. While this is minimal it should be monitored and a concerted effort set forth to achieve a greater than status as compared to peer institutions.

Connected Document
Noel Levitz

Related Action Plans (by established cycle, then alpha):
IM Variety Action Plan
Established in Cycle: 2015-2016
While the differential is .09 from peer institutions the goal is a greater than peer institution rating. Specifically an adverti...

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

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

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

Strategic Plan Associations
Texas A&M- Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.
1.7 University Resources and Accountability: Be accountable for developing and managing resources to efficiently and effectively achieve the mission.

Related Measures
M 22: Integrate and implement Fusion.
Integrate and implement Fusion.

Source of Evidence: Administrative measure - other

Target:
Fully implement Fusion software and integrate into Recreational Sports Operations
Finding (2015-2016) - Target: Met
Fusion was fully implemented fall 2016. Ongoing training for staff has also been established.

Connected Document
Fusion training 16

M 23: Momentum Multipurpose Fields Support Building
Momentum Multipurpose Fields Support Building

Source of Evidence: Administrative measure - other

Target:
Construct a support building.
Finding (2015-2016) - Target: Met
Support building has been constructed and substantial completion was signed off on. Occupancy was official on 8/16/16

M 24: Momentum Multipurpose Fields - Lights & Turf
Momentum Multipurpose Fields - Lights & Turf
Source of Evidence: Administrative measure - other
Target:
Install Lights and artificial turf
Finding (2015-2016) - Target: Not Reported This Cycle
This target is planned for the Fall of 2018 and will be reported on in the 2019 cycle.

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

Open Momentum Multipurpose Fields
Open Momentum Multipurpose Fields for use by the university community
Established in Cycle: 2012-2013
Implementation Status: 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: 10/8/2016 The fields are open and numerous activities are taking place. The development is ongoing as artificial turf and lights are planned to enhance the existing fields and make them more functional. The support building has reached substantial completion, and should be complete by the end of the next reporting cycle.

New Supervisor Training
Implement a structured supervisor training plan to ensure that student employee development is occurring specifically at the supervisor level. Establish connections among training modules, position requirements, and items identified in the rubric.
Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High
Implementation Description: Full time employees who oversee student supervisors will have access to supervisor training modules developed within the department.
Responsible Person/Group: Assistant Director for Facilities
Implementation Notes: 10/8/2016 The first multi-department training took place during this reporting cycle. Individual areas and modules are still being developed to enhance and target specific skills.

Nutrition Education
Expand nutrition education services for the campus community.
Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High
Implementation Description: Nutrition services are an expanding area for collegiate recreation. Future plans include expanding services in this area through informal cooking classes, partnering with dining services, planning for dietitian services through a position or contract in the near future.
Additional Resources: Funding for dietitian position
Budget Amount Requested: $45,000.00 (recurring)
Implementation Notes: 10/8/2016 The dietician has been hired and program planning has begun.

Student Employment Transferable Skills
Develop and implement a component in the student employee training and development plan which includes education on transferable skills.
Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High
Implementation Description: Include a department wide training activity that intentionally connects Rec Sports job skills to future employment. Supervisor training modules have been developed and will be implemented in 2015. Prior to TexFit, students will discuss communication strategies so they may observe clinician techniques at the workshop (both verbal and non-verbal) so participants in TAMU-CC activities will be able to replicate the desired movements or behaviors.
Projected Completion Date: 01/2015
Responsible Person/Group: Assistant Director for Facilities, Fitness & Wellness Coordinator
Implementation Notes: 4/11/2016 Phase one completed April 1st 2015. Career Services presentation was completed to all students at the student staff mid-semester training. Testing to follow.

Aquatics Complex
With the increased funding from referendum, funding will be set aside for the construction of an aquatics complex.
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 / Recreational Sports Staff
Implementation Notes: 10/8/2016 Pursuing feasibility study in cycle 2016-17

Implement CAS Action Plans
Implement CAS Action Plans
Implementation Status: In-Progress
Priority: High
Responsible Person/Group: Director Assistant Directors
Implementation Notes:

10/8/2016 Ongoing process and evaluation of progress. Currently the development of safety plans, scenarios and manuals have been implemented; however these are living documents and action items and should be reviewed annually. Title 9 training has been implemented and integrated into a cross divisional student training.

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.
Implementation Status: In-Progress
Priority: High
Responsible Person/Group: Director Assistant Directors
Implementation Notes:

10/8/2016 These are being reviewed this cycle as staff turnover has created a need to review and investigate status.

Connected Document
Rec Sports Distance Ed SOP

Implement Momentum 2020 Strategic Plan
Use Departmental Strategic Plan to serve as a guide in accomplishing goals
Implementation Status: In-Progress
Priority: High
Projected Completion Date: 10/2020
Responsible Person/Group: Director Assistant Directors
Implementation Notes:

10/8/2016 This plan is being assessed by the administrative staff of Campus Recreation to be sure of implementation and implementation strategies through the measures reported in Weave and the detailed assessment report.

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. An office will also be created at the welcome desk for the operations technician.
Implementation Status: Finished
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
Implementation Notes:


Partnership for Healthier America Objectives
Continue to develop objectives for Partnership for Healthier America
Implementation Status: In-Progress
Priority: High
Responsible Person/Group: Director Fitness & Wellness Coordinator
Implementation Notes:

10/8/2016 The objectives previously set have been met. This is an evolving program and will be continually reviewed by PHA and standards sent to member institutions.

IM Variety Action Plan
While the differential is .09 from peer institutions the goal is a greater than peer institution rating. Specifically an advertisement campaign and research of desired activities through IM leagues should be conducted each year.
Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Noel-Levitz Intramural Activity | Outcome/Objective: Provide recreational facilities and programs to meet the needs of a growing student population.
Implementation Description: Using IM leagues create surveys and questionnaires to ascertain student desires for additional activities.
Projected Completion Date: 08/2017
Responsible Person/Group: IM staff
Additional Resources: NONE
Implementation Notes:

10/8/2016 This is an ongoing item that should be reviewed consistently to assure program meets student needs and wants.

Improve Analysis Skills
Add an analysis module to staff training. Students will be taught they are actually continually analyzing data by scenario work. This will be the primary tool used to demonstrate and teach this learning outcome.
Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: Student Employee Experience Report - Analyze Information | Outcome/Objective: Demonstrate effective analysis of information
Implementation Description: Using scenario based learning techniques at monthly meetings students will be taught what skills they are implementing and be able to articulate this.
Projected Completion Date: 08/2017
Responsible Person/Group: All Staff within Recreational Sports with direct oversight of student staff.
Additional Resources: None
Implementation Notes:
Analysis Questions and Analysis Answers

Based on the analysis of findings, what are the strengths of the program?
The program is showing greater understanding of learning outcomes as life skills versus job specific skills. Rubrics are being better defined and the ratings appear to be consistent across all reporting areas. Students are being exposed to greater skill sets and domains of learning with each new developed area and program. The broad range of students and clientele allow for a greater understanding of diversity and cultures as a whole as was reported.

Based on the analysis of findings, how has the program improved?
Overall analysis shows continued improvement in target areas. The actual trainings have been improved by adding purposeful learning outcomes verses a unilateral approach of job specific knowledge. This allows students to recognize life skills versus job specific skills.

Based on the analysis of findings, what are the areas of concern within the program?
While many areas remain constant or improved in their findings, and these findings do not necessarily indicate need for improvement or immediate action planning, there are several areas that should be monitored and continued evaluation should be conducted. Programs and services need to be purposefully student focused and changes based on student needs.

There is room for improvement in the management of facilities, communication and the continual development of student and full time staff. Purposeful directed learning and learning outcomes need to be clear and measures can be refined to better target these outcomes to improve the overall outcomes of not just programming but student and staff development.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

The program has seen growth inline with, and in some areas greater than, the percentage of growth of the University. Offerings have been expanded to meet student need and demands with the opening of the Momentum fields and support building. The department instituted a new tracking software called fusion that has led to greater efficiency in tracking student patterns and usage. Based on student feedback the facilities have been updated along with equipment and program offerings. A concerted effort has been made to focus on purposeful and joint training cross departmentally and convey critical information in a more efficient manner.

The following is the direct use of the facility, via fusion reporting systems, as a whole broken down by gender for the reporting period:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>91858</td>
<td>69.97</td>
</tr>
<tr>
<td>Male</td>
<td>115287</td>
<td>30.03</td>
</tr>
</tbody>
</table>

As this was the first year fusion was implemented a true year to year comparison would not be completely accurate therefore next reporting period will be compared to this year for a more accurate snapshot.

Intramural participation for last year was slightly lower than the previous year, however lack of fields could attribute to this. With the introduction of the new support building and the emphasis on field use next years comparison would be a better model to draw conclusions from. Below is the current reporting period participation:

<table>
<thead>
<tr>
<th>Time /Event</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:30 PM</td>
<td>318</td>
<td>69.97</td>
</tr>
<tr>
<td>1:30 PM</td>
<td>318</td>
<td>69.97</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>148</td>
<td>33.20</td>
</tr>
<tr>
<td>3:30 PM</td>
<td>119</td>
<td>25.94</td>
</tr>
<tr>
<td>4:30 PM</td>
<td>253</td>
<td>53.62</td>
</tr>
<tr>
<td>5:30 PM</td>
<td>271</td>
<td>58.17</td>
</tr>
<tr>
<td>6:30 PM</td>
<td>259</td>
<td>54.78</td>
</tr>
</tbody>
</table>

Swim Lessons 361
Group Fitness 60
Academic 12
Athletics 179
SSWP 1 275
sswp 2 400
SSWP3 295
Soccer Camp 341

The pool use also increased significantly this year. Last reporting period the pool had 3,784 participants. This year there were 9,439 participants. This years breakdown by group is below:

<table>
<thead>
<tr>
<th>Event</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td>49</td>
</tr>
<tr>
<td>Oct</td>
<td>1001</td>
</tr>
<tr>
<td>Nov</td>
<td>383</td>
</tr>
<tr>
<td>Dec</td>
<td>12</td>
</tr>
<tr>
<td>Jan</td>
<td>268</td>
</tr>
<tr>
<td>Feb</td>
<td>670</td>
</tr>
<tr>
<td>March</td>
<td>701</td>
</tr>
<tr>
<td>April</td>
<td>111</td>
</tr>
<tr>
<td>May</td>
<td>10</td>
</tr>
<tr>
<td>June/July</td>
<td>0</td>
</tr>
<tr>
<td>Aug</td>
<td>97</td>
</tr>
<tr>
<td>Total</td>
<td>3302</td>
</tr>
</tbody>
</table>

The pool use also increased significantly this year. Last reporting period the pool had 3,784 participants. This year there were 9,439 participants. This years breakdown by group is below:
Recreational Sports continues to be heavily involved in the Campus Wellness Committee and the Chancellor's Wellness Initiative. The Chancellor's Wellness Initiative grant was renewed for another year at $14,000. Islander Rewards, which allows for a refund of 50% to employees who swipe in for workouts 45 times during the fall or spring semesters, continues to be a popular and growing program. Participation continued to be strong in the Islanders Walk for Wellness and Punch Pass Programs as well. The Employee Wellness program also had continued strong participation. This program is limited currently to 20 employees and the waiting lists continues to expand. The addition of the dietician and personal training sessions was well received.

Island Bash attracted almost 1500 students. This year's event was mixed with convocation and the distribution of the convocation t-shirt. This seemed to help boost participation. Inflatable games along with the snow cone and concession trucks were well received. Using the waiver count for inflatable participation and food purchased it was ascertained that of the 1500 receiving t-shirts about 1100 stayed to participate.

The Wellness Expo was a huge success with almost 60 vendors and 400 participants. Outside vendors and group fitness instructors provided demonstrations, including Tai Chi, Yoga, and Zumba. Door prizes were given away, which generated excitement and appreciation.

The department continues to work with SSC for outsourced maintenance and custodial operations. The department is participating in regular meetings and performance review evaluations to bring performance to the desired level.

Fall training for all student Recreational Sports employees included Angela Walker and Rosie Ruiz presenting on Title IX, Julie Shuttlesworth presenting on Social media and sessions were held to cover customer service and proper payroll procedures. This was the first Joint UC/Rec Training.

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

**Franklin Harrison**

- Service to the Profession
  - NIRSA Bylaws Committee Chair

- Service to the University
  - Wellness Committee Chair
  - WOW Committee

**Danny Feitel**

- Service to the Profession
  - NIRSA Co-Director of Competition National Soccer Championships
  - NIRSA Championship Series Soccer Work Team

- Service to the University
  - Student Engagement & Success Strategic Planning & Assessment Committee
  - Environmental Health and Safety 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 Employee Luncheon Committee
  - Parking and Transportation Committee Member

**Shelby Stamets**

- Service to the University
  - Wellness Committee and Chancellor's Wellness Initiative
Anticipated Challenges for the Next Cycle

The multipurpose fields at momentum are a high priority. The student fee increase that was voted on and passed will take several years to fully implement due to the guaranteed tuition policy. The department will continue to work with the administration to develop this venue in order to offer opportunities for students for both employment and activity.

New fees generated from the increased student fee will be incorporated to the departmental budget. A greater portion of the debt service will be assumed by the department which is a positive movement in helping the division of Student Engagement and Success as a whole. The anticipation of a 4 percent budget reduction as proposed by the state legislature does present some challenging thought process.

The department has consistently not been at full staff and that continues to be a challenge. This will hopefully move from challenge to continuous improvement within the next cycle.

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

There are several initiatives based on continual feedback that are planned over the next cycle(s):

1. The continuation of the development of the momentum complex is a high priority as outlined in the action plan for 2012-2013 cycle.
2. The addition of the pool and other needed facilities based on student feedback as detailed in the action plan for the Aquatics complex in the 2014-2015 cycle.
3. To continue to meet the needs of the growing student population the addition of staff and programs is a high priority as outlined in the M variety action plan established in the 2015-2016 cycle.
4. Greater opportunity for leadership and leadership training for students will take place within the club sports leader training and the outdoor trip programs. These skills will then be translated in learned skills that can be analyzed and applied to each students development as outlined in the Improve Analysis skills action plan established in the 2015-2016 cycle. These programs will strive to develop students and meet the need of developing Student employees transferable skill as well.
5. Moving forward the nutrition education component will become part of the standard operating procedures of recreational sports. The dietician has been hired and is currently developing curriculum and programming that will evolve with the student body. While this action plan will be moved to finished, all operating procedures are evaluated on an ongoing basis.
6. The actions plans for the PHA advancement and new supervisor training will also be moved to the finished area for the next reporting cycle. These programs will continue to be evaluated and evolve with the program as a whole, and new standards will be sent by PHA. However, as a fabric of the program they will become part of the annual program evaluation and development.
7. Strategic planning, CAS action Planning and distance Educational SOPS are ongoing action plans that are continually reviewed and the processes are reviewed to be sure that these item are on the targeted timelines.

Assessment Timeline (optional)

Recreational Sports utilizes the assessment timeline adopted by Student Engagement and Success to ensure all University report deadlines are met.

Connected Document
WEAVE Dates 2015-16

Detailed Assessment Report

2015-2016 Senior Executive Director of Student Life Annual Report

As of: 4/13/2017 07:51 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?

University Center

The University Center shows strengths in the areas of managing, maintaining and operating an approximately 130,000 square foot facility for the University and Corpus Christi community. The staff is committed to managing resources efficiently and effectively to achieve the mission of the department, and providing facilities, programs and services which
encourage learning, growth, and leadership for students.

**Student Activities**
Student employment plays a vital role in preparing students for employment after college, and providing this opportunity to build skills is a strength of the department. In addition the department provides an increasing variety of events ranging from social and service activities to educational and leadership training activities. The variety, quality, and quantity of these events is also a strength of the department.

**Recreational Sports**
The department has worked diligently to show students a greater understanding of skills being learned. Through student employment and participation, students are being exposed to greater skill sets and domains of learning with each developed program area. Also, the broad range of students and clients being served by the facility has provided an environment and opportunity for understanding of diversity and cultures.

**Student Government**
Student Government's strengths are found in the committed students who stay engaged and involved. Strong leadership, organization, and passion from the executive board also contribute to the strength of the organization.

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

**University Center**
Since the last administration of the EBI (Skyfactor) Benchworks College Union/Student Center assessment, overall program effectiveness has increased by 7.1% with the following factors indicating an increase: College Union has a positive environment, College Union is student oriented, College Union is a source of entertainment, Union cleanliness, and Union staff. A 14% increase in satisfaction was reported on the Undergraduate Student Survey.

**Student Activities**
Growth has been seen in participation numbers at events, within the National Society of Leadership Success, Panhellenic recruitment, and within membership of CAB, ICA, and SVC. In addition, there was growth in the evaluation of performance of student employees in their decision making/problem solving skills. Scores increased drastically during this reporting cycle.

**Recreational Sports**
The department has shown improvements in the areas of student employment training, especially relating to adding purposeful learning outcomes within each of their programs. By doing so, students are now able to recognize life skills versus job specific skills.

**Student Government**
Increase in membership, changes to the constitution and offering elections on OrgSync are a few ways in which the Student Government Association has improved this year.

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

**University Center**
- Intervention is needed in the area of teaching communication skills.
- An inexperienced, young student staff is also an area of concern. Continued intervention is needed to keep service at a high level.

**Student Activities**
- Marketing opportunities need to be improved.
- Leadership training opportunities need to grow.
- Growth is needed in multicultural and inclusion training.
- Student employee communications training needs to be reviewed and emphasized.

**Recreational Sports**
- Improvement needed in the management of facilities.
- Continued development of student and full time staff.
- Programs need to be reviewed and changed based on student needs, not needs of staff.

**Student Government**
- Lack of interest from students to serve in President and Vice President positions.
- Ongoing transition of students in executive board positions.
- Retention of students to serve more than one year.

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**Annual Report Section Responses**

**Summary of Program Accomplishments for the Year**

**University Center**
- Breakers game room hosted a variety of tournaments (billiards, video games, etc.) throughout the year and in some instances had up to 30 participants.
- University Center Programming (UCP) provided programs such as Karaoke, Motivational Monday, Mardi Gras Munchies, Constitution Day celebration, Paint with Me, and door decorating contests to students/faculty/staff who frequented the University Center throughout the year.
- During the Spring Study Center (May 4-11), 1,229 students participated and took advantage of the facility to prepare for final exams and approximately $1,900 of food was donated from five departments.
- Late Night Breakfast was held in the dining hall during the fall and spring semesters, with 503 participants attending in the fall and 832 during the spring.
- Approximately 1,955 students were served through the Lost and Found service; 630 of those students had their property returned. In addition, $955 was raised through the lost and found sale, with proceeds benefiting the UCSA student employee appreciation and recognition luncheons.
- Installed a thermal people counter system at all first floor entrances.
- Added a laundry facility utilizing a storage room.
- Sun shades (roll down blinds) were installed at the Student Involvement Center, Bookstore, and Suite 204.
- A dedicated space for a Student Veteran's Lounge was created in UC 201.
- A total of 25,612 bookings were input to the department's scheduling/reservation system. The majority of bookings came from academic/administrative/university departments.
- From April - August, foot traffic totals were at 310,660 with the months of April and August seeing the highest foot traffic to the building.

**Student Activities**
- Aloha Days saw an increase in attendance of 12.8% from the previous year with a total of 287 campers.
- Alternative Break Program doubled the number of participants for both the Alternative Winter and Spring Break programs and raised $1,300 to assist participants with their travel costs.
Campus Activities Board hosted a new initiative, roller skating party, to complement Late Night Breakfast and had over 400 participants.

Homecoming extended the route for the parade, added a trivia event to the spirit competition and collaborated with ICA/MGC to host a highly successful Cultural Fashion Show.

Panhellenic Council had a 33% increase in their membership from the previous year and the Multicultural Greek Council had a 10% increase.

Student Volunteer Connection continues to see an increase in participation with 52 general members, Islander Clean had 185 participants combined for fall and spring, and the Big Event had over 600 participants provide service.

The University Council of Student Organizations welcomed 10 new organizations to campus.

UCSA Leads hosted the Islander Leadership Conference with keynote speaker Jessica Abo and the National Society for Leadership & Success (Sigma Alpha Pi) was selected as Chapter of the Year out of 504 nationwide.

Recreational Sports

- Approximately 207,145 participants swiped in to use the Dugan Wellness Center this year.
- Aquatics continued to see an increase in use, with a total of 9,439 participations.
- The Chancellor's Wellness Initiative grant was renewed again this year and provided an additional $14,000 to be used for wellness programs provided to the campus community.
- Islander Bash attracted almost 1,500 students.
- The Wellness Expo was a huge success with 60 vendors and 400 participants
- Sport Club participation had a slight increase in participation with a total of 3,302 over the year.
- A new director was hired, replacing the previous director who served for 14 years.
- The support building for Momentum Multi-sport Fields was completed and opened in August.
- The weight room was updated during Spring Break and cardio equipment has been modernized.
- The office suite was remodeled adding more offices for new positions.

Islander Bash attracted almost 1,500 students.

The Wellness Expo was a huge success with 60 vendors and 400 participants

Sport Club participation had a slight increase in participation with a total of 3,302 over the year.

A new director was hired, replacing the previous director who served for 14 years.

The support building for Momentum Multi-sport Fields was completed and opened in August.

The weight room was updated during Spring Break and cardio equipment has been modernized.

- The office suite was remodeled adding more offices for new positions.

Intramural participation increased by approximately 400 participants.

Student Government Association

SGA's membership has grown as compared to last year with a total of 29 members on the executive board, senate and judicial branches.

This was the first year that a Freshman Council was developed as way to groom students to become more engaged and active in the association as well as consider future positions within SGA.

SGA assisted with transitioning general elections to OrgSync which produced four times the amount of ballots cast than the previous year.

During the fall elections, the student body approved and ratified amendments to the constitution.

Spring elections were held April 20-21, 2016 for President and Vice President and saw a 44.8% increase in the number of ballots cast from fall 2015. Garrett Ransom and Andrea Gilson were elected as President and Vice President respectively.

SGA played a big part in garnering input from students through open forums to assist in making recommendations regarding Concealed Campus Carry and the Smoke-Free 2017 Initiative.

SGA approved a resolution urging the administration to develop, implement, and enforce formal policies and procedures for posting of mid-term grades.

Recently the senate also voted to support Athletics in developing the UTRGV Rivalry Series.

SGA successfully drafted and approved a bill to support an increase of 3.3% to the Athletics Fee.

During Homecoming Week, SGA again hosted Friday Fiesta and had a Penny Wars competition between organizations. This year $1,069 was raised for the Hector P. Garcia Book Scholarship.

Six students were able to attend the COSGA conference in College Station in March.

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
- Calendar Committee
- Facilities Use Committee
- Expressive Activities Committee Co-Chair

Service to the Profession

- TACUSPA Fall 2015 Conference Co-Chair
- Co-Presented at ACUI Conference (March 2016)
- Presenter TWHE Conference (April 2016)

Service to the Community

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

Stephanie Schmidt

Service to the University

- Marketable Skills Programming Committee 2015-2016
- CAS Multicultural Assessment Committee 2016

Service to the Community

- Annual Day of Giving

Franklin Harrison

Service to the Profession

- NRSA Bylaws Committee Chair

Service to the University
Anticipated Challenges for the Next Cycle

**University Center**

The operations full-time staff, as a whole, are all in new roles due to reclassification of positions and new hires. This may pose a challenge in providing consistency or service to clients who utilize the facility.

Requests for rental of the University Center for weddings, birthdays, graduations, and parties have increased due to the expansion and remodel of the facility. The demand for facility use is causing a strain on balancing staff time with the amount of hours the facility is open. In addition, with the upcoming Fair Labor Standards Act federal mandates an adjustment to work hours for non-exempt staff will be a necessity.

Rising costs of utilities and services provided by SSC are also an anticipated challenge for the upcoming year.

**Recreational Sports**

Vacancies within the department continue to be a challenge. This past year, a coordinator search failed multiple times and has been reposted. The outdoor coordinator, fitness and wellness coordinator, assistant director for programs, and several graduate assistant positions still need to be filled.

Continued development of the Momentum Multi-sport fields will be a challenge especially as it relates to overseeing project management and working closely with SSC to ensure efficient processes.

The announcement of an anticipated 4% budget cut in the next fiscal year budget development will also be a challenge especially as the Recreational Sports department moves towards assuming total funding of debt service of the Dugan Wellness Center.

**Student Government Association**

As the group progresses and transitions with their new administration, relationship building with the administration will be a concern. The SGA is still being seen as a student organization instead of one of three governing bodies on campus and several students who are involved are having a hard time evolving into that role. Having the group focus more on student and campus issues as well as policy and procedure which impact students will be a continued challenge.

**Student Activities**

The new fiscal year poses a challenge in regard to staffing. Two Student Activities Coordinator positions are vacant leading into the fall semester and will be a challenge for all Student Activities staff who will be assisting to fulfill responsibilities during a very busy fall semester. Also, a new assistant director will be transitioning to a new position. In addition, the new FLSA mandates will pose a challenge as four positions will be reclassified to non-exempt status.

Exploring flexible work schedules will be a necessity, especially with the timing of events, student organization meetings, retreats, and travel. This will represent a change in how these positions work along with maintaining a high level of morale.

**University Center**

A focus on student development will be provided through the student employment program, especially in the areas of decision making, Step-Up Bystander Intervention, and development for information desk specialists. Through the University Center Programs, intentional programming relating to understanding others is being planned and the development of a strategic marketing plan for the University Center will be implemented.

**Student Activities**

To support growth, streamline processes, and continually improve the quality of offerings for students, the department will undergo a CAS Assessment for Fraternity & Sorority Life, develop processes for OrgSync card swipe and electronic waivers, request funding to hire a graduate assistant for leadership programs, and enhance risk management training.

**Recreational Sports**

Continued development of the Momentum Multi-sport fields, to include lights and turf, is a priority. In addition, plans include hiring staff for vacant positions and developing a new nutrition education component. Policies and procedures within the department are also being evaluated to ensure alignment within the Student Life Unit and to include updates that are needed based on new practices within the department. Facility and program enhancements will also be evaluated next year to keep up with student needs.

**Student Government Association**

Student Government plans to further their agenda with the Mid-Term Act to see the Mid-Term Act implemented, and several graduate assistant positions still need to be filled.

Vacancies within the department continue to be a challenge. This past year, a coordinator search failed multiple times and has been reposted. The outdoor coordinator, fitness and wellness coordinator, assistant director for programs, and several graduate assistant positions still need to be filled.

Continued development of the Momentum Multi-sport fields, to include lights and turf, is a priority. In addition, plans include hiring staff for vacant positions and developing a new nutrition education component. Policies and procedures within the department are also being evaluated to ensure alignment within the Student Life Unit and to include updates that are needed based on new practices within the department. Facility and program enhancements will also be evaluated next year to keep up with student needs.

**Student Government Association**

Student Government plans to further their agenda with the Mid-Term Act to see the Mid-Term Act implemented, increase the number of participants attending Day at the Capitol, enhance the student experience in serving on university committees, and increase their publicity efforts through social media.

**Assessment Timeline (optional)**

Strategic Engagement Initiatives utilizes the assessment timeline adopted by Student Engagement and Success to ensure all University report deadlines are met.

**Detail Assessment Report**

2015-2016 Student Activities

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

**Mission / Purpose**

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

**Goals**

G 1: Provide programs which encourage learning, growth, and leadership.

Provide programs which encourage learning, growth, and leadership.

G 2: Enhance student experiences outside of the academic classroom.
Enhance student experiences outside of the academic classroom.

**G 3:** Develop and manage resources to efficiently and effectively achieve the mission of the department.

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

**SLO 1:** Student employees will effectively demonstrate reflective thought and analysis in decision making.

- **Student employees will be able to effectively demonstrate reflective thought and analysis in decision making after one semester of employment.**

**Relevant Associations:**

**Standard Associations**

- **EmpowerU SLOs**
  - 1. Ethical Decision Making and Social Responsibility
  - 2. Problem Solving

**Southern Association of Colleges and Schools**

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

**Strategic Plan Associations**

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

**Related Measures**

**M 1: Ethical Decision Making Case Study**

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

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

**Target:** Using an ethical decision making skills rubric 75% of student employees will score at the intermediate or advanced level.

**Finding (2015-2016) - Target: Not Reported This Cycle**

This assessment was not conducted this year.

**M 2: Yearly Performance Evaluations - Ethical Decision Making**

- Supervisors will annually evaluate the performance of student employees ethical decision making skills upon completion of at least one semester of employment.

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

**Connected Document**

- **Performance Evaluation Spring 16**

**Target:**

70% of students will score above average or excellent on the question "Initiative/Problem Solving/Decision Making:

Takes initiative in handling of problems; is able to assess the situation or task and take appropriate action with little or no supervision; takes initiative in performing job-related duties (such as sharing important information, reporting broken equipment; sharing maintenance concerns with appropriate people, etc.)"

**Finding (2015-2016) - Target: Met**

73.6% scored a 4 (above average) or 5 (excellent) on the evaluation. This measure on the performance evaluation was completed for 38 student employees.

**Connected Document**

- **Student Activities Performance and Self evaluation scores 16**

**M 3: Self Evaluations - Ethical Decision Making**

- Students will annually self evaluate their performance upon completion of at least one semester of employment in regard to ethical decision making skills.

**Source of Evidence:** Evaluations

**Connected Document**

- **Student Employee Self Evaluation 2016**

**Target:**

70% of students will score themselves above average or excellent on the question "Initiative/Problem Solving/Decision Making:

Takes initiative in handling of problems; is able to assess the situation or task and take appropriate action with little or no supervision; takes initiative in performing job-related duties (such as sharing important information, reporting broken equipment; sharing maintenance concerns with appropriate people, etc.)"

**Finding (2015-2016) - Target: Met**

75% rated their ability at a 4 (above average) or 5 (excellent) rating. This question was completed by 36 student employees.

**Connected Document**

- **Student Activities Performance and Self evaluation scores 16**

**SLO 2:** Students participating in UCSA programs will be able to understand others whose backgrounds differ from their own.

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

**Relevant Associations:**

**Standard Associations**

- **EmpowerU SLOs**
  - 2. Globalization and Cultural Diversity

**Southern Association of Colleges and Schools**

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

**Strategic Plan Associations**

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

M 4: Diversity Workshop Evaluations
Students will participate in a short survey after attending the Real Talks workshops with the following question included: "To what extent do you agree with the following statement: After attending (name of program or workshop), I am better able to understand others whose backgrounds differ from my own."

Source of Evidence: Evaluations

Target:
70% of student participants will select agree or strongly agree that participating in the program increased their understanding others whose backgrounds differ from their own.

Finding (2015-2016) - Target: Not Reported This Cycle
No data to report for AY 2016.

M 18: EBI Question #38 Expand understanding of others whose backgrounds differ
EBI: Question #38: To what extent do College Union activities: expand understanding of others whose backgrounds differ from yours.

Source of Evidence: Benchmarking

Target:
Score will be >= 5.0 on a 7.0 scale

Finding (2015-2016) - Target: Not Met
Score = 3.88. A random sample of students completed the EBI using a 7 point satisfaction scale.

Connected Document
EBI Results for Student Activities 2016

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

Implement Student Activities 2020 Strategic Plan
Established in Cycle: 2015-2016
Implement Student Activities 2020 Strategic Plan

M 21: Safe Zone workshop pre/post assessment of intercultural sensitivity.
Safe Zone workshop pre/post assessment of intercultural sensitivity.

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

Connected Documents
Safe Zone Post Test
Safe Zone Training Pre Test

Target:
Student scores will increase by 10 points from the pre assessment.

Finding (2015-2016) - Target: Met
Collectively the participants scored 69.61 points on their post assessment, an increase of 20 points from the pre assessment score of 49.59. All University Center and Student Activities student employees attended a combined Safe Zone training provided by Student Engagement Coordinator, Delaney Foster. The participation pre/post assessment scores reflect all UCSA participants, and have not been broken down into the separate areas.

Connected Document
Safe Zone UCSA Training assessment results

SLO 3: Student employees will demonstrate effective communications skills after one semester of employment.

Student employees will demonstrate effective communications skills after one semester of employment.

Relevant Associations:

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

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

Related Measures

M 6: Yearly Performance Evaluation - Communication
Supervisors will annually evaluate the performance of student employees communication skills, upon completion of at least one semester of employment.

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

Connected Document
Performance Evaluation Spring 16

Target:
80% of students will score above average or excellent on the question "Communication: Understands and correctly utilizes all forms of communication (radio, cell phone, face to face, written, etc. where appropriate)."
Score will be assessed using a rubric measuring each form of communication.

Finding (2015-2016) - Target: Not Met
Student Employees are evaluated on several communication types listed with their results below. Not all employees are rated on all communication areas, based on the needs of their positions. A five point scale was used with a 4 being above average and a 5 being excellent.

Interpersonal
Completed by: 38
Score = 73.7%

Written Emails
Completed by: 38
Score = 60.5%
Student Activities Performance and Self evaluation scores 16

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

Improve training for specialized communication methods
Established in Cycle: 2015-2016
Include professional communication skills as a part of the 16-17 student training schedule and also discuss as a team how to bes...

M 7: Self Evaluation - Communication
Students will annually self evaluate their communication skills upon completion of at least one semester of employment.

Source of Evidence: Evaluations

Connected Document
Student Employee Self Evaluation 2016

Target:
80% of students will rate themselves as above average or excellent on the question "Communication: Understands and correctly utilizes all forms of communication (radio, cell phone, face to face, written, etc. where appropriate)." Score will be assessed using a rubric assessing each form of communication.

Finding (2015-2016) - Target: Not Met
Student Employees completed self evaluations on several communication types listed with their results below. Not all employees are rated on all communication areas, based on the needs of their positions. A five point scale was used with a 4 being above average and a 5 being excellent.

Interpersonal
Completed by: 38
Score = 71.05%

Written Emails
Completed by: 38
Score = 73.68%

Written Reports
Completed by: 28
Score = 71.43%

Radio Communication
Completed by: 10
Score = 60%

Cell Phone
Completed by: 32
Score = 75%

Public Speaking
Completed by: 33
Score = 63.6%

Connected Document
Student Activities Performance and Self evaluation scores 16

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

Improve training for specialized communication methods
Established in Cycle: 2015-2016
Include professional communication skills as a part of the 16-17 student training schedule and also discuss as a team how to bes...

SLO 4: Student leaders will demonstrate critical thinking skills after receiving Student Activities training.

Student leaders will demonstrate critical thinking skills after receiving Student Activities training.

Relevant Associations:

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

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

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

Related Measures
M 19: Risk Management Confidence Rating - identify and implement
Student leaders will answer the following question on a 5 point Likert scale:
Training has enhanced my ability to identify and implement risk management practices
Source of Evidence: Student course evaluations on learning gains made
Target:
80% of students will Agree or Strongly Agree to the following question.
Training has enhanced my ability to identify and implement risk management practices.
Finding (2015-2016) - Target: Met
85.18% responded at the 4 (Agree) or 5 (strongly agree) level. This assessment was completed by 27 student leaders who attended Risk Management Training as Student Activities employees.
Connected Document
Student Activites RM Assessment results LO4

M 20: Risk Management Matrix
Students will complete a risk management matrix based on a provided scenario. Responses will be graded with a rubric.
Source of Evidence: Written assignment(s), usually scored by a rubric
Connected Document
Grading Rubric for Risk Management Matrix
Target:
Students will receive an average score of 80% or higher on the graded risk management matrix.
Finding (2015-2016) - Target: Not Met
3.7% of the students received a score of 80% or higher on the Risk Management Matrix. Student Activities employees who participated in Risk Management training at the beginning of the fall semester completed a Risk Management Matrix in April to assess their ability to complete a Risk Management Matrix. A grading matrix was used and each participant received a score on a scale of 1 - 5 with a score of 4 equaling 80%.
Connected Document
Risk Mngt Matrix scores
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Risk Management Training
Established in Cycle: 2015-2016
Student Activities will reconsider the timing of the assessment, along with implementing a policy requiring internal Departmental...

M 22: Risk Management Confidence - Justify Decisions
Student leaders will answer the following question on a 5 point Likert scale:
I am able to justify my decision related to risk management.
Source of Evidence: Evaluations
Target:
80% of students will Agree or Strongly Agree to the following question.
I am able to justify my decisions related to risk management.
Finding (2015-2016) - Target: Met
89% of the respondents listed 4 (Agree) or 5 (Strongly Agree) as their response. This assessment was completed by 27 student leaders who attended Risk Management Training as a part of their employment with Student Activities.
Connected Document
Student Activites RM Assessment results LO4

SLO 5: Students will identify risk management practices to implement and justify why it is an applicable solution after training.
Students will identify risk management practices to implement and justify why it is an applicable solution after training.
Relevant Associations:
Standard Associations
EmpowerU SLOs
5 Specific Knowledge
Skills for Employment
3 Problem Solving
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services
Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.
Related Measures
M 5: Risk Management Post Quiz
Students will be given a post quiz of a risk management scenario with 4 questions to answer after attending risk management training.
Source of Evidence: Evaluations
Target:
Students will score at least a 75% on the quiz for risk management training.
Finding (2015-2016) - Target: Not Reported This Cycle
This 4 question quiz was not completed this year. It is being alternated with the Risk Management Assessment Matrix measure related to SLO #4.
M 19: Risk Management Confidence Rating - identify and implement
Student leaders will answer the following question on a 5 point Likert scale:
Training has enhanced my ability to identify and implement risk management practices
Source of Evidence: Student course evaluations on learning gains made
Target:
80% of students will Agree or Strongly Agree to the following question.
Training has enhanced my ability to identify and implement risk management practices.
Finding (2015-2016) - Target: Met
85.18% responded at the 4 (Agree) or 5 (strongly agree) level. This assessment was completed by 27 student leaders who attended Risk Management Training as Student Activities employees.
leaders who attended Risk Management Training as Student Activities employees.

**SLO 6: Students will demonstrate their ability to integrate knowledge in training with their job responsibilities.**

Student employees, upon completion of one semester of employment, will demonstrate their ability to integrate knowledge learned in training with experiences to complete their job responsibilities.

**Relevant Associations:**

- **EmpowerU SLOs**
  - 6: Integration of Broad Knowledge
  - 3: Problem Solving
  - 5: Communication

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

**Strategic Plan Associations**

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

**Related Measures**

**M 8: Yearly Performance Evaluations - Job Responsibilities**

Supervisors will annually evaluate the performance of student employees decision making skills upon completion of at least one semester of employment.

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

Connected Document: Performance Evaluation Spring 16

**Target:** 70% of students will score above average or excellent on the question "Understands Job Responsibilities: Fully understands all aspects of the job and its responsibilities."

**Finding (2015-2016) - Target: Met**

85.72% rated themselves at a 4 (above average) or 5 (excellent). Annual performance evaluations were completed including this measure, with 38 student employees.

Connected Document: Student Activities Performance and Self evaluation scores 16

**M 9: Self Evaluations - Job Responsibility**

Students will annually self evaluate their ability to integrate related knowledge and experiences with their job responsibilities.

Source of Evidence: Student course evaluations on learning gains made


**Target:** 70% of students will score themselves above average or excellent on the question "Understands Job Responsibilities: Fully understands all aspects of the job and its responsibilities."

**Finding (2015-2016) - Target: Met**

85.72% rated themselves at a 4 (above average) or 5 (excellent). Student employees self-evaluated their performance on this measure, with 35 completing the question.

Connected Document: Student Activities Performance and Self evaluation scores 16

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

**O/O 7: Provide quality programs, activities, and services for diverse populations**

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

**Relevant Associations:**

- **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.

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

**Related Measures**

**M 10: NSSE-Attending Campus Events & Activities**

NSSE-Attending Campus Events & Activities

Source of Evidence: Benchmarking

**Target:**

Question "attending campus events and activities." >= to institutional peers

**Finding (2015-2016) - Target: Not Reported This Cycle**

NSSE is administered in alternate years and this was not a reporting year.

**M 11: Noel Levitz Question: "I can easily get involved in campus organizations"**

Noel Levitz Question: "I can easily get involved in campus organizations"
Source of Evidence: Benchmarking

**Target:**
Question on "I can easily get involved in campus organizations" score >= to national score.

**Finding (2015-2016) - Target: Not Met**
Score = 5.27, National Score = 5.33. The Noel Levitz assessment uses a 7 point satisfaction scale.

**Connected Document**
N Levitz Survey results 2016

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

**Marketing of Leadership / Involvement Opportunities**
Established in Cycle: 2015-2016
Student Activities will improve the marketing of existing opportunities including how to form new student organizations and jo...

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

**M 12: EBI Survey: To what extent do College Union activities: Provide leadership training (Question 42)**
EBI Survey: To what extent do College Union activities: Provide leadership training (Question 42)
Source of Evidence: Benchmarking

**Target:**
Score will => 4.0 on a 7 point scale

**Finding (2015-2016) - Target: Not Met**
Score = 3.81. A random sample of students completing the EBI using a 7 point satisfaction scale.

**Connected Document**
EBI Results for Student Activities 2016

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

- **Hire a graduate assistant to assist with the leadership program.**
  Established in Cycle: 2015-2016
- **Outreach with academic classes.**
  Established in Cycle: 2015-2016
  Reach out to academic classes to better capture students attention.

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

**M 13: Noel Levitz Question relating to students "generally know what is happening on campus"**
Noel Levitz Question relating to students "generally know what is happening on campus"
Source of Evidence: Benchmarking

**Target:**
Question "generally know what is happening on campus" score >= national score and >= previous TAMUCC administration of survey

**Finding (2015-2016) - Target: Partially Met**
Score = 4.93, National Score = 5.0, 2014 Score = 4.8. The Noel Levitz assessment uses a 7 point scale. A satisfaction level of 4.93 is an increase from the 2014 satisfaction score of 4.8.

**Connected Document**
N Levitz Survey results 2016

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

- **Implement Student Activities 2020 Strategic Plan**
- **Marketing of Leadership / Involvement Opportunities**
  Established in Cycle: 2015-2016
  Student Activities will improve the marketing of existing opportunities including how to form new student organizations and jo...

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

**O/O 8: Promote involvement in programs, activities, and other services to campus community.**
Promote involvement in programs, activities, and other services to campus community

**Relevant Associations:**

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

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

**Related Measures**

**M 13: Noel Levitz Question relating to students "generally know what is happening on campus"**
Noel Levitz Question relating to students "generally know what is happening on campus"
Source of Evidence: Benchmarking

**Target:**
Question "generally know what is happening on campus" score >= national score.

**Finding (2015-2016) - Target: Not Met**
Score = 4.93, National Score = 5.0, 2014 Score = 4.8. The Noel Levitz assessment uses a 7 point scale. A satisfaction level of 4.93 is an increase from the 2014 satisfaction score of 4.8.

**Related Action Plans (by Established cycle, then alpha):**
Marketing of Leadership / Involvement Opportunities
Established in Cycle: 2015-2016
Student Activities will improve the marketing of existing opportunities including how to form new student organizations and ... For full information, see the Details of Action Plans section of this report.

M 14: EBI Survey To what extent do College Union activities: Provide opportunities for you to assume a leadership role?
EBI Survey To what extent do College Union activities: Provide opportunities for you to assume a leadership role?
Source of Evidence: Benchmarking
Target:
Score => 4.0 on 7 point scale
Finding (2015-2016) - Target: Not Met
Score = 3.89. A random sample of students completed the EBI using a 7 point satisfaction scale.
Connected Document EBI Results for Student Activities 2016

Related Action Plans (by Established cycle, then alpha):
Development of Leadership Opportunities
Established in Cycle: 2015-2016
Student Activities will encourage slow, but steady growth, in the membership and volunteer opportunities in departmental organ...

Outreach with academic classes.
Established in Cycle: 2015-2016
Reach out to academic classes to better capture students attention.
For full information, see the Details of Action Plans section of this report.

M 15: Survey- Promotion of Events
A survey will be developed and sent to active users on OrgSync and through social media to ask question: To what extent do you agree or disagree that the Student Activities promotes how to get involved on campus?
Source of Evidence: Benchmarking
Target:
80% of those who respond will strongly agree or agree that Student Activities promotes how to get involved on campus.
Finding (2015-2016) - Target: Not Reported This Cycle
NO data to report, this survey was not conducted in this academic year.

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

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

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

Related Measures
M 16: Budget Management
All Student Activities and related student group budgets are effectively managed without going over budget,
Source of Evidence: Efficiency
Target:
At the end of the fiscal year, 100% of Student Activities Budgets will have been managed within their allocation.
Finding (2015-2016) - Target: Partially Met
The Student Activities area consists of 11 student fee funded budgets. This year 10 of the 11 budgets ended the year within their allocations. The one budget that went into the red was due to a clerical error.
Connected Document Student Activities August Ledger

Related Action Plans (by Established cycle, then alpha):
Budget Management
Established in Cycle: 2015-2016
The Director and Associate Director of Student Activities will collaborate to ensure that all expenditures are assigned to their...
For full information, see the Details of Action Plans section of this report.

M 17: Program proposals and budget discussions
Event Proposals will be created for all new student led events and will include a budget proposal. Advisors will include effective use of student fees as an intentional part of the conversation.
Source of Evidence: Administrative measure - other
Target:
All new student events held during the Spring 2016 semester will have a documented proposal including budget that is approved by the group's Advisor.
Finding (2015-2016) - Target: Met
Student Activities three major programming boards, CAB, ICA and SVC were asked, in Spring 2016, to complete a program proposal for any new events hosted during the semester. SVC did not create any new events. CAB submitted a proposal for its only new event a Roller Skating party as part of Finals Frenzy. ICA created proposals for several new events including the Royalty Pageant, the Homecoming Cultural Fashion Show and Asian Pacific Islander celebration.
Connected Document program proposals
Details of Action Plans for This Cycle (by Established cycle, then alpha)

**Budget Management**
The Director and Associate Director of Student Activities will collaborate to ensure that all expenditures are assigned to their appropriate account through a 2 step review system.

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

Relationships (Measure | Outcome/Objective):
- Measure: Budget Management | Outcome/Objective: Manage resources effectively, efficiently and responsibly.

Responsible Person/Group: Director / Associate Director - Student Activities

**CAS Self Study Multicultural Programming**
Conduct a CAS Self Study on the Multicultural Programming for the department

Established in Cycle: 2015-2016
Implementation Status: Finished
Priority: High
Projected Completion Date: 04/2016
Responsible Person/Group: Director and Assistant Director

Implementation Notes:
- 9/19/2016 CAS Self Study was conducted in Spring 2016. An action plan was created to guide further planning.

*Connected Document* [CAS Multicultural study and action plan dashboard](#)

**Conduct CAS Assessment for Fraternity and Sorority Life**
Student Activities will continue to follow the CAS Assessment planning cycle and complete an assessment of Fraternity and Sorority Life programs during FY 17.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Projected Completion Date: 08/2017
Responsible Person/Group: Associate Director - Student Activities

**Development of Leadership Opportunities**
Student Activities will encourage slow, but steady growth, in the membership and volunteer opportunities in departmental organizations and encourage formation of new Recognized Student Organizations.

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

Relationships (Measure | Outcome/Objective):
- Measure: EBI Survey | Question relating to students "generally know what is happening on campus" | Outcome/Objective: Provide quality programs, activities, and services for diverse populations

Responsible Person/Group: Director Student Activities and Coordinator for Leadership / Student Organizations

**Development of OrgSync waiver and card swipe processes**
In FY 17 Student Activities will continue to work to utilize the platform to its full capabilities. Online event and travel waivers have been introduced and are slowly being integrated into daily programming. This supports the University's paperless initiative and also speeds up the registration process for events. Processes need to be developed to support using electronic waivers for a variety of events including outdoor and walk up events. Card swipes have been purchased by the University Center and Student Activities departments and will be used to track event participation through OrgSync. In FY 17 Student Activities will work to implement card swipes at events.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Responsible Person/Group: Student Activities Staff

**Hire a graduate assistant to assist with the leadership program.**
Hire a graduate assistant to assist with the leadership program.

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

Relationships (Measure | Outcome/Objective):
- Measure: EBI Question #38 Expand understanding of others whose backgrounds differ from their own | Outcome/Objective: Provide quality programs, activities, and services for diverse populations

Responsible Person/Group: Director, Assistant Directors and Student Activities Staff

**Implement Student Activities 2020 Strategic Plan**
Implement Student Activities 2020 Strategic Plan

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

Relationships (Measure | Outcome/Objective):
- Measure: EBI Question #38 Expand understanding of others whose backgrounds differ from their own | Outcome/Objective: Provide quality programs, activities, and services for diverse populations

Responsible Person/Group: Director, Assistant Directors and Student Activities Staff
Based on the analysis of findings, what are the strengths of the program?

Many of the assessment measures that Student Activities met relate to student employment. The department employs...
students in many roles, but primarily as student leaders with responsibility for planning, hosting and marketing events and opportunities that impact all of campus. The students’ level of confidence in the skills they learn, is reflected in the self-evaluation scores. Student leaders feel confident making decisions, justifying those decisions and understanding their role. Additionally, performance evaluations support their strength in these areas. Student employment plays a vital role in preparing students for employment after college, and providing this opportunity to build skills is a strength of the Student Activities Department.

Although the Noel Levitz scores did not reach the targets, they are improving and show that students are rating the “ease of getting involved” and “knowing what is happening on campus” within hundreds of a point away from the national satisfaction level at four-year institutions. Student Activities does provide an increasing variety of events ranging from social and service activities to educational and leadership training activities. The variety, quality and quantity of these events is a strength of the department and is reflected in the programmatic portion of this report.

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

Due to the new strategic plan very few of the Student Activities measures were carried over from FY 15. One significant improvement was on the decision making, problem solving performance evaluation measure. The percentage of employees who scored above average or excellent on their rating more than doubled. This may be due to specific training, but may also be due to the separation of UCSA employees into University Center employees and Student Activities employees.

More generally Student Activities has shown growth in participation numbers that can be seen in the programmatic section of this report. The National Society for Leadership and Success continues to induct large groups each semester. Panhellenic had their largest fall recruitment. CAB’s Finals Frenzy had over 400 participants and membership in CAB, ICA and SVC grew.

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

This year’s assessments highlight four areas for growth in Student Activities. First, there is a continued need for improved marketing of opportunities. Collectively Student Activities and its internal organizations offer a wide range of events throughout the year, but consistently marketing those opportunities is a challenge. Second, there is a clear need for growth in leadership training programs. Students are seeking out these opportunities and Student Activities needs to provide increased programming in addition to improving marketing of existing programs. There is a continued need for growth in multicultural and inclusion programming. Students need opportunities to both formally and informally interact with people different from themselves. Finally, student employee communication training needs to be reviewed. A stronger focus on training, but also regular feedback from supervisors can improve employees’ communication scores.

**Annual Report Section Responses**

**Summary of Program Accomplishments for the Year**

This report includes a description, staffing, training, accomplishments and participation from each of Student Activities major programatic areas.

**Aloha Days**

Aloha Days was held August 22 - 24, 2015 at Zephyr Baptist Encampment on the banks of Lake Corpus Christi. The First Year Camp provides incoming first-year students with an optional extended orientation experience designed to aid in their successful transition from high school to Texas A&M University-Corpus Christi. Student leaders, sophomores through seniors, serve as Anchor Leaders, Crew Members, Island Leaders and Coordinators to facilitate activities, small group discussions, games, and provide opportunities for campers to share why they were excited to attend TAMUCC. Student Activities employees who scored above average or excellent on their rating more than doubled. This may be due to specific training, but may also be due to the separation of UCSA employees into University Center employees and Student Activities employees.

More generally Student Activities has shown growth in participation numbers that can be seen in the programmatic section of this report. The National Society for Leadership and Success continues to induct large groups each semester. Panhellenic had their largest fall recruitment. CAB’s Finals Frenzy had over 400 participants and membership in CAB, ICA and SVC grew.

**Student Employees/Student Leaders**

Joshua Merlwether: Coordinator of Retention & Logistics

Randa Butler: Coordinator of Marketing & Intake

Caitlin Morgan: Coordinator of Personnel & Continuity

**Accomplishments**

- Trained 30 volunteer student staff members
- Rearranged the Aloha Days schedule to maximize time, create better flow and include new programs
- Brought a wellness focus to Aloha Days by changing the former Health Talk into three Wellness Sessions with presenters from Counseling Services, Recreational Sports, and the Health Center
- Completely rewrote the Social Norms Skit, as well as the Traditions Skit and provided counselors detailed scripts to follow
- Changed the Lighting of the I into a First Night Ceremony which included the Lighting of the I, a speech from a TAMUCC Alum and former Aloha Days Coordinator, the reading of the Islander Pledge, singing of the Fight Song, and the opportunity for campers to share why they were excited to attend TAMUCC
- Changed the second night of camp from the dance into Hang Time in order to provide campers the opportunity to attend the dance, sing karaoke, play games or watch a movie
- Tie-dyed 300 camper shirts for the first time
- Day “0” Training was moved to the two days prior to camp to help the staff become comfortable with Camp Zephyr and allow us to set up and decorate the Island rooms and Tabernacle
  
  Hosted three car washes and raised over $600 for camp

**Training and Development**

- Aloha Days Coordinators and Island Leaders had an on campus retreat in January
- Aloha Days Coordinators met with Island Leaders weekly throughout the Spring Semester
- Created and enforced an accountability system called Aloha Days Governing Documents to change staff culture
- Training consisted of three Staff Development Days in the Spring Semester, two Work Weekends in the Summer, a Make-up Training for new staff in the Summer and Day 0 Training
- Invited presenters from Inclusive Islanders to come to staff training in order to have all of the staff Safe Zone training
had an opportunity to go on a colonia and border tour and visit Andaluza park. Feeding them, connecting them to individuals back home, and playing with the children in the play area. Students also assisted refugees through the entire process of checking-in, getting shower supplies, choosing clothing and shoes for them, roofing Little Free Libraries, deconstructing an old staircase and rebuilding it, sealing windows, and more. At the Sacred Heart Welcome Center students sorted through, folded and organized clothing donations and assisted in the construction and first time ownership of their homes in over 150 colonias and rural areas. The Sacred Heart non-profit self-help construction company and housing organization that serves low-income families in colonias and other rural areas in Hidalgo County. To date, they have financed and trained more than 600 families in the other rural areas.

## Alternative Break Programs

The Alternative Break (AB) Programs provide an opportunity for college students 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 hosted by 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. There are two Alternative Break programs offered, Alternative Winter Break (AWB) and Alternative Spring Break (ASB). AWB is a half-week-long 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.

### Student Employees/Student Leaders
- Alternative Break Coordinator: Sydney Moreno

### New Initiatives
- Chose Immigration and the Refugee Crisis as the AB theme
- Extended AWB to half a week (Wednesday-Sunday)
- Reinstated the ASB Retreat
- Hosted a Chipotle Profit Share Night and raised over $1,000 for AWB
- Hosted a Paint Night Fundraiser and raised over $300 for ASB
- Travelled by train for the first time to ASB
- Designed participant meetings to have an emphasis on service learning by inviting professors and community members to come and present as well as showing various documentaries and film clips
- Created a passive program on East Lawn to raise awareness of the Refugee Crisis and recruit students for ASB

### Accomplishments
- Doubled the number of participants that attended AWB
- Doubled the number of participants that attended ASB
- Significantly increased fundraising efforts

### Participation
- AWB: 15 students, 1 Graduate Assistant, and 2 Professional Staff traveled to McAllen, Texas to volunteer for Proyecto Azteca and the Sacred Heart Welcome Center from January 13th-17th
- ASB: 19 students, 1 Graduate Assistant, and 1 Professional Staff traveled to Tucson, Arizona to volunteer for Refugee Focus and Iskashitaa Refugee Network March 13th – 19th

### Cost
- AWB: Students were required to pay a $25 deposit and then one payment of $40, provided they had attended the Chipotle Fundraiser. If they did not attend the fundraiser they were required to pay a third payment of $40
- ASB: Students were required to pay a $25 deposit and two payments of $100 each

### Site Location

AWB: This was the second year of the program and AWB participants ventured to McAllen, Texas to volunteer for Proyecto Azteca and the Sacred Heart Welcome Center from January 13th-17th. Proyecto Azteca is a non-profit self-help construction company and housing organization that serves low-income families in colonias and other rural areas in Hidalgo County. To date, they have financed and trained more than 600 families in the construction and first time ownership of their homes in over 150 colonias and rural areas. The Sacred Heart Welcome Center assists immigrants who have been released from detention by Border Patrol and have been dropped off at the McAllen Bus Terminal to head to their final destination. Assistance includes a shower, food, clothing, information on their travel itinerary, an opportunity to contact someone back home, and sleeping tents. During the trip students served at Proyecto Azteca by pulling weeds, planting gardens, cutting and stacking boards, roofing Little Free Libraries, deconstructing an old staircase and rebuilding it, sealing windows, and more. At the Sacred Heart Welcome Center students sorted through, folded and organized clothing donations and assisted refugees through the entire process of checking-in, getting shower supplies, choosing clothing and shoes for them, feeding them, connecting them to individuals back home, and playing with the children in the play area. Students also had an opportunity to go on a colonia and border tour and visit Andaluza park.

ASB: This was the ninth year of the program, and ASB participants ventured to Tucson, Arizona to volunteer...
for Refugee Focus and Iskashitaa Refugee Network. The mission of Refugee Focus is to help refugees settle into their new country and forge their futures in safety. They support refugees with their resettlement by finding initial housing, teaching English language and topics like health and American culture, and helping them gain employment. Iskashitaa Refugee Network is a grass-roots organization that helps rebuild the lives of United Nations refugees and asylum seekers. They do this through partnerships within the community and food-based programming. The students were able to participate in different projects throughout the week. They served Refugee Focus by sorting through donations and organizing their supply closet, repairing bikes, helping refugees apply for jobs, shopping for supplies for apartments and setting them up, and clearing weeds from the garden. At Iskashitaa students harvested fruit from orchards, delivered fruit to refugees at different locations, and learned how to juice fruit. At both locations students were not only able to meet the people they were serving, but also work alongside them every day.

**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. Due to a transition in advisors some event information is not available or may not be complete.

**Student Leaders Spring 2016**
- Co-Director of Events: Vincent Verduzco
- Marketing Coordinator: Marksia Meyers
- Marketing Coordinator: Aimee Chin
- Special Events Coordinator: Charilee Cervantez
- Recruitment and Retention Coordinator: Kalon Melton
- Personnel Coordinator: Jahleepha Bailey
- Fall Active Members – 73
- Spring 2016 Active Members - 64

**Accomplishments:**
- Expanded social media outlets and number of followers
- Hosted a Finals Frenzy roller skating party at the Dugan as a complement to the Late Night Breakfast, with over 400 students participating

**Training and Development**
- CAB officers had a mini retreat to discuss expectations and roles
- Implemented a new member training for students involved with CAB
- Incoming CAB officers had an overnight leadership retreat in Austin
- CAB membership attended two retreats, fall new member retreat, a lock-in in the University Center and a Spring overnight retreat at Camp Zephyr

**Service and Co-Sponsorships**
- Fall Carnival was hosted for kids in the Corpus Christi Community
- Nearly Naked Mile was hosted as a clothing drive with Student Volunteer Connection
- DiversAbility was hosted to raise awareness about physical and mental disabilities along with ICA and Disability Services
- Islander Lights hosted the movie Elf for students and community to enjoy
- Wild’N’Wacky Wednesday was hosted to educate students about safety during Spring Break with Rec Sports and I-ADAPT

**CAB Events for 15-16**
- Up All Night
- Fall Carnival
- Islander Horror Story Haunted House
- Battle of the Bands
- Islanderino
- Speed Friending
- Islander Music Festival
- Finals Frenzy

**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 January 31 - February 6.

**Accomplishments**
- Modified the parade route on Ocean Drive to extend the route and use a better staging location
- Modified the Homecoming Court to be strictly a king / queen competition and included interviews into the
process

- Added a trivia event into the spirit competition
- ICA/MGC hosted a highly successful Cultural Fashion Show including a step competition

Service and Outreach

- Outreached to more community businesses and organizations for the Homecoming Parade

Participation

- Court competition: 11 applications
- Cultural Fashion Show: 300+
- Parade: 33 groups
- Spirit Competition: 16 groups
- Lighting of the I: 400-500

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. Due to a transition in advisors some event information is not available or may not be complete.

Student Leaders Fall 2015

- Tia Mullins
- Sterlen Kemp
- Roslyn Evans
- Taylor Mayfield
- Active members: 30

Student Leaders Spring 2016

- Tia Mullins
- Roslyn Evans
- Sofia Rodriguez
- Frank Gallegos
- Active members: 31

Accomplishments

- Initiated and hosted six Real Talks in partnership with SEAS Inclusion Programs Coordinator, Delaney Foster
- Active membership doubled from 15 to 31
- Held the first MLK Awards Luncheon attended by 75 participants from across campus
- Attended the Diversity and Leadership Conference at Sam Houston State University

Training and Development

- ICA officer retreat
- ICA Membership retreat
- UCSA Student Employee Trainings

Cultural events implemented by ICA

- Hispanic Heritage Month Kickoff – 268
- Latin Dance Night
- DiversAbility - 200
- Culture Fest
- MLK Jr. Awards Luncheon - 75
- Black History Month “soul food” Kickoff – 75
- Black History Month Quiz Bowl – 80
- Black History Month Showcase – 100
- Dear White People showing – 40
- Tunnel of Oppression – 268
- Asian Pacific Heritage Month – 100
- Women's Appreciation Dinner – 80

Cultural Events cosponsored by ICA

- Hispanic Heritage Month several areas on campus
- DiversAbility with Campus Activities Board and Disability Services
- Hunger Awareness Banquet with Student Volunteer Connection
- African American History Month events
- Homecoming Cultural Fashion Show with MGC
- 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
- Dr. Martin Luther King, Jr. Day
- African American Heritage Month
- Women’s History Month
- International Women’s Day
- Sexual Assault Awareness Month
- Asian Pacific Heritage Month

**Participation**
Total number of events and participation for the year is not available.

**Islander Lights**
The 10th anniversary of this annual celebration was held on November 20, 2015. Buildings throughout campus are illuminated with blue, green and white holiday lights. 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 a Toys for Tots Drive which benefits the children of Corpus Christi. The monetary and toy drive, including snowflakes that were hung around campus, was held throughout the week before the event, and also the night of the event. 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. A snowbank was brought in for sledging and playing in, as a special highlight for the 10th anniversary. 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.

**Accomplishments**
- Raised $1,022.82, an increase from $498 in 2014, for Toys for Tots.
- 272 toys collected

**Participation**
- Lighting festivities – not documented 400+

**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.

<table>
<thead>
<tr>
<th>Panhellenic Council Fall 2015</th>
<th>Interfraternity Council Fall 2015</th>
<th>MGC Council Fall 2015</th>
<th>Order of Omega Honor Society Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Whisenhunt-President</td>
<td>Karson Bear - President</td>
<td>Shelby Soto - President</td>
<td>Jezzica Dimalanta, President</td>
</tr>
<tr>
<td>Anneliese Allgeyer-VP Recruitment</td>
<td>Reed Horton-VP Recruitment</td>
<td>Kayslyn Mayberry - VP Internal Affairs</td>
<td>Allison Grozdancich, VP Membership</td>
</tr>
<tr>
<td>Allison Grozdanchik-VP Judicial</td>
<td>Justin Brown - VP Public Relations</td>
<td>Vanessa Serroano - VP External Affairs</td>
<td>Ernest Reed Garza, VP Programming</td>
</tr>
<tr>
<td>Ashley Kemp-VP Finance</td>
<td>Nolan Stack - VP of Scholarship/Judicial</td>
<td>N/A- VP Social Media and Marketing</td>
<td>Cassandra Manzato, VP Communications</td>
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<tr>
<td>Caitlin Morgan-VP Public Relations</td>
<td></td>
<td></td>
<td>Elyse Glass, VP Finance</td>
</tr>
<tr>
<td>Courtney Bennett-VP Operations</td>
<td></td>
<td></td>
<td>Nicole Broersma, VP Public Relations</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Nicole Stotts President</td>
<td>Logan Busuada - President</td>
<td>Shelby Soto - President</td>
<td>Isabel Meijering, President</td>
</tr>
<tr>
<td>Jessica Brandt VP Recruitment</td>
<td>Vacant - VP Recruitment</td>
<td>Eric Avery - VP Internal Affairs</td>
<td>Ernest Reed Garza, VP Membership</td>
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<tr>
<td>Courtney Bennett VP Judicial</td>
<td>Austen Villanueva - VP Judicial</td>
<td>Vanessa Serroano - VP External Affairs</td>
<td>Amber, VP Programming</td>
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<tr>
<td>Tiffany Hawkins VP</td>
<td>Alex Baker - VP</td>
<td>Aneth Soto - VP Social</td>
<td>Lauren</td>
</tr>
</tbody>
</table>
Accomplishments

Order of Omega
- Initiated 10 new members
- Held Penny Wars to benefit the Greek Scholarship Fund
- All Greek Ball with the Greek Awards
- Fundraiser at Chili's restaurant

Multicultural Greek Council
- Spring Showcase – Homecoming Fashion Show Showcase
- Divine 9 informational, which featured a panel of members from Divine 9 organizations.
- Latin Dance Night with ICA
- Chick – Fl- a fundraiser
- Implemented a MGC Awards Night/Formal
- Variety Show (Greek Week)

IFC
- Took part in Greek Week 2016
- 3 Officer Positions Updated: President, VP Judicial & VP Community Relations
- Partnered with Career Services for Business Etiquette Dinner
- Partnered with Associate Dean of Students for Walk –A—Mile in her shoe
- GPA incentive for chapter with highest semester GPA
- Women's Appreciation Day

Panhellenic Council
- Fall recruitment extended membership to 138 women.
- Held a Dean's List Dinner to honor women with above a 3.5 GPA
- Hosted an academic workshop on Test Anxiety for the Panhellenic community in collaboration with the Counseling Center.
- Held a toiletry drive for the Women's Shelter of South Texas

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

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 (suspended until May 2017), Kappa Sigma (Removed from campus), Phi Delta Theta, & Sigma Phi Epsilon (Suspended until June 2017)
- National Pan-Hellenic Council Organizations: Alpha Kappa Alpha & Alpha Phi Alpha
- National Association of Latino Fraternal Organizations: Lambda Theta Alpha, Omega Delta Phi (Academic suspension Fall 2015) & Sigma Lambda Gamma
- Honorary Greek Organization: Order of Omega

<table>
<thead>
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<td>191</td>
<td>224</td>
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<td>-</td>
<td>-2.2%</td>
<td>10%</td>
<td>-5%</td>
<td>10%</td>
<td>11%</td>
<td>1.1%</td>
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</table>
Greek Awards 2016

Note: Awards were given in April and included Spring and Fall 2015. Spring 2016 awards will be given in April 2017 and reported in the next cycle.

Scholarship Category

Bronze Standard
Sigma Lambda Gamma Spring 2015
Sigma Phi Epsilon Spring 2015
Sigma Lambda Gamma Fall 2015
Delta Chi Fall 2015
Sigma Phi Epsilon Fall 2015

Silver Standard
Delta Delta Delta Fall 2015
Gamma Phi Beta Fall 2015
Zeta Tau Alpha Fall 2015
Omega Delta Phi Fall 2015
Gamma Phi Beta Spring 2015
Delta Delta Delta Spring 2015

Gold Standard
Alpha Kappa Alpha Fall 2015
Zeta Tau Alpha Spring 2015
Alpha Phi Alpha Spring 2015
Alpha Kappa Alpha Spring 2015

Leadership Category
Zeta Tau Alpha 2015-2016
Sigma Lambda Gamma 2015-2016
Sigma Phi Epsilon 2015-2016

Diversity Category
Gold Standard
Sigma Lambda Gamma 2015-2016

Philanthropy
Delta Chi
$5,000 for The V Foundation for Cancer Research 2015-2016
Delta Delta Delta

Engagement Category
Bronze Standard
Omega Delta Phi 2015-2016

Silver Standard
Sigma Phi Epsilon 2015-2016
Alpha Gamma Delta 2015-2016

Gold Standard
Gamma Phi Beta 2015-2016
Delta Delta Delta 2015-2016
Zeta Tau Alpha 2015-2016
Sigma Lambda Gamma 2015-2016

Most Engaged Chapter
Lambda Theta Alpha 2015-2016

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 2015

<table>
<thead>
<tr>
<th>NPHC</th>
<th>6</th>
<th>7</th>
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<td>-30%</td>
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<td>Interfraternity Council</td>
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<td>158</td>
<td>213</td>
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<td>165</td>
<td>140</td>
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<td>% change</td>
<td>-22.8%</td>
<td>25.3%</td>
<td>-26%</td>
<td>11.3%</td>
<td>14.5%</td>
<td>17.8%</td>
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<td>31%</td>
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<td>Undergraduate Women's GPA</td>
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<tr>
<td>Undergraduate Men's GPA</td>
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<td>Overall Undergraduate GPA</td>
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<table>
<thead>
<tr>
<th>Active</th>
<th>New Member</th>
<th>Chapter Semester</th>
<th>Chapter Cumulative</th>
<th>Total Chapter Membership</th>
</tr>
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<tbody>
<tr>
<td>Overall Sorority GPA</td>
<td>2.842</td>
<td>2.828</td>
<td>2.822</td>
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<td>Overall Fraternity GPA</td>
<td>2.789</td>
<td>2.324</td>
<td>2.560</td>
<td>2.787</td>
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<td>TOTAL</td>
<td>2.818</td>
<td>2.576</td>
<td>2.701</td>
<td>2.874</td>
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**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**
- Big Event Coordinator: Marina Marroquin
- Alternative Break Coordinator: Sydney Moreno
- Signature Events and Service Coordinator: Mayra Rodriguez-Gomez
- Marketing and Membership Coordinator: Gabriel Diaz

**New Initiatives**
- Restructured the Coordinator positions and created two new positions, Signature Events and Service Coordinator and Marketing and Membership Coordinator
- Implemented an application process to SVC for the first time for general members. Students applied to be on a specific committee
- SVC committees met separately each week for the first time, which allowed for proactive planning of large-scale events
- Hosted monthly all SVC meetings with an emphasis on teambuilding and various focuses such as collecting donations for Treats for Troops or learning about the Green Team on campus
- Implemented SVC Service Days each month in order to give members the opportunity to volunteer more often as an organization and to experience various local non-profits and events
- Created a member point system in order to track member participation and provide an incentive for members to table and staff events
- Hosted our first SVC member spring retreat following MLK Day of Service
- Extended National Hunger and Homelessness Awareness Week from a one-day event to a weeklong program with events every day from Sunday to Saturday, which were co-hosted with 5 different organizations
- Invited a speaker from a local non-profit organization to the Hunger Banquet
- Created Islander Spring Clean, a new event to kick-off Homecoming Week
- Implemented the first National Volunteer Week, which included recognition of members and service organizations on campus, as well as the first Service Social with Rotaract and Omega Phi Alpha
  - Introduced the President's Volunteer Service Award to campus
  - Brought Green Week back to campus with new events like Earth Day Clean-Up in collaboration with the Green Team
  - Placed donation boxes in the lobby of Momentum Housing during spring and summer resident move-out
  - Hosted the first SVC End of Year Banquet to recognize and thank our members, Coordinators and graduating seniors

**Accomplishments**
- Received Departmental Student Organization of the Year
- Had 43 students apply to be SVC general members in the Fall and 9 in the Spring, which more than doubled the size of SVC
- Added new active Service Partners to the Service Module on OrgSync
- Islander Clean grew drastically to 85 participants
- Islander Spring Clean in its inaugural year had over 100 participants
- Participated in the Haunting at the Lexington Fundraiser and raised over $800

**Training and Development**
- Fall Coordinator retreat in August focused on bonding as a new team and planning for the year
- Spring Coordinator retreat in January focused on identifying different strengths within the team and how to best
work with each other as well as planning for upcoming events

- SVC Member retreat in January followed immediately after MLK Day of Service and focused on getting to know each other through team builders and competitions as well as committee planning time
- SVC meetings had a different focus each month
  - September: Collected and decorated donations for Treats for Our Troops
  - October: Celebrated Halloween and watched Halloween Town
  - November: Celebrated National Hunger and Homelessness Awareness Week and collected donations for Mission 911
  - January: Preparation for spring semester events & How to Table Presentation
  - February: Risk Management Presentation
  - March: Showed the Alternative Spring Break video and talked about the trip
  - April: Celebrated Green Week, learned about Green Team and decorated reusable mugs
- SVC meetings also incorporated ice breakers and committee updates
- Each SVC committee met weekly to create, plan, market and review events and programs

**Service and Outreach**

SVC supported other student organizations by volunteering at their events

- CAB's Up All Night
- ICA's Tunnel of Oppression

SVC engaged monthly with Corpus Christi volunteer opportunities

<table>
<thead>
<tr>
<th>Service Day</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kids Against Hunger</td>
<td>17</td>
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<tr>
<td>Strides Against Breast Cancer</td>
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<tr>
<td>Mission 911</td>
<td>35</td>
</tr>
<tr>
<td>Habitat for Humanity</td>
<td>26</td>
</tr>
<tr>
<td>Big Shell Beach Clean Up</td>
<td>21</td>
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</tbody>
</table>

**Participation**

<table>
<thead>
<tr>
<th>Event</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islander Clean</td>
<td>85</td>
</tr>
<tr>
<td>National Hunger and Homelessness Awareness Week: Canstruction</td>
<td>3 Student Organizations</td>
</tr>
<tr>
<td>National Hunger and Homelessness Awareness Week: Blessing Bags</td>
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<tr>
<td>National Hunger and Homelessness Awareness Week: Living on One Dollar</td>
<td>60</td>
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<tr>
<td>National Hunger and Homelessness Awareness Week: Love in a Box</td>
<td>50</td>
</tr>
<tr>
<td>National Hunger and Homelessness Awareness Week: Nearly Naked Mile</td>
<td>15</td>
</tr>
<tr>
<td>MLK Jr. Day of Service</td>
<td>40</td>
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<tr>
<td>Islander Spring Clean</td>
<td>100</td>
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<tr>
<td>National Volunteer Week: Service Social</td>
<td>30</td>
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<tr>
<td>Green Week: Upcycled Crafts</td>
<td>Rained Out</td>
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<td>Green Week: Green Team Collaboration</td>
<td>30</td>
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<tr>
<td>Green Week: Farmers Market Excursion</td>
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<td>Green Week: Racing Extinction</td>
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<tr>
<td>Green Week: Earth Day Beach Clean Up</td>
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</table>

**SVC The BIG Event**

The BIG Event serves as a way for the campus community to express their gratitude to the surrounding local community for their support of Texas A&M University Corpus Christi. This one big day of thanks provides students, faculty, and staff an opportunity to connect with and give back to the Corpus Christi community through service. The BIG Event is a unique experience that promotes campus and community unity. It is a program hosted by the Student Volunteer Connection and is advised by the Student Activities Coordinator with assistance from a Graduate Assistant. A student Big Event Coordinator position allows for more student ownership of the program and assists with many aspects of the program.

**Student Employees/Student Leaders**

- Big Event Coordinator: Marina Marroquin

**New Initiatives**
· Started The BIG Event Hype Week the week prior to the event in order to remind and excite volunteers
· Created different tiered student organization sponsorship levels and outside organizations sponsorship levels
· Hand delivered framed appreciation certificates to top donors after the event
· Created team awards
  o BiGgest Team: Organization that has multiple teams but are all a part of the same organization
  o BiGgest Jobsite transformation: Biggest difference in before and after
  o BiGgest Supporter: Teams who help advertise and get more people to participate in The BIG Event
  o Above and Beyond: Teams who show dedication, hard work, giving it their all
  o Perfect Attendance: Team who had all registered members show up day of
  o Earliest Team: First team to check in all their members
  o Most Energetic: Team who exhibits school spirit, positivity, excitement towards The BIG Event
  o Surfer: Team who goes with the flow
· Moved the Tool Safety Quiz online to Orgsync
· Limited the number of participants for each team to 20

Accomplishments
· Had over 600 volunteers show up to participate on the day of the event
· Received $1785 in monetary sponsorship
· Received food sponsorship to feed all of the volunteers
· Had 28 different job sites throughout the city
· Received a $250 scholarship to attend the BIG Event Conference

Participation
· Recruited 41 organizations
· Recruited 49 individuals
· Recruited 832 participants to register
· Had ~600 day of participants

Sponsorship
· Student Organizations
  o Delta Sigma Pi
  o Greek Life
  o University Council of Student Organizations
  o Campus Activities Board
  o Islander Cultural Alliance
  o Student Government Association
  o Sigma Phi Epsilon
  o Islander Catholic
  o The National Society of Leadership and Success
  o Student Veterans Organization
  o Phi Delta Theta
  o Islander Alcohol and Drug Prevention Team
  o Inclusive Islander Network
· Outside Organizations & Individuals
  o Valerie Gibbons
  o IAMOILLIN
  o Corpus Christi Solid Waste Operations
  o Advanced Acupuncture Clinic
  o Bay Area Sleep Evaluation
  o Taqueria Los Altos de Jalisco #2
  o Taqueria Chapala
  o Taco Cabana
  o My Favorite Muffin
  o Dunkin Donuts- Corpus Christi, TX
  o Monster Energy
Site Locations

- Resident Homes: 7
  - Robinson
  - DeLeon
  - Sarinana
  - Franks
  - Herrera
  - Clark
  - Salvide
- Non-profit Organizations: 6
  - Texas State Aquarium
  - Corpus Christi Literacy Council- Car Wash
  - Red Cross
  - Mission 911
  - South Texas Botanical Gardens
  - Food Bank of Corpus Christi
- Clean Ups: 3
  - Spring Clean of the Downtown District
  - Padre Island National Seashore
  - Padre Balli
- Schools: 3
  - TAMUCC Islander Gardens
  - Moody High School
  - St. Patrick Catholic School
- Little Leagues: 3
  - Laguna Little League
  - Universal Little League
  - National Little League
- Churches: 2
  - St. Mark's Lutheran Church- Kids Against Hunger
  - St. Bartholomew Episcopal Church
  - Fundraising Runs: 2
  - Walk Multiple Sclerosis
  - Junior League of Corpus Christi- Run Amuck
  - Assisted Living: 2
  - Wooldridge Place Nursing Center
  - Mount Caramel Home

Training and Development

- The Big Event Committee was divided into 6 different committees
  - Marketing Committee
  - Operation Committee
  - Outreach Committee
  - Programming Committee
  - Recruitment Committee
  - Sponsorship Committee
- Each committee met weekly to plan for the event and tackle their respective responsibilities
- Members were trained on professional communication when interacting with residents, non-profit organizations and local businesses
  - 3 students, 1 Graduate Assistant and 1 Advisor attended the BIG Event Conference in College Station

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 is: to determine funding for eligible organizations; to develop and communicate policies and procedures relevant to student organizations; to inform student organizations of campus and community opportunities and events; and listen to student opinions on topics important to university administration.
Student Activities strives to get as many students involved in campus life as possible.

2015-2016 Officers
President: Mara Stonebrook
Vice President: Garrett Ransom

Accomplishments
· Welcomed 10 new organizations to campus
· Held 21 warning meetings for organization who missed 2 UCSO meetings
· UCSO Organizations used $6,717.29 of awarded General Funding

Service and Outreach
Since the council is made up of representatives of various organizations, each individual group chooses and conducts its 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
· Created funding application and committee of UCSO Representatives
· Started the development of a student organization advisor agreement
· Created a petition against Chartwells catering to provide catering freedom
· Hosted Pink-O-Ween and raised over $85 for Breast Cancer Research
· Facilitated the Homecoming Medallion Hunt

Participation
· Welcomed 10 new organizations to campus
· 21 organizations lost active status due to failing to complete registration or failure to attend UCSO Meetings
· 75 organizations submitted Risk Management training evidence
· Facilitated the Homecoming Spirit Competition with 16 student organizations participating
· Facilitated OrgSync trainings for UCSO Representative and campus community

Student Organizations

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
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<tr>
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<tr>
<td>Service</td>
<td>3</td>
</tr>
<tr>
<td>Special Interest</td>
<td>21</td>
</tr>
</tbody>
</table>

UCSA Leads
UCSA Leads provides 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
· Presented 6 Workshops To Go
· Hosted Islander Leadership Conference with keynote speaker Jessica Abo
· Article was written in Island Waves highlighting the Islander Leadership Conference and Jessica Abo

Participation
· 128 students signed in for Islander Leadership Conference

The National Society of Leadership and Success

Accomplishments
· Applied and was selected as Chapter of the Year out of the 504 chapters nationwide
· Completed all 10 pillars and achieved Order of Sigma status
· Reached 50% Induction during Spring 2016 semester
· Hosted Karen O’Connor Urban as the Guest Speaker for the Spring 2016 Induction Ceremony
· Won “Most Cans Used” in Hunger and Homelessness Awareness Week CANstruction
· Hosted Can Food Drive during Hunger and Homelessness Awareness Week and donated 638 pounds of food to The Food Bank of Corpus Christi
· Hosted visit from National Chapter Support Specialist to Texas A&M University-Corpus Christi
· Collected 2,500 pounds of trash from Padre Island National Seashore during the Big Event for the Don’t Mess with Texas Trash Off
· Hosted a book drive and donated over 300 books to the Early Bird Reader program
· Highlighted on local news station for book donation and volunteering at Early Bird Reader event

New Initiatives
· Created and implemented a Points Rewards Program to keep members engaged once Inducted
· Created Member of the Month program
· Recognized SNT Facilitators, Members of the Month, and Graduating Seniors at Induction Ceremony
· Developed and hosted SNT Facilitator Training
· Hosted first organizational fundraiser
· Selected 2 students as fundraiser co-chairs
· Had first members receive the National Engaged Leader Award

Participation
· Fall 2015 Membership and Inducted
  o 119 New Members Joined
  o 93 Inducted
· Spring 2016 Membership and Inducted
  o 165 New Members Joined
  o 95 Inducted
· National Engaged Leader Award
  o Fall 2015 24 Recipients
  o Spring 2016 29 Recipients
· 29 members volunteered for the Big Event
· Participated in the Autism Walk
· Participated in Heart Walk
· Members participated monthly in the Corpus Christi Harbor Bridge Walk
· Submitted a photo to the TAMUCC Library Cell Phone Photography Contest

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. Annual events sponsored by the WOW committee include the Welcome Tables, WOW Bag distribution, Community Expo and the President’s Picnic. Due to transition of staff detailed participation numbers are not available.

Special Contributions of Program Faculty and/or Staff (teaching/service/research/support)
Below is a listing for each of the department of Student Activities staff and their service for FY 16.

Stephanie Schmidt, Director-Student Activities was hired November 16, 2015 and primary duties include providing leadership for the department, budget and policy management, and direct supervision of two Assistant Directors and second-level supervision of four Activities Coordinators. Due to transitions this position served as the Chair for the 2016 Waves of Welcome Committee and oversaw the 2016 Passport to the Island program.

Service to the University
· Homecoming Committee 2016
· Marketable Skills Programming Committee 2015-2016
· CAS Multicultural Assessment Committee 2016

Service to the Community
· Annual Day of Giving

Liliana Gonzalez, Assistant Director-Student Activities, was hired in July 2011 and reached the 5 year mark with the University this year, as well as being promoted to Associate Director, starting September 1, 2016. Primary responsibilities include supervising two student activities coordinators; Greek community management; assist with development and management of budgets, policies and assessments; and serve on University councils and committees.

Service to the University
· 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
· All-Greek Leadership Conference, Presenter 2016

Service to the Community
· Corpus Christi Pride Committee, 15-16

Amy Kotulski After almost 6 years of service to the UCSA department, resigned as Assistant Director in April 2016. Primary responsibilities included, marketing for the department, special event programming, supervising two Student Activities Coordinators and chairing the Homecoming, Islander Lights and Waves of Welcome committees.

Service to the University
· Homecoming Committee
· WOW Committee Member
· FYI Convocation Committee Member

Service to the Community
· Toys for Tots Drive – Islander Lights

Samantha de Melim, Student Activities Coordinator hired in January 2015. Primary responsibilities include advising Aloha Days, the Student Volunteer Connection, and Alternative Breaks program, as well as supervising eight Undergraduate Student Coordinators and one Graduate Assistant.

Service to the University
· Staff Development Committee, 2015-2016
· Homecoming Committee, Spring 2016
· Lavender Graduation Planning Committee, Spring 2016
· Search Committee- Assistant Director of Student Activities, Summer 2016

Service to the Community
· Alternative Winter Break: Proyecto Azteca and The Sacred Heart Welcome Center
· Alternative Spring Break: Refugee Focus and Ishkashitaa
· Big Brothers Big Sisters
· Driscoll Children's Hospital
· Habitat for Humanity
· The Heart Walk
· Strides Against Breast Cancer
· Kids Against Hunger
· Mission 911
· Adopt A Beach
· Grow Local South Texas

Nathaniel Lewis, Student Activities Coordinator was hired February of 2015 and resigned the position in August 2016. Primary responsibilities included advising Multicultural Greek Council, Interfraternity Council, and Order of Omega.

Service to the University
· Homecoming Committee 2016
· Black History Month Committee 2016
· Student Code of Conduct Review Committee 2016
· Internship Scholarship Committee 2016

Service to the Community
· Big Event 2016
· MLK March 2016

Cara Solovey, Student Activities Coordinator was hired August 24, 2015. Primary responsibilities include advising UCSA Leads, The National Society of Leadership and Success-Sigma Alpha Pi, and University Council of Student Organizations.

Service to the University
· Homecoming Committee 2016
· Alpha Gamma Delta Sorority Faculty/Staff Advisor, January 2016

Adler Marchand, was hired in July, 2015 and resigned his position in August, 2016. This position’s primary responsibilities are advising the Campus Activities Board and Islander Cultural Alliance, with additional duties serving on campus committees such as Homecoming, Waves of Welcome Hispanic Heritage Month, Black History Month.
Anticipated Challenges for the Next Cycle

Student Activities faces several challenges in the upcoming year including staffing, rebuilding of IFC fraternities, and the changes in FLSA regulations.

Student Activities is starting the new year with two vacancies, the Activities Coordinator for Greek Life and the Activities Coordinator for Programming. Both of these positions are excellent entry level professional opportunities, but fall can be a challenging time of year for recruitment. The department needs to share the load for these two positions until filled. The Assistant Director for Programming and Special Events position was filled on September 6th by Jennifer Randolph, who is an excellent addition to the team, but it will take time for her to learn her new position and then lead the search for the Activities Coordinator for Programming.

The Interfraternity Council (IFC) faced a series of challenges over the last year, including the suspension of two of the four chapters. Additionally, the early September 2016 recruitment numbers were very low. Over the next year the Associate Director, who oversees Fraternity and Sorority Life, will work to recruit and build up the council leadership and increase the visibility and quality of the programs held by the two currently active chapters.

The change in FLSA regulations, taking place December 1, 2016, will pose a particular challenge for the Student Activities area. Four full time positions will be changing from Exempt status to Non-Exempt status. The Student Activities team will be looking at timing of events, student organization meetings, and retreats, along with exploring flexible work schedules. This will represent a change in how these positions work, along with the challenge of maintaining a high level of moral.

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

Student Activities has several action plans to support growth, streamline processes and continually improve the quality of offerings.

- Budget Management
- Conduct CAS Assessment for Fraternity and Sorority Life
- Development of leadership opportunities
- Development of OrgSync waiver and card swipe processes
- Hire a graduate assistant to assist with leadership programs
- Improve training for specialized communication methods
- Marketing of leadership / involvement opportunities
- Risk management training

Student Activities has three action plans in progress from FY 16.

- Implement Student Activities 2020 Strategic Plan
- Outreach with academic classes
- Presentations / education sessions about service

Assessment Timeline (optional)

Student Activities utilizes the assessment timeline adopted by Student Engagement and Success to ensure all University report deadlines are met.

Connected Document

WEAVE Dates 2015-16

Detailed Assessment Report
2015-2016 University Center
As of 4/13/2017 07:51 AM EST
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No-Request.)

Mission / Purpose

The University Center serves as the “Living Room” of the campus. We are dedicated to enhancing the student experience by providing leadership development and involvement opportunities through facilities, programs and services. We foster community in an inclusive environment where our campus can engage, learn, and laugh with one another.

Goals

G 1: Provide facilities and programs which encourage learning, growth, and leadership.

Provide facilities and programs which encourage learning, growth, and leadership.

G 2: Enhance student experiences outside of the academic classroom.

Enhance student experiences outside of the academic classroom.

G 3: Develop and manage resources to efficiently and effectively achieve the mission of the department.

Develop and manage resources to efficiently and effectively achieve the mission of the department.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans
SLO 1: Demonstrate reflective thought and analysis in ethical decision making
Student employees will be able to effectively demonstrate reflective thought and analysis in ethical decision making after one year of employment.

Relevant Associations:

Standard Associations

EmpowerU SLOs
1. Ethical Decision Making and Social Responsibility
2. Skills for Employment
3. Problem Solving

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

Strategic Plan Associations

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

Related Measures

M 1: Decision Making Case Study
Students will be given case studies relating to the ethical decision making skills taught from training sessions. The case studies will address a specific situation relating to ethical decision making.

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

Target:
75% of student employees will score at the intermediate or advanced level, using a ethical decision making skills rubric.

Finding (2015-2016) - Target: Not Reported This Cycle

This measure will be assessed at a later time.

M 2: Yearly performance evaluation
Supervisors will evaluate the performance of student employees' ethical decision making skills and use a rubric to score.

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

Target:
75% of student employees will score at above average or excellent on their yearly performance evaluation.

Finding (2015-2016) - Target: Met
75.5% of the student employees scored above average or excellent by their supervisors on their yearly performance evaluation in the area of decision making.

Connected Document
Performance Evaluations Summary

M 3: Exit Interview
Upon leaving employment from UCSA, students will be given an exit interview form to complete. Students will rate their perception on ethical decision making skills.

Source of Evidence: Exit interviews with grads/program completers

Target:
On average 80% of student employees will rate their perception as strongly agree in relation to gaining ethical decision making skills as part of employment on the exit interview.

Finding (2015-2016) - Target: Not Met
58.33% of those students who completed the exit interview strongly agreed to gaining ethical decision making skills while being employed.

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

Additional Training on Decision Making
Established in Cycle: 2015-2016
Research and assign train Iraq (if available) modules related to decision making.

Step Up Bystander Intervention Training
Established in Cycle: 2015-2016
Develop a schedule to include Step Up Bystander Intervention training to student employees.

SLO 2: Understand others whose backgrounds differ from their own
Students participating in UCSA programs will be able to understand others whose backgrounds differ from their own.

Relevant Associations:

Standard Associations

EmpowerU SLOs
2. Globalization and Cultural Diversity
3. Teamwork

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

Strategic Plan Associations

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

Related Measures

M 4: Student Employees Safe Zone workshop pre/post assessment of intercultural sensitivity.
Student Employees Safe Zone workshop pre/post assessment of intercultural sensitivity.

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

Target:
Students will increase by 10 points from the pre-assessment.

Finding (2015-2016) - Target: Not Reported This Cycle
Finding (2015-2016) - Target: Not Reported This Cycle

Assessment is conducted every three years.

M 5: Safe Zone workshop 6 week follow up of intercultural sensitivity.
Safe Zone workshop 6 week follow up of intercultural sensitivity.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery
Target:
Students will increase by 5 points from the pre-assessment.
Finding (2015-2016) - Target: Not Reported This Cycle
Assessment is conducted every three years.

M 6: EBI Survey - Understanding Others
Question #37: To what extent do College Union activities: Expand understanding of others whose backgrounds differ from yours.
Source of Evidence: Benchmarking
Target:
Score => 5.0 on 7 point scale.
Finding (2015-2016) - Target: Not Met
Score = 3.86

Connected Document
EBI Survey Results Spring 2016

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

UCP Programming
Established in Cycle: 2015-2016
Add University Center Programming events/programming that are specific to understanding others.

SLO 3: Student employees will demonstrate effective communication skills after one year of employment.
Student employees will demonstrate effective communication skills after one year of employment.

Relevant Associations:

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

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

Related Measures

M 7: Yearly Performance Evaluations - Communication
Supervisors will annually evaluate the performance of student employees’ communication skills, upon completion of at least two semesters of employment. Score will be assessed using a rubric measuring each form of communication.
Source of Evidence: Performance (recital, exhibit, science project)
Target:
80% of students will score above average or excellent on the question “Communication: Understands and correctly utilizes all forms of communications (radio, cell phone, face to face, written, etc. where appropriate).”
Finding (2015-2016) - Target: Not Met
On average, 63.97% of students scored above average or excellent in communication on the yearly performance evaluation. Several areas of communication were evaluated including interpersonal communication (64.3%); written emails (70%); written reports (48.8%); radio (58.1%); cell phone (56%) and public speaking (66.60%).

Connected Document
Performance Evaluations Summary

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

Communication Expectations
Established in Cycle: 2015-2016
Develop communication expectations, provide writing examples for proper and improper radio, building manager, etc. communication...

M 8: UCSA Student Exit Interview - Communication skills
Upon leaving employment from UCSA, students will be given an exit interview survey to complete. Students will rate their perception on communication skills.
Source of Evidence: Exit interviews with grads/program completers
Target:
Using the exit interview, on average 85% of the respondents will rate their perception as strongly agree on the statement: “To what extent do you agree that your employment with UCSA increased your skills in communication.”

Finding (2015-2016) - Target: Not Met
66.67% of those students who completed the exit interview strongly agreed to the statement that being employed with UCSA increased their skills in communication.

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

Communication Expectations
Established in Cycle: 2015-2016
Develop communication expectations, provide writing examples for proper and improper radio, building manager, etc. communication...

M 9: Student Building Manager Reports
A sample of Student Building Manager reports from the spring semester will be rated using a Quality of Written Response Rubric.
Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document: Quality of Written Response Rubric

Target:
On average, 80% of the student building manager reports will be scored at 3 or above on a 1-5 scale.

Finding (2015-2016) - Target: Not Met
Of the 74 student manager reports sampled from the spring semester, 47.94% scored at 3 or above on a 5 point scale.

Connected Document: Summary Student Manager Reports

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

Communication Expectations
Established in Cycle: 2015-2016
Develop communication expectations, provide writing examples for proper and improper radio, building manager, etc. communication...

SLO 4: Demonstrate effective analysis of information
UC student employees will demonstrate effective analysis of information after two semesters of employment.

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

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures
M 10: UCSA Student Exit Interview - Critical Thinking
UCSA Student Exit Interview - Critical Thinking

Source of Evidence: Administrative measure - other
Target:
On average, 80% of the respondents will indicate that they strongly agree or agree that their skills increased in critical thinking as a result of working with the department.

Finding (2015-2016) - Target: Met
100% of those students who completed the exit interview strongly agreed or agreed that their critical thinking skills increased while working for the department.

M 11: Case Studies - Decision Making
Students will be given case studies relating to the skills taught from training sessions. Students will analyze information and indicate the appropriate course of action to take.

Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
On average, 80% of respondents will score at the intermediate or advanced level. A decision making rubric will be used to score the responses.

Finding (2015-2016) - Target: Not Met
On average, 70.2% of the students scored at the intermediate or advanced level.

Connected Document: UC Decision Making

Additional Training on Decision Making
Established in Cycle: 2015-2016
Research and assign train (if available) modules related to decision making.

Step Up Bystander Intervention Training
Established in Cycle: 2015-2016
Develop a schedule to include Step Up Bystander Intervention training to student employees.

SLO 5: Identify risk management practices and justify why it is an appropriate solution.
Students will identify risk management practices to implement and justify why it is an applicable solution after training.

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

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

Related Measures
M 12: Risk Management Matrix
University Center student employees will complete a risk management matrix based on a provided scenario.

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

Target:
On average, UC student employees will score an 80% or higher on the graded risk management matrix.

Finding (2015-2016) - Target: Not Reported This Cycle
This will be assessed in the following year.

M 13: Operations Crew Person (OCP) Test - Risk Management
After completing OCP Training, operations crew persons will answer questions as they relate to risk management.

Source of Evidence: Standardized test of subject matter knowledge

Target:
On average, 80% of the respondents will indicate that they strongly agree or agree that their skills increased in analyzing information as a result of working with the department.

Finding (2015-2016) - Target: Not Reported This Cycle
This will be assessed in the following year.

SLO 6: Students will demonstrate their ability to integrate knowledge learned in training with work experiences.
Student employees, upon completion of one semester of employment, will demonstrate their ability to integrate knowledge learned in training with experiences to complete their job responsibilities.

Relevant Associations:

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

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

Related Measures

M 14: Operations Crew Training Matrix
Student employees will demonstrate their ability to perform several different types of set ups (Audio/visual equipment, room furniture, stage). The OCP Training matrix will be used to document progress.

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

Target:
90% of new UC student employees, will master how to set up AV equipment, furniture and stage within two months of employment.

Finding (2015-2016) - Target: Not Reported This Cycle
Assessment will be conducted next year.

M 15: Yearly Performance Evaluations - Job Responsibilities
Supervisors will annually evaluate the performance of student employees upon completion of two semesters of employment.

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

Target:
On average, 80% of UC student employees will score a 3 or higher on question: "Understands Job Responsibilities: Fully understands all aspects of the job and his/her responsibilities." Scale 1 to 5.

Finding (2015-2016) - Target: Met
On average, 98% of the student employees scored a 3 or higher.

Connected Document
Performance Evaluations Summary

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

O/O 7: Provide quality programs, activities, and services.
Provide quality programs, activities, and services.

Relevant Associations:

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

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

Related Measures

M 16: NSSE - Attending Campus Events & Activities
NSSE - Attending Campus Events & Activities

Source of Evidence: Benchmarking

Target:
Score >= to institutional peers

Finding (2015-2016) - Target: Not Reported This Cycle
NSSE was not administered in this cycle. The NSSE is administered every two years in odd numbered cycles.

M 17: EBI Survey - Leadership Training
To what extent do College Union activities: Provide leadership training (Question 42)

Source of Evidence: Benchmarking

Target:
Score >= 4.0 on a 7 point scale
Finding (2015-2016) - Target: Not Met
Score = 3.81
Connected Document
EBI Survey Results Spring 2016

Related Action Plans (by Established cycle, then alpha):
UC Marketing Plan
Established in Cycle: 2015-2016
Create and implement a dedicated marketing plan through multiple modalities (website, social media, banners, etc.).
For full information, see the Details of Action Plans section of this report.

M 18: 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 (2015-2016) - Target: Met
Score = 4.13
Connected Document
EBI Survey Results Spring 2016

M 19: UC Service & Satisfaction Survey - Customer Service
University Center Service & Satisfaction Survey - Customer Service
Source of Evidence: Client satisfaction survey (student, faculty)
Target:
85% of facility users surveyed will rate the customer service by the University Center Staff as excellent.
Finding (2015-2016) - Target: Not Reported This Cycle
This measure will be assessed in a later cycle.

M 20: Noel Levitz - Know what’s happening on campus
Question relating to students "generally know what is happening on campus"
Source of Evidence: Benchmarking
Target:
Score >= previous TAMU-CC administration of survey.
Finding (2015-2016) - Target: Met
Score = 4.93 which is an increase of .13 of the previous administration in 2012. The university did not administer the survey in 2014.
Connected Document
Noel Levitz Survey Results 2016

M 21: EBI Survey - UC is a place to get involved
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 (2015-2016) - Target: Not Met
Score = 3.89
Connected Document
EBI Survey Results Spring 2016

O/O 8: Promote involvement in programs, activities, and other services to campus community
Promote involvement in programs, activities, and other services to campus community

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

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

Related Measures:

M 22: 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 (2015-2016) - Target: Not Met
Score = 3.89
Connected Document
EBI Survey Results Spring 2016
Related Action Plans (by Established cycle, then alpha):

**UC Marketing Plan**
*Established in Cycle: 2015-2016*
Create and implement a dedicated marketing plan through multiple modalities (website, social media, banners, etc.).

**UCP Programming**
*Established in Cycle: 2015-2016*
Add University Center Programming events/programming that are specific to understanding others.

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

M 23: EBI Survey - Learning about campus events
To what extent do you agree or disagree with the following statements. The College Union: Is a source of information for learning about campus events? (Question 29)
Source of Evidence: Benchmarking

**Target:** Score >= 5.5 on 7 point scale.

**Finding (2015-2016) - Target: Not Met**
Score = 5.11

Connected Document
EBI Survey Results Spring 2016

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

**Information Desk Specialists**
*Established in Cycle: 2015-2016*
Develop and implement information desk specialists and associated training.

**UC Marketing Plan**
*Established in Cycle: 2015-2016*
Create and implement a dedicated marketing plan through multiple modalities (website, social media, banners, etc.).

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

M 24: OrgSync Survey - Promotion of Events
A survey will be sent to active users on OrgSync and through social media to ask question: To what extent do you agree or disagree that the University Center promotes how to get involved on campus?
Source of Evidence: Administrative measure - other

**Target:** 85% of respondents will strongly agree or agree to question.

**Finding (2015-2016) - Target: Not Reported This Cycle**
Survey will be administered in 2016-2017.

O/O 9: Provide well managed facilities which are safe, clean, available and enjoyable.
Manage resources effectively to provide well managed facilities which are safe, clean, available and enjoyable.

**Related Associations:**

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

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

**Related Measures**

M 25: Undergraduate Student Survey - Overall satisfaction of the UC
Undergraduate Student Survey - Overall satisfaction of the UC
Source of Evidence: Client satisfaction survey (student, faculty)

**Target:** Combined satisfaction of 90%

**Finding (2015-2016) - Target: Met**
98% combined satisfaction. This is an increase of 14% from the previous score of 84% in 2015.

Connected Document
Undergraduate Student Survey Results Summary

M 26: Noel Levitz - Student Center
Question: “The Student Center is a comfortable place for students to spend their leisure time.”
Source of Evidence: Benchmarking

**Target:** Rating >= previous TAMU-CC administration of survey

**Finding (2015-2016) - Target: Met**
Score = 5.69. This is a .29 increase from the previous administration in 2012. The university did not administer the Noel Levitz in 2014.

Connected Document
Noel Levitz Survey Results 2016

M 27: EBI Survey - UC Cleanliness of Entrances
How satisfied are you with the quality of the following aspects of the College Union environment: Cleanliness of entrances (Question #64).  
Source of Evidence: Benchmarking

**Target:** Score >= previous administration’s score

**Finding (2015-2016) - Target: Met**
Score = 6.37, whereas the score for the 2013 administration was 5.84

Connected Document
EBI Survey Results Spring 2016

M 28: EBI Survey - UC Cleanliness of Hallways
How satisfied are you with the quality of the following aspects of the College Union environment: Cleanliness of
halls and restrooms.

Source of Evidence: Benchmarking

**Target:**
Score >= the previous administration score.

**Finding (2015-2016) - Target: Met**
Score = 6.38, whereas the score for the 2013 administration was 5.93.

Connected Document
EBI Survey Results Spring 2016

**M 29: EBI Survey - UC Cleanliness of Restrooms**
How satisfied are you with the quality of the following aspects of the College Union environment: Cleanliness of restrooms (Question #66).

Source of Evidence: Benchmarking

**Target:**
Score >= previous administration score

**Finding (2015-2016) - Target: Met**
Score = 6.38, whereas the score for the 2013 administration was 5.85.

Connected Document
EBI Survey Results Spring 2016

**M 30: UC Service & Satisfaction Survey - Cleanliness**
University Center Service & Satisfaction Survey - Cleanliness

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

**Target:**
85% of facility users surveyed will rate the cleanliness of the facility as superior or excellent.

**Finding (2015-2016) - Target: Not Reported This Cycle**
Survey will be administered in 2016-2017.

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

**Additional Training on Decision Making**
Research and assign train Iraq (if available) modules related to decision making.

**Established in Cycle: 2015-2016**
**Implementation Status: Planned**
**Priority: High**

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Case Studies - Decision Making | **Outcome/Objective:** Demonstrate effective analysis of information
- **Measure:** Exit Interview | **Outcome/Objective:** Demonstrate reflective thought and analysis in ethical decision making

**Responsible Person/Group:** Associate Director

**Communication Expectations**
Develop communication expectations, provide writing examples for proper and improper radio, building manager, etc. communication, select evaluation periods on communication skills (grading with rubric).

**Established in Cycle: 2015-2016**
**Implementation Status: Planned**
**Priority: High**

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Student Building Manager Reports | **Outcome/Objective:** Student employees will demonstrate effective communication skills after one year of employment.
- **Measure:** UCSC Student Exit Interview - Communication skills | **Outcome/Objective:** Student employees will demonstrate effective communication skills after one year of employment.
- **Measure:** Yearly Performance Evaluations - Communication | **Outcome/Objective:** Student employees will demonstrate effective communication skills after one year of employment.

**Projected Completion Date: 08/2017**
**Responsible Person/Group:** Associate Director and operations staff

**Exit Interview Process**
An exit process for student employees will be developed, documented, and shared with staff. Associate Director responsible for student employment will conduct training with all full time staff on the process and will communicate timeline to ensure that exit surveys are completed in a timely manner.

**Established in Cycle: 2015-2016**
**Implementation Status: In-Progress**
**Priority: High**
**Projected Completion Date: 05/2017**
**Responsible Person/Group:** Associate Director UC

**Implementation Notes:**
9/20/2016  Associate Director of the University Center will take the lead with this action plan to ensure that process is well communicated and documented.

**Implement Momentum 2020 University Center Strategic Plan**
Use the strategic plan as a fluid document to achieve goals

**Established in Cycle: 2015-2016**
**Implementation Status: In-Progress**
**Priority: High**
**Responsible Person/Group:** Director, Associate Director, Assistant Director, Operations Staff

**Information Desk Specialists**
Develop and implement information desk specialists and associated training.

**Established in Cycle: 2015-2016**
**Implementation Status: Planned**
**Priority: High**

**Relationships (Measure | Outcome/Objective):**
- **Measure:** EBI Survey - Learning about campus events | **Outcome/Objective:** Promote involvement in programs, activities, and other services to campus community

**Responsible Person/Group:** Associate Director and Operations Staff

**Reclassify UC Positions**
Reclassify Operations Manager position to Assistant Director and the Assistant Director position to Associate Director.

**Established in Cycle: 2015-2016**
**Implementation Status: Finished**
Analysis Questions and Analysis Answers

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

The strengths of the University Center include maintaining, managing, and operating an approximately 130,000 square foot facility for the University and Corpus Christi community, managing resources efficiently and effectively to achieve the mission of the department, and providing facilities and programs which encourage learning, growth, and leadership for students.

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

Since the last administration of the EBI (Skyfactor’s) Benchworks College Union/Student Center Assessment in 2013, overall program effectiveness increased by 7.1%. In addition, the following factors indicated increases over the last three years:

- Publicizes the Union and promotes campus
- College Union has a positive environment
- College Union is student oriented
- College Union is a source of entertainment
- Union cleanliness
- Union staff

Student responses showed an increase of scores with the Noel Levitz survey indicating that they knew what’s happening on campus and in the Undergraduate Student Survey, a 14% increase was seen by students with their overall satisfaction of the University Center.

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

From the analysis of findings, there is a clear indication that more intervention is needed in the area of teaching communication skills. While the students perceive that they have developed effective communication skills while being employed with the department, ratings reflect their is still room to grow. Written reports and verbal (radio) communications skills are areas that need attention.

In addition, more intentional intervention is needed in the areas of teaching decision making. While student employees in the past have scored well in this area, we have seen a decrease in skills as new students become employees.
Located on the first floor of the University Center, the game room is open about 55 hours a week. Students have the opportunity to play on one of three billiards tables, one of two XBox Ones or XBox 360 game consoles, or on one Air Hockey table. Currently the Game Room has over 60 game titles available for use on the XBox to include student favorites: Madden Football, Halo: ODST, Bioshock 2, and others. In addition to this, the game room also provides access to board games, corn hole, and access to listening to music and free popcorn. Several different tournaments (billiards, video games, etc.) were hosted throughout the year with participants reaching up to 30 in some instances.

University Center Programs (UCP)

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. Three paid students within UCP worked in collaboration with several other organizations and departments to provide events (ex: Karaoke with I-TEAM for Women’s History Month and Breakers for Leap Day).

Events:

- Karaoke was held twice a month in the Fall and once a month in the Spring semesters. Average participation was 7 students singing per event.
- Motivational Monday boards with varying themes and beneficial information for students were posted around the UC 14 times throughout the fall and spring semesters.
- MidDay Munchies were held in September, October and November. On each of the days, UCP provided snacks to students in the UC.
- Constitution Day cookies and information regarding the US Constitution was hosted as part of the Constitution Week events
- Paint with Me event and Homecoming Door Decorating Competition were held for Homecoming Week. 90% of those registered for the event participated.

Study Center Spring 2016

Study Center was May 4th – May 11th. Study center is a departmental event that is held during finals week during the fall and spring semester. The University Center remained open extended hours (6am-Midnight), during Finals Week, beginning with Late Night Breakfast and concluding with the final day of exam week. The purpose of this event is to better serve the campus community and to promote the importance of finals and the impact it has on the students’ stress level, to provide them with an alternative study location and to celebrate their hard work throughout the semester.

CASA was able to use Anchor C for Supplemental Instruction study space, Panhellenic Council used Oso, and Delta Chi used Anchor D as a study space for their members.

Study Center was advertised on the Campus Monitor slides, twitter, flyers, and the Momentum Marquee on Nile. The graph below shows how many individuals were counted per room for that specific day (Rooms listed with a dash were not in use as a study space that day).

<table>
<thead>
<tr>
<th>Room</th>
<th>5/4</th>
<th>5/5</th>
<th>5/6</th>
<th>5/7</th>
<th>5/8</th>
<th>5/9</th>
<th>5/10</th>
<th>5/11</th>
<th>Total</th>
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<tr>
<td>Anchor AB</td>
<td>-</td>
<td>15</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>15</td>
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<td>0</td>
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<td>-</td>
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<tr>
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<td>2</td>
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<tr>
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<td>29</td>
<td>14</td>
<td>27</td>
<td>47</td>
<td>23</td>
<td>0</td>
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<td>32</td>
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<td>5</td>
<td>33</td>
<td>10</td>
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<td>153</td>
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<tr>
<td>Martin</td>
<td>12</td>
<td>36</td>
<td>13</td>
<td>0</td>
<td>8</td>
<td>58</td>
<td>72</td>
<td>0</td>
<td>199</td>
</tr>
</tbody>
</table>

Departments were asked to sponsor food for snack breaks at different times of the day for the students studying. The list below shows when and what food was available as well as who sponsored each item.

<table>
<thead>
<tr>
<th>Date</th>
<th>Sponsor</th>
<th>Item(s) Sponsored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 5/4/16</td>
<td>Counseling Center and Health Center</td>
<td>Fruit salad (50 people), Veggie Platter (25 people)</td>
</tr>
<tr>
<td>Thursday 5/5/16</td>
<td>SEAS</td>
<td>OJ (4 gallons), Trail Mix (5 lbs), Mini Muffins (15 dozen), Breads (10 loafs)</td>
</tr>
<tr>
<td>Thursday 5/5/16</td>
<td>Career Services</td>
<td>Coffee and Cookies</td>
</tr>
<tr>
<td>Friday 5/6/16</td>
<td>Alumni Association</td>
<td>Coffee (5 gallons), Donuts (9 dozen)</td>
</tr>
<tr>
<td>Friday 5/6/16</td>
<td>SEAS</td>
<td>10 Cheese/10 Pepperoni and cheese pizzas and 100 assorted sodas</td>
</tr>
<tr>
<td>Monday 5/9/16</td>
<td>UCSA</td>
<td>Tacos (125 tacos) and Coffee (5 gallons)</td>
</tr>
<tr>
<td>Tuesday 5/10/16</td>
<td>Alumni Association</td>
<td>372 Cookies</td>
</tr>
<tr>
<td>5 Days of food – 2 days had afternoon and evening food.</td>
<td>5 Groups donated food</td>
<td>$1,923.9 total amount of food donated.</td>
</tr>
</tbody>
</table>
Late Night Breakfast

Late Night Breakfast is a traditional event hosted by UCP and is held in the Dining Hall during the Fall and Spring semester the Tuesday evening before reading day. Free breakfast is provided to students to give them a hearty meal before finals kick off. Several departments donated prizes given out through a random drawing. Departments represented included: Institutional Advancement, Momentum Village, Greek Life, Breakers Game Room, Student Government Association, UCSA, Office of the Associate Dean of Students, Bookstore, ITEAM, and Camden Miramar.

Fall 2015 Attendees:

- Female: 328
- Male: 205
- Freshman: 304
- Sophomore: 93
- Junior: 49
- Senior: 44
- Graduate Masters: 7
- Graduate Doctorate: 0
- Post Baccalaureate: 2
- Total of 503 people in attendance

Spring 2016 Attendees:

- Female: 468
- Male: 344
- Freshman: 393
- Sophomore: 184
- Junior: 125
- Senior: 82
- Graduate Masters: 14
- Graduate Doctorate: 1
- Post Baccalaureate: 1
- 20 w/ no IDs
- Total of 832 people in attendance

Lost & Found

Approximately 1,955 students were served through the Lost & Found service. Of those, 630 students had their property returned to them. During the spring semester, a Lost & Found sale was held for some of the remaining items and some items such as clothes, shoes, caps were donated to the Women's Shelter or Timmons Ministries. Approximately $955 was sold during the sale. Proceeds were used for semester student employee appreciation and recognition luncheons.

Facility Operations

Accomplishments

- Successfully hired an Associate Director and Operations Coordinator
- Reclassified two positions: Operations Manager to Assistant Director, and Assistant Director to Associate Director
- Revamping logistical layouts for Orientation sessions to maximize space and time
- Revenue generated from the Lost & Found Sale and Poster Sale total $5,916.47 and was used for the Student Employee Appreciation & Recognition Luncheons.

Major Projects:

- Installed a thermal people counter system at all first floor entrances to the UC.
- Added a laundry facility utilizing UC 102 storage room, as a way to launder the table skirts (over 100) and 60 table covers.
- Added software programs such as Trello, drop box and Xodo docs to daily operations, as a way to make operations of administrative tasks more efficient and sustainable.
- Returned the level of Senior Student Managers to three students as part of the student employment program. Senior Student Managers are responsible for assisting with disciplinary actions, creating meeting agendas, and leading the student meetings.
- Sun shades (roll down blinds) were installed to the Student Involvement Center, Bookstore, and suite 204.
- Space was created for a dedicated Student Veterans Lounge in UC 201.

Room Utilization

Anchor Ballroom, Legacy Lounge, Lonestar Ballroom, Bayview, and Oso Rooms are utilized (reserved) at a higher percentage than the smaller meeting rooms. September, April, June, July, and August are months in which utilization of these rooms is seen at higher percentage rate based on hours available for use.
Client Usage

Based on the input of reservations this year, there were a total of 25,612 bookings for the University Center. Of those bookings, the majority seems to be made from academic/administrative/university related departments (see chart below).

Foot Traffic

From the beginning of installation of the VisiCount Foot Traffic thermal reader, traffic patterns into the University Center have been monitored since April 2016. During the period of April – August 2016, August and April were the heaviest months of foot traffic. This may be attributed to end of year banquets and ceremonies in April and Waves of Welcome activities at the start of the academic year. Below is a summary of the total foot traffic for each month.

Apr 2016 66,650
May 2016 47,457
Jun 2016 55,847
Jul 2016 42,942
Aug 2016 95,764
Total 310,660
Special Contributions of Program Faculty and/or Staff (teaching/service/research/support)
Below are the University Center Staff contributions to university, profession or community:

Lisa O. Perez
Service to the University
- Student Engagement & Success Council
- Calendar Committee
- Facilities Use Committee
- Expressive Activities Committee Co-Chair

Service to the Profession
- TACUSPA Fall 2015 Conference Co-Chair
- Co-Presented at ACUI Conference (March 2016)
- Presenter TWHE Conference (April 2016)

Service to the Community
- Most Precious Blood Catholic Church Lector
- Islander Lights Toy Drive

Rick Reyes
Service to the University
- EHS committee
- Parking and Transportation committee

Service to the Community
- Little League Texas West Committee Member (President)
- Little League Texas District 23 Administrator
- Little League Texas Section 4 Section Leader
- Laguna Little League field volunteer.
- Laguna Little League volunteer; Intermediate division coach.

Kat Paynter
Service to University
- Big Event Participant
- Homecoming Committee
- Waves of Welcome Committee

Community Involvement
- Coastal Bend Women’s Soccer Association

Valerie Gibbons
Service to the University
- Staff Council Representative

Anticipated Challenges for the Next Cycle
With the addition of the Associate Director of the University Center position will come some adjustment in reporting lines. The operations staff as a whole are all in new roles due to reclassification of positions or because of new hires. This may pose a challenge in providing consistency of service to clients who utilize the facility.

With the upcoming FLSA mandates, an adjustment to work hours for non exempt staff will be a necessity. While this may be a challenge it is needed to ensure staff are maintaining work/life balance.

Requests for the rental of the University Center have increased. Clients are requesting space for weddings, parties, graduations, birthdays, and other uses. The demand for facility use is causing a strain on balancing staff time with amount of hours facility is open, ordering of more equipment to provide services requested and keeping up with the high level of quality service needed for extraordinary events.

Rising costs of utilities and services provided by SSC are also an anticipated challenge for the upcoming year.

Continuous Improvement Initiatives Planned for the Next Cycle (Closing the Loop)
The following continuous improvement initiatives are planned for the next cycle:

Providing additional training for student employees in the areas of decision making and Step Up Bystander Intervention. In addition, clearer expectations will be communicated and documented for student employees, training will be developed for the information desk specialists, a strategic marketing plan will be developed for the University Center and more intentional programming related to understanding others will be developed through University Center Programming.

Assessment Timeline (optional)
The University Center utilizes the assessment timeline adopted by Student Engagement and Success to ensure all University report deadlines are met.
Mission / Purpose

The University Counseling Center strives for excellence in providing quality clinical, developmental, and preventive services within a supportive learning environment. We offer confidential counseling, clinical assessment and referrals, crisis management, psychiatric services, academic skills counseling, and psychocultural programming that is student-centered and inclusive. We provide consultation services to the TAMU-CC community and administrators on mental health issues. We are educators and advocates for a healthy and diverse learning community. Our services are designed to foster social, emotional and personal development; encourage life-long learning; and help students identify and fulfill their personal and academic goals.

Goals

G 1: Provide a learning-centered counseling center environment that promotes student growth and success.

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

G 3: Develop and manage resources to efficiently and effectively achieve the mission of the University Counseling Center.

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

SLO 1: Suicide prevention training: students able to recognize emotional distress and responsible interventions.

After participating in a suicide prevention gatekeeper training, students will be able to recognize signs of emotional distress and socially responsible interventions.

Relevant Associations:

Standard Associations

EmpowerU SLOs
1 Ethical Decision Making and Social Responsibility
2 Skills for Employment
3 Problem Solving

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

Strategic Plan Associations

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

Related Measures

M 1: QPR: Post-Test Assessment to students: 'Describe 3 steps to help someone in distress.'

Post-Test Assessment to students who participate in the QPR gatekeeper training program: "Please list and describe three steps you would take to help someone who is experiencing emotional distress."

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

Target:
Participants who satisfactorily describe three steps one could take to help someone who is experiencing emotional distress >= 80% of participants.

Finding (2015-2016) - Target: Met
Number of students able (at minimum) to satisfactorily describe three steps one could take to help someone experiencing emotional distress = 100%. Number of students able to proficiently describe three steps one could take to someone who is experiencing emotional distress = 52%. (N=69)

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

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

Increase participation in Counseling Center's suicide prevention trainings.
Established in Cycle: 2015-2016
Increase participation in Counseling Center's suicide prevention trainings.

M 2: DORA: Pre- and Post-Test Assessment

Pre- and Post-Test Assessment to students who participate in the DORA College program: (Total Score Comparison)

'I know how to recognize signs of psychological distress (e.g., anxiety, depression, suicidal thoughts) in another student.'
'I am knowledgeable about the services offered by the Counseling Center.'
'I know how to approach and talk to a student who seems distressed.'
'I know how to encourage and support a depressed or suicidal student in seeking help at the Counseling Center.'
Finding (2015-2016) - Target: Met
86% of participants showed an increase in knowledge with respect to intervening with a fellow student in psychological distress (> 80% of participants). A total of 149 students participated in the DORA training. 32 students reported participating in prior suicide prevention training and these participant responses were excluded from the data analyses per the action plan. 2 students completed the pre-test but did not complete the post-test and their pre-test responses were also excluded.

Connected Documents
FY16 DORA Pre&Post Test
FY16 DORA Results for Students Without Prior Suicide Prevention Training

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

Increase participation in Counseling Center’s suicide prevention trainings. Established in Cycle: 2015-2016
Increase participation in Counseling Center’s suicide prevention trainings.

SLO 2: Mental health awareness program: Students will articulate ways to reduce mental health stigma.
After participating in a mental health awareness program, students will articulate ways to reduce mental health stigma which helps promote inclusion.

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

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

Related Measures
M 4: People Like Us: Post-Test Assessment
Post-Test Assessment to students who participate in the People Like Us program: ‘List two ways of reducing mental health stigma’ (Rubric Scoring).

Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
Participants who satisfactorily report two ways of reducing mental health stigma >= 75% of participants

Finding (2015-2016) - Target: Not Reported This Cycle
Not reported during this cycle. Will report in FY17. People Like Us: Presentation and post-test given at Aloha Days. Post-test assessment was imbedded into the Aloha Days Survey. Survey data unavailable to the Counseling Center at this time.

M 5: DORA: Post-Test Survey Question: I learned how reducing mental health stigma promotes inclusion.
Post-Test Survey Question: As a result of participating in the DORA College program training, I learned how reducing mental health stigma contributes to a more inclusive campus environment for people who struggle with anxiety and depression. (True/False Response)

Source of Evidence: Academic direct measure of learning - other
Target:
Participants will report an increase in knowledge with respect to the role mental health stigma reduction plays in promoting inclusion >= 75% of participants.

Finding (2015-2016) - Target: Met
Number of students who reported an increase in knowledge with respect to the role mental health stigma reduction plays in promoting inclusion = 99% (N=146).

Connected Documents
FY16 DORA Pre&Post Test
FY16 DORA Results - Mental Health Stigma Reduction Question
SLO 3: Students are able to articulate two healthy communication skills learned in counseling.

After a minimum of five individual sessions, students attending counseling will be able to articulate two healthy communication skills they learned through the counseling process.

Relevant Associations:

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

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

Related Measures

M 6: Survey Question: ‘Please describe 2 healthy communication skills you have learned in counseling.’

Annual Client Survey Question to students who have attended a minimum of five individual counseling sessions: ‘Please describe TWO healthy communication skills you have learned as part of your time in counseling.’ (Rubric scoring)

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

Target:
- Participants who satisfactorily articulate two healthy communications skills => 75%

Finding (2015-2016) - Target: Met
- Number of students who satisfactorily described TWO healthy communication skills = 80 %. Number of students who proficiently described TWO healthy communication skills = 25%. (N= 69)

Connected Documents
- FY16 Survey - Communication Skills Summary for 5+ Visits
- FY16 Survey Rubric for Communication Skills - Question 4

M 7: Survey Question: ‘As a result of counseling, I learned at least 2 healthy communication skills.’

Annual Client Survey Question to students who have attended a minimum of five individual counseling sessions: ‘As a result of counseling I have learned at least two healthy communication skills.’ (Likert scale scoring)

Source of Evidence: Academic indirect indicator of learning - other

Target:
- Participants who agree they have learned two healthy communication skills => 80%

Finding (2015-2016) - Target: Met
- Number of students who agree that they have learned two healthy communication skills as a result of participating in counseling =90% (N=80)

Connected Document
- FY16 Survey - 5+ Visits - Question 3G

SLO 4: Students can identify assumptions in their self-talk and the impact on their decision making.

After participating in a psychotherapy group, students will be able to identify assumptions in their self-talk and the impact of these on their decision making.

Relevant Associations:

Standard Associations
- EmpowerU SLOs
  - 4 Critical Thinking
  - 3 Problem Solving
- Southern Association of Colleges and Schools
  - 2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
- 3.1.3 Educational Support Services

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

Related Measures

M 8: Survey Question: ‘Briefly describe 2 ways you usually make assumptions in self-talk.’

Survey question to students who have participated in a psychotherapy group: ‘Briefly describe TWO ways you usually make assumptions in your self-talk.’ (Rubric scoring)

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

Target:
- Participants who satisfactorily describe two self-talk assumptions => 75%

Finding (2015-2016) - Target: Not Met
- 63% of participants satisfactorily described two self-talk assumptions. (N=8)

Connected Document
- FY16 Self-Talk Assumptions Summary

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

Create more cognitive-behavioral therapy groups
- Established in Cycle: 2015-2016
- Create more cognitive-behavioral therapy groups where self-talk assumptions are a major focus of the
Survey Question: 'I learned how these self-talk assumptions impacted my decision making in the following ways:' (Rubric scoring)

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

Finding (2015-2016) - Target: Not Met

50% of participants satisfactorily described the impact of self-talk assumptions on their decision making. (N=8)

Connected Document: FY16 Self-Talk Assumptions Summary

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

Create more cognitive-behavioral therapy groups

Established in Cycle: 2015-2016

Create more cognitive-behavioral therapy groups where self-talk assumptions are a major focus of the group.

SLO 5: Students are able to articulate two self-care skills learned in counseling.

After attending a minimum of five individual sessions, students attending counseling will be able to articulate two self-care skills they learned through the counseling process.

Relevant Associations:

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

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

Related Measures

M 10: Survey Question: ‘Please describe 2 self-care skills you have learned in counseling.’
Annual Client Survey Question to students who have attended a minimum of five individual counseling sessions: ‘Please describe TWO self-care skills you have learned as part of your time in counseling.’ (Rubric scoring)

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

Finding (2015-2016) - Target: Not Reported This Cycle

Not reported during this cycle. Will report in FY17.

M 11: Survey Question: ‘As a result of counseling, I have learned at least 2 self-care skills.’
Annual Client Survey Question to students who have attended a minimum of five individual counseling sessions: ‘As a result of counseling I have learned at least two self-care skills.’ (Likert scale scoring)

Source of Evidence: Academic indirect indicator of learning - other

Finding (2015-2016) - Target: Met

Number of students who agree that they have learned two self-care skills as a result of participating in counseling =90%. (N=91)

SLO 6: Students are able to articulate how what they learned in counseling was integrated into daily life.

After attending a minimum of five individual sessions, students with planned terminations from counseling will be able to articulate ways they have integrated what they have learned in counseling into their daily lives.

Relevant Associations:

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

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

Related Measures

M 12: Survey Question: ‘I have integrated what I learned in counseling into my daily life.’
Annual Client Survey Question to students who have attended a minimum of five individual counseling sessions: ‘As a result of participating in counseling, I have been able to integrate what I have learned into my daily life’ (true or false)
**Source of Evidence:** Academic direct measure of learning - other

**Target:**
Participants who being able to integrate knowledge into daily life >= 80%

**Finding (2015-2016) - Target: Not Reported This Cycle**
Not reported this cycle. Will report in FY17.

**M 13:** Survey Question: ‘Describe 2 ways you have integrated what you learned in counseling into daily life.’
Annual Client Survey Question to students who have attended a minimum of five individual counseling sessions:
‘Describe two ways you have integrated what you have learned in counseling into your daily life’ (Rubric Scoring)

**Source of Evidence:** Written assignment(s), usually scored by a rubric
**Target:**
Participants who satisfactorily articulate two ways of integrating what they have learned in their daily life >= 75%

**Finding (2015-2016) - Target: Not Reported This Cycle**
Not reported this cycle. Will report in FY17.

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

**O/O 7:** Increase and enhance programs and services that are inclusive and foster mental health and well-being.

Increase and enhance programs and services that are inclusive and foster mental health and well-being.

**Relevant Associations:**

**Standard Associations**

**Southern Association of Colleges and Schools**

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

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

**Related Measures**

**M 14:** Establish Memorandums of Understanding (MOUs) with community providers to improve the quality of service provided to students.

Establish Memorandums of Understanding (MOUs) with community providers to improve the quality of service provided to students.

**Source of Evidence:** Service Quality

**Target:**
New MOUs >= 1

**Finding (2015-2016) - Target: Not Met**
Increased referral network base to improve quality of service provided to students, but did not establish Memorandum of Understanding with community providers.

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

**Enhance programs and services by creating written MOUs with current community partners.**

Established in Cycle: 2015-2016
Increase MOUs by creating written MOUs for current community partnerships to ensure enhancement of programs and services that are...

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

**M 15:** Increased use of technology to provide enhanced and more efficient services to students.

Increased use of technology to provide enhanced and more efficient services to students.

**Source of Evidence:** Efficiency

**Target:**
Addition of one new technology program designed to provide enhanced and more efficient services to students.

**Finding (2015-2016) - Target: Not Met**
The University Counseling Center established an Instagram account in October of 2015. The Instagram account is used to foster mental health and well-being and to market outreach programs and clinical services to students, staff and faculty. Since its inception, the UCC’s Instagram account has grown to over 330 followers. The account has posted content nearly 200 times in the last year, with content ranging from information on services, to event promotions, to wellness information. The account is also used at large-scale UCC events (e.g. Happiness Challenge, Paws on the Island) to run “Selfie Contests” for students.

**Connected Document**
FY16 UCC Instagram Account

**M 16:** Annual Survey: Satisfaction with counseling treatment and services.

Annual Client Survey question asking students about satisfaction with counseling services: ‘Overall, I have been satisfied with the quality of counseling which I have received.’ (Likert scale scoring)

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

**Target:**
Satisfaction >= 85% which includes "agree" and "strongly agree" responses.

**Finding (2015-2016) - Target: Met**
Number of students who agreed or strongly agreed that they were satisfied with services = 97% (82% strongly agreed). N=131.

**Connected Documents**
FY16 Survey - Satisfaction Question
FY16 Survey Results

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

**Increase Staff**

Established in Cycle: 2015-2016
Increase staff to meet demands of increasing student population.

For full information, see the Details of Action Plans section of this report.
M 17: Annual Survey: Satisfaction with psychiatric services & treatment
Annual Client Survey question asking students about satisfaction with psychiatric services and treatment: ‘I have been satisfied with the psychiatric services I received from the Counseling Center.’ (Likert scale scoring).

Source of Evidence: Student satisfaction survey at end of the program
Target: Satisfaction => to 85% which includes "agree" and "strongly agree" responses.
Finding (2015-2016) - Target: Met
Number of students who agreed or strongly agreed that they were satisfied with psychiatric services = 96% (73% strongly agreed). N=75.
Connected Documents
FY16 Survey Results
FY16 Survey Results - Psychiatry Satisfaction

M 18: Annual Survey: How counseling services have helped.
Annual Survey question asking students how counseling services have helped: ‘I have experienced improvement in the area or condition that brought me to counseling.’ (Likert scale scoring).

Source of Evidence: Evaluations
Target: Acknowledgement that counseling services have helped => 80% which includes "agree" and "strongly agree" responses.
Finding (2015-2016) - Target: Met
Number of students who agreed or strongly agreed that they had experienced improvement in the area or condition that brought them to counseling = 97%. (50% strongly agreed). N=131
Connected Documents
FY16 Survey Results
FY16 Survey Results - How Counseling Has Helped

M 19: Noel Levitz Survey: ‘Concern for the Individual’
Noel Levitz Survey question comparing TAMU-CC with National Average on ‘Concern for the Individual’ – “Counseling staff care about students as individuals.”

Source of Evidence: Benchmarking
Target: TAMUCC Score => National Average
Finding (2015-2016) - Target: Met
TAMUCC satisfaction score of 5.1 is equal to National Average satisfaction score of 5.1. Achievement target met. 2016 Noel Levitz Student Satisfaction Inventory 'Concern for the Individual' Scale: Counseling staff care about students as individuals.
Connected Document
FY16 Noel Levitz

M 20: Undergraduate Survey: “Quality of Care received by Counseling Center”.
Undergraduate Survey question on satisfaction with “Quality of Care received by Counseling Center”.

Source of Evidence: Client satisfaction survey (student, faculty)
Target: Satisfaction => 80%
Finding (2015-2016) - Target: Met
2016 Undergraduate Student Survey: Satisfaction with (Counseling Center) office/services = 94%. This is an increase over the 2015 score which was 91%.
Connected Documents
2015 Undergraduate Survey
2016 Undergraduate Student Survey Report

Related Action Plans (by Established cycle, then alpha):
Increase Staff
Established in Cycle: 2015-2016
Increase staff to meet demands of increasing student population.
For full information, see the Details of Action Plans section of this report.

O/O 8: Manage human, financial, physical and technological resources efficiently, effectively and responsibly.
Manage human, financial, physical and technological resources efficiently, effectively and responsibly.

Relevant Associations:

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

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

Related Measures

M 21: Quality Assurance Review of Counseling Center professionals to measure compliance in the delivery of clinical services.
Quality Assurance Review of Counseling Center professionals to measure compliance in the delivery of efficient and effective clinical services.

Source of Evidence: Evaluations
Target: Compliance => 85%
Finding (2015-2016) - Target: Met
Quality Assurance Review Compliance for Counseling Center professionals = 93% This was a quality assurance review focused on administrative compliance related to complete documentation, timely completion of session notes, compliance with rules and regulations regarding completion of consent and release of information forms, completion of risk assessment each session and the inclusion of diagnoses and treatment
plans as appropriate in session documentation.

Connected Document
FY16 Quality Assurance Review Results and Ratings

M 22: Maintain compliance with IACS accreditation standards pertaining to counselor to student ratio.
Maintain compliance with International Association of Counseling Services (IACS) accreditation standards pertaining to counselor to student ratio.

Source of Evidence: Professional standards

Target:
Counselor to student ratio >= IACS Standard

Finding (2015-2016) - Target: Met
FY16 UCC ratio: 1 professional staff for every 1,458 students.
IACS Standard: minimum staffing ratios in range of one FTE professional staff member for every 1000 - 1,500 students. University Counseling Center within the range of minimum staffing recommendations.
University headcount for Fall 2015: 11,661
Note: One full-time psychologist was deployed 9 months into the fiscal year.

Connected Document
FY16 IACS standards for staff size

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

Create more cognitive-behavioral therapy groups
Create more cognitive-behavioral therapy groups where self-talk assumptions are a major focus of the group.

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

Relationships (Measure | Outcome/Objective):
Measure: Survey Question: ‘Briefly describe 2 ways you usually make assumptions in self-talk.’ | Outcome/Objective: Students can identify assumptions in their self-talk and the impact on their decision making.
Measure: Survey Question: ‘I learned how these self-talk assumptions impacted my decision making’ | Outcome/Objective: Students can identify assumptions in their self-talk and the impact on their decision making.

Implementation Description: Create more cognitive-behavioral therapy groups where self-talk assumptions are a major focus of the group.
Projected Completion Date: 08/2019
Responsible Person/Group: Associate Director
Additional Resources: not applicable

Enhance programs and services by creating written MOUs with current community partners.
Increase MOUs by creating written MOUs for current community partnerships to ensure enhancement of programs and services that are inclusive and foster mental health and well-being.

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

Relationships (Measure | Outcome/Objective):
Measure: Establish Memorandums of Understanding (MOUs) with community providers to improve the quality of service provided to students. | Outcome/Objective: Increase and enhance programs and services that are inclusive and foster mental health and well-being.

Implementation Description: Approach current community partners about developing a written MOU agreement.
Projected Completion Date: 08/2017
Responsible Person/Group: Executive Director
Additional Resources: Time

Increase participation in Counseling Center's suicide prevention trainings.
Increase participation in Counseling Center’s suicide prevention trainings.

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

Relationships (Measure | Outcome/Objective):
Measure: DORA: Pre- and Post-Test Assessment | Outcome/Objective: Suicide prevention training: students able to recognize emotional distress and responsible interventions.
Measure: QPR: Post-Test Assessment to students: ‘Describe 3 steps to help someone in distress.’ | Outcome/Objective: Suicide prevention training: students able to recognize emotional distress and responsible interventions.

Implementation Description: Increase participation in Counseling Center's suicide prevention trainings.
Projected Completion Date: 08/2017
Responsible Person/Group: Associate Director
Additional Resources: none

Increase Staff
Increase staff to meet demands of increasing student population.

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

Relationships (Measure | Outcome/Objective):
Measure: Annual Survey: Satisfaction with counseling treatment and services. | Outcome/Objective: Increase and enhance programs and services that are inclusive and foster mental health and well-being.

Implementation Description: Increase and enhance programs and services that are inclusive and foster mental health and well-being.

Implementation Description: Increase staff through normal budget process.
Projected Completion Date: 08/2017
Responsible Person/Group: Executive Director
Additional Resources: Additional money for staff positions - $65,000 for counselor, $65,000 for psychologist
Budget Amount Requested: $130,000.00 (recurring)

InCREASE USE OF TECHNOLOGY AND SOCIAL MEDIA TO IMPROVE SERVICES FOR STUDENTS

Continue focus on identifying and implementing technology and social media for marketing, outreach, data collection and communication with general student population and distance learning students. The Counseling Center will continue to identify and implement new ways to use technology and social media with students in addition to offering Student Health 101, online suicide prevention training programs and on-line mental health screenings. Will continue to research logistics and feasibility of offering online counseling.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: Medium
Implementation Description: The Counseling Center will continue to identify and implement new ways to use technology and social media with students in addition to offering Student Health 101, online suicide prevention training programs and on-line mental health screenings. Will continue to research logistics and feasibility of offering online counseling.
Projected Completion Date: 08/2016
Responsible Person/Group: Executive Director
Additional Resources: Increased budget
Budget Amount Requested: $10,000.00 (one time)

Analysis Questions and Analysis Answers

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

COUNSELING CENTER IS PROVIDING QUALITY CARE TO STUDENTS - Students report that they are satisfied with the services and quality of care provided at the Counseling Center. This was measured by the Counseling Center annual survey and the TAMUCC Undergraduate Student Survey. A survey of Counseling Center clients found that 97% agreed/strongly agreed and 96% were satisfied with the psychiatric services offered at the center (FY16 Counseling Center Survey). A survey of all TAMUCC undergraduates found that 94% of students were satisfied with the Counseling Center’s office and services (2016 Undergraduate Student Survey).

COUNSELING CENTER HAS AN IMPACT ON STUDENT RETENTION AND ACADEMIC PERFORMANCE - A significant percentage of students reported that Counseling Center services improved their grades (62%), and had a positive impact on their plans to continue enrollment at TAMU-CC (59%). This was measured by the Counseling Center annual survey.

COUNSELING CENTER SUICIDE PREVENTION PROGRAMS ARE ENHANCING STUDENT KNOWLEDGE - The majority of students (86%) who participated in the DORA training, reported an increase in knowledge with respect to intervening with a fellow student in psychological distress. (FY16 DORA Post-Test Results). All of the students who participated in the QPR training were able to satisfactorily describe three steps that one could take to help someone experiencing emotional distress. (FY16 QPR Post-Test Results).

COUNSELING CENTER SERVICES ENHANCE STUDENT COMMUNICATION SKILLS - The majority of students (96%) who participated in the Counseling Center annual survey agreed that they had learned healthy communication skills as a result of participating in counseling. A majority of students who participated in counseling were able to demonstrate that they had learned healthy communications skills (80%).

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

IMPROVEMENT TO TRAINING PROGRAM - The Counseling Center provided training experiences to two doctoral level intern students, two bachelor’s level health science practicum students, and one master’s level counseling practicum student. Additional staff assumed supervisory roles, training resources were expanded, and training protocols were updated.

IMPROVEMENT TO THE OUTREACH PROGRAM - The Counseling Center began using social media (Instagram) to promote events and programs thereby expanding marketing efforts. Academic success workshops and webinars were offered and the recordings made available on the Counseling Center website increasing accessibility of UCC resources for distance learners. The Counseling Center actively promoted the availability of the Relaxation Room which resulted in a significant increase in the number of students using the Relaxation Room each semester.

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

NEED TO IMPROVE GROUP THERAPY PROGRAM INTERNAL MARKETING AND REFERRAL PROCESS - Only 8 students participated consistently in Counseling Center therapy groups during the past year. Given the continued heavy demand for counseling services, it would be advantageous to improve referrals to and utilization of therapy groups since this service delivery model would allow a single staff member to provide counseling services to multiple students during a 60-90 minute period.

NEED TO IMPROVE INTEGRATION OF LEARNING OUTCOMES INTO SERVICES - Based on the group therapy post-test results, only a modest percentage of students reported learning self-talk assumptions. In the future, need to increase focus on teaching identified learning outcomes as a more explicit component of individual and group therapy services.

NEED TO IMPROVE PROMOTION AND UTILIZATION OF ON-LINE MENTAL HEALTH SCREENINGS - During FY16, 454 students completed the on-line mental health screenings which was a decrease from FY15. Given that the screenings represent an important way for students to get feedback about their symptoms and self-refer to the Counseling Center, the department needs to increase focus on marketing and promoting the availability of the screenings.

NEED TO FOCUS ON OBTAINING WRITTEN MEMORANDUMS OF UNDERSTANDING WITH COLLABORATING COMMUNITY PARTNERS.

Annual Report Section Responses

Summary of Program Accomplishments

HIGHLIGHTS AND ACCOMPLISHMENTS
Staff

- Professional development of Counseling Center clinical staff included membership in 13 professional organizations and attendance at 36 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 served on 14 university, division or departmental committees and chaired or served on numerous search committees.
- Two positions were filled this year – afternoon administrative assistant and University Counselor (temporary position).
- Staff received special recognition this year. Theresa Sharpe received a pin for 15 years of service to the University; and Claudia Ayala received a pin for 10 years of service to the University.

Clinical Services

- The Counseling Center clinic provided 8,343 counseling sessions to 1,033 student clients compared to 6,496 sessions to 824 clients the previous year. This is a 28% increase in number of sessions and a 25% increase in the number of students seen. On average, clients were seen for 7 sessions. Of the students seen at the Counseling Center, 11% receive psychiatric services (compared to 12% last year). The psychiatrist provided 888 sessions to 195 clients compared to 802 sessions the previous year to 175 clients. This is an increase in the number of sessions by 11% and an increase of 11% in the number of students seen by the psychiatrist.

Counseling Center Students

- The majority of Counseling Center clients are female, between the ages of 20 and 24, and in their senior year.
- The most common problems/symptoms presented by Counseling Center clients at intake were Anxiety, Depression, and Trauma- & Stressor-related Disorders, with Anxiety being most frequent. (This is a change from prior years where the most common problems/symptoms were consistently Anxiety, Depression, Adjustment Disorders and Relationship Issues.)

Student Satisfaction with Services

- The annual client feedback survey indicates that the majority students are highly satisfied with Counseling Services.

- 97% agreed/strongly agreed they were satisfied with services offered at UCC (82% strongly agreed)
- 89% 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 (45% strongly agreed)
- 59% reported that counseling contributed to their choice to continue studies at TAMUCC
- Over half reported that counseling improved their grades (62%), academic work (65%), relations with others (85%), and confidence (89%)
- 91% of students were satisfied with ‘the quality of care offered by the Counseling Center’ (2016 Undergraduate Student Survey)

Outreach Highlights

- Counseling Center staff provided, participated, or collaborated on 171 outreach activities reaching over 11,949 students (increase of 52% over last year).
- Anonymous online mental health screenings were again available via the UCC website through Screenings for Mental Health, Inc. This year 457 screenings were completed.
- New outreach events included Stress Bootcamp, Speed Friending, and UCC Academic Success Workshop Series.
- The Counseling Center increased their participation in university and community programming targeting student veterans.
- Academic success workshops were offered as webinars and were recorded and posted on the Counseling Center website.

Initiatives

- University Counseling Center Associate Director, Dr. Theresa Sharpe, collaborated with Nursing faculty, Dr. Pam Greene, on the submission of a 3 year SAMHSA Campus Suicide Prevention Grant. The Nursing department was informed it was awarded the SAMHSA grant during the summer. The grant begins in the 2016 fall semester. Dr. Sharpe will serve in a primary role in the implementation of the grant.
- The Counseling Center continues with Suicide Prevention efforts. This year 218 students participated in the trainings offered by Counseling Services on how to help a fellow student in distress (a total of 1094 trained since 2012). A variety of trainings were offered to students (peer based training, gatekeeper training). All training programs (DORA and BPR) are listed on the Best Practices Registry (BPR) for Suicide Prevention.
- Clinical training programs were expanded. The Counseling Center hired its first Post-Doctoral Psychology Fellow and offered placements to two doctoral level interns, one masters level practicum trainee, and two health science practicum students.
- The Counseling Center created a social media policy which addressed the specific concerns of counseling centers using this type of communication with students. A Counseling Center Instagram account was created and used to promote events and programs.

CLINICAL PROGRAMS AND SERVICES

The University Counseling Center provides the following services: Individual counseling, couples counseling, group counseling, psychiatric services, academic success skills training, alcohol and other drug education and treatment, crisis intervention, and consultation with students, faculty and staff.

Counselor-on-Duty System

The Counselor-on-Duty (COD) system continues to address the need to have a counselor readily available to 1) provide triage and assessment of students requesting services, 2) provide immediate consultation to faculty, staff and parents concerned about a student, 3) provide crisis intervention as necessary, and 4) handle miscellaneous
clinical case management duties such as prescription refill requests for Dr. McClung, records request, clinically related telephone calls and other management duties. 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 paper work 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 Services Summary

<table>
<thead>
<tr>
<th>Clinical Service Data</th>
<th>FY16</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling visits</td>
<td>7,455</td>
<td>5,694</td>
</tr>
<tr>
<td>Psychiatry visits</td>
<td>888</td>
<td>802</td>
</tr>
<tr>
<td>Total visits</td>
<td>8,343</td>
<td>6,496</td>
</tr>
<tr>
<td>Number of students served</td>
<td>1,033</td>
<td>6,496</td>
</tr>
</tbody>
</table>

Most Common Presenting Concerns
The most common problems/symptoms presented by Counseling Center clients at intake were Anxiety, Depression, and Trauma- & Stressor-related Disorders, with Anxiety being most frequent. (This is a change from prior years where the most common problems/symptoms were consistently Anxiety, Depression, Adjustment Disorders and Relationship Issues.)

Counseling Visits by Year

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td># Students Seen in Counseling</td>
<td>749</td>
<td>693</td>
<td>824</td>
<td>1,033</td>
</tr>
<tr>
<td># Counseling Intakes</td>
<td>533</td>
<td>*</td>
<td>550</td>
<td>715</td>
</tr>
<tr>
<td># Counseling Appointments</td>
<td>3416</td>
<td>*</td>
<td>3536</td>
<td>4,133</td>
</tr>
<tr>
<td># Consultations</td>
<td>1,071*</td>
<td>*</td>
<td>1,417</td>
<td>2,017</td>
</tr>
<tr>
<td># Assessment Sessions</td>
<td>113</td>
<td>*</td>
<td>68</td>
<td>109</td>
</tr>
<tr>
<td># Adjunct Services</td>
<td>*</td>
<td>*</td>
<td>123</td>
<td>481</td>
</tr>
<tr>
<td>Mean Number of Sessions</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Total # Counseling Sessions</td>
<td>5,133</td>
<td>4,142</td>
<td>5,694</td>
<td>7,455</td>
</tr>
<tr>
<td># Students Seen by Psychiatrist</td>
<td>139</td>
<td>170</td>
<td>175</td>
<td>195</td>
</tr>
<tr>
<td># Psychiatric Intakes</td>
<td>113</td>
<td>*</td>
<td>141</td>
<td>147</td>
</tr>
<tr>
<td># Psychiatric Follow-up Sessions</td>
<td>470</td>
<td>*</td>
<td>661</td>
<td>741</td>
</tr>
<tr>
<td># Psychiatric Refill Requests</td>
<td>*</td>
<td>*</td>
<td>86</td>
<td>212</td>
</tr>
<tr>
<td>Mean Number of Psychiatric sessions</td>
<td>4.2</td>
<td>*</td>
<td>4.6</td>
<td>4.6</td>
</tr>
<tr>
<td>Total # Psychiatric Sessions</td>
<td>583</td>
<td>504</td>
<td>802</td>
<td>888</td>
</tr>
<tr>
<td>Grand Total of Sessions (Counseling &amp; Psychiatric)</td>
<td>5,716</td>
<td>4,646</td>
<td>6,496</td>
<td>8,343</td>
</tr>
</tbody>
</table>

*Data Unavailable

Counseling Visits Breakdown (8,343 visits):

<table>
<thead>
<tr>
<th>Counseling Appointments only</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Counseling</td>
<td>63%</td>
<td>*</td>
<td>56%</td>
<td>65%</td>
</tr>
<tr>
<td>Consultation with Students (includes COD consultations)</td>
<td>18%</td>
<td>*</td>
<td>28%</td>
<td>27%</td>
</tr>
<tr>
<td>Assessment</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>1%</td>
</tr>
<tr>
<td>Adjunct Services (Relaxation Room &amp; Biofeedback)</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>6%</td>
</tr>
</tbody>
</table>

*Data Unavailable
### Psychiatric Appointments

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Data Unavailable

### On-line Mental Health Screenings

<table>
<thead>
<tr>
<th>Type of Screening</th>
<th>Total # Screenings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>8</td>
</tr>
<tr>
<td>Bipolar Disorder</td>
<td>55</td>
</tr>
<tr>
<td>Depression</td>
<td>172</td>
</tr>
<tr>
<td>Eating Disorder</td>
<td>45</td>
</tr>
<tr>
<td>Generalized Anxiety</td>
<td>147</td>
</tr>
<tr>
<td>PTSD</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>454</strong></td>
</tr>
</tbody>
</table>

### Counseling Client Demographics

#### Clients by Gender

<table>
<thead>
<tr>
<th>Description</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>30%</td>
<td>*</td>
<td>29%</td>
<td>72%</td>
</tr>
<tr>
<td>Females</td>
<td>70%</td>
<td>*</td>
<td>71%</td>
<td>28%</td>
</tr>
</tbody>
</table>

*Data Unavailable

#### Clients by Age

<table>
<thead>
<tr>
<th>Description</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;18</td>
<td>0.01%</td>
<td>*</td>
<td>0%</td>
<td>.01%</td>
</tr>
<tr>
<td>18-19</td>
<td>14%</td>
<td>*</td>
<td>16%</td>
<td>15%</td>
</tr>
<tr>
<td>20-24</td>
<td>56%</td>
<td>*</td>
<td>57%</td>
<td>57%</td>
</tr>
<tr>
<td>25-29</td>
<td>16%</td>
<td>*</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>30-39</td>
<td>10%</td>
<td>*</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>40+</td>
<td>5%</td>
<td>*</td>
<td>2%</td>
<td>3%</td>
</tr>
</tbody>
</table>

*Data Unavailable

#### Clients by Ethnicity

<table>
<thead>
<tr>
<th>Description</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.6%</td>
<td>*</td>
<td>0.2%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>6%</td>
<td>*</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>1%</td>
<td>*</td>
<td>1%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>25%</td>
<td>*</td>
<td>18%</td>
<td>14%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander</td>
<td>*</td>
<td>*</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>White</td>
<td>22%</td>
<td>*</td>
<td>44%</td>
<td>60%</td>
</tr>
<tr>
<td>Other</td>
<td>0.4%</td>
<td>*</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Two or more</td>
<td>3%</td>
<td>*</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>41%</td>
<td>*</td>
<td>13%</td>
<td>2%</td>
</tr>
</tbody>
</table>

*Data Unavailable

#### Clients by College

<table>
<thead>
<tr>
<th>Description</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>35%</td>
<td>*</td>
<td>33%</td>
<td>37%</td>
</tr>
<tr>
<td>Business</td>
<td>7%</td>
<td>*</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Education</td>
<td>14%</td>
<td>*</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>Nursing &amp; Health Sciences</td>
<td>16%</td>
<td>*</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>Science and Engineering</td>
<td>25%</td>
<td>*</td>
<td>30%</td>
<td>25%</td>
</tr>
<tr>
<td>Unknown/Undecided/Unspecified</td>
<td>3%</td>
<td>*</td>
<td>0.6%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

*Data Unavailable
Clients by Class Standing

<table>
<thead>
<tr>
<th>Description</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>13%</td>
<td>*</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>16%</td>
<td>*</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>Junior</td>
<td>14%</td>
<td>*</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>Senior</td>
<td>35%</td>
<td>*</td>
<td>41%</td>
<td>39%</td>
</tr>
<tr>
<td>Graduate</td>
<td>21%</td>
<td>*</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>2.7%</td>
<td>*</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

*Data Unavailable

REFERRALS FOR MORE EXTENSIVE EVALUATION

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of times UCC clients recommended to have evaluation for inpatient treatment</td>
<td>4</td>
<td>11</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Number of evaluations known to be completed based on UCC recommendations</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Number of times UPD/CCPD were called for assistance with this type of situation</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Number of times UCC clients known to be hospitalized for mental health reasons</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

TRAINING PROGRAMS

Practicum and Intern Program
Coordinator, Suzanne Bonds

- Counseling practicum and internship trainees provide academic success skills sessions and Relaxation Room orientation training to students. After training and evidence of competency, trainees may administer testing and provide counseling.
- During FY16, there were two doctoral level interns, Shanice Armstrong (supervised by Alyssa Good) and Nesime Can (supervised by Alison Marks), one masters level practicum counselor, Frankie Rivas (supervised by Theresa Sharpe).
- Health science practicum students work on special projects for the Counseling Center. During FY16, there were two health science practicum students, Sharon Andrade and Sara Garza, who were supervised by Dr. Alison Marks. This year’s projects included creating a variety of videos – highlighting outreach events, creating webinars of academic success skills presentations by counseling center staff, and videos to be used in the e-magazine, Student Health 101.

WORKSHOPS, SEMINARS, AND OTHER OUTREACH EVENTS

- 181 outreach events (e.g., wellness events, presentations, info tables, trainings, campus events) were either facilitated by UCC staff or UCC staff assisted with in some capacity.
- Approximately 11,949 students were reached by UCC outreach events
- Presentation topics included Suicide Prevention Training, Mindful Eating, Alcohol and Other Drug Education, Stress Management and Healthy Living.
- New events this year included film discussions, Stress Bootcamp, an Academic Success Skills webinar series, and Speed Friending.
- Counseling Center staff participated in campus events such as Aloha Days, ESLI Orientations, Faculty Orientations, Graduate Student Appreciation Week, Islander Tribute, New Student Orientations, Paws on the Island, the Clothesline Project, Tunnel of Oppression, Walk A Mile In Her Shoes, Wellness Expo, and Wild & Wacky Wednesday.
- See WEAVE Document Management section for detailed listing of Counseling Services outreach efforts during FY16.

EVALUATION AND ASSESSMENT

Counseling Services Client Survey

PARTICIPANTS

- A survey was offered during the 2016 Spring semester to all clients scheduled between April 18th and May 6th, except for those with intake and COD appointments.
- Students completed a paper version of the survey in the waiting room and the responses were entered into Qualtrix.
- Of the 218 people asked to complete the survey, 60% did so (131 surveys completed).
- See WEAVE Document Management section for complete results of the FY16 Counseling Center Survey.

SATISFACTION WITH SERVICES
97% of students agreed/strongly agreed they were satisfied with services (82% strongly agreed)

89% of students agreed/strongly agreed that counseling helped them learn coping strategies, better self-management, improved decision making skills, gain better self-understanding, begin to live healthier lifestyle and generally improve what brought them into counseling (45% strongly agreed).

PERCEIVED IMPACT OF COUNSELING SERVICES ON ACADEMICS, RETENTION, AND RELATIONSHIPS

Students stated having access to Counseling Center services improved their:

- grades = 62% (15% improved significantly)
- academic work = 65% (18% improved significantly)
- plans to continue enrollment at TAMUCC = 59% (38% improved significantly)
- relations with others = 85% (37% improved significantly)
- confidence or self-esteem = 89% (40% improved significantly)

LEVEL OF DISTRESS

- Overall level of distress that brought student to counseling = 86% report high (46% very high)
- Current level of distress (at administration of survey) = 20% report high (4% very high)

FACILITIES

- No significant changes.

Staff Credentials and Professional Activities

- (4) Psychologists
- (4) Licensed Professional Counselors
- (1) Licensed Professional Counselor (0.48 FTE)
- Postdoctoral psychology fellow (0.50 FTE)
- Contract Psychiatrist (0.30 FTE)
- One new position: Postdoctoral psychology fellow

The International Association for Counseling Standards (IACS) accreditation standards for counseling centers recommends that minimum staffing ratios for professional staff to students be 1:1000 – 1500. UCC professional staff to student ratio based on number of counselor FTE is 1 : 1458.

COUNSELING CENTER STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carla Berkich, Ph.D.</td>
<td>Executive Director, Counseling and Health Centers</td>
</tr>
<tr>
<td>Amy Perry</td>
<td>Business Support Specialist</td>
</tr>
</tbody>
</table>

Clinical Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theresa Sharpe, Ph.D.</td>
<td>Associate Director, Clinical Manager, Counseling Center</td>
</tr>
<tr>
<td>Claudia Ayala, MS, LPC,LPC-S, LCDC</td>
<td>Assistant Director Alcohol and Other Drug Program Coordinator</td>
</tr>
<tr>
<td>Suzanne Bonds, M.Ed.,LPC</td>
<td>Licensed Professional Counselor</td>
</tr>
<tr>
<td>Alyssa Good, LPC</td>
<td>Licensed Professional Counselor</td>
</tr>
<tr>
<td>Debby Hammond, MA, LPC</td>
<td>Licensed Professional Counselor</td>
</tr>
<tr>
<td>Alison Marks, Psy.D.</td>
<td>Licensed Psychologist</td>
</tr>
<tr>
<td>Tammy Robertson, LPC</td>
<td>Licensed Professional Counselor (0.48 FTE)</td>
</tr>
<tr>
<td></td>
<td>Hire Date 10/11/2010</td>
</tr>
<tr>
<td></td>
<td>Departure Date 9/15/2016</td>
</tr>
<tr>
<td>Sarah Skelton, Psy.D.</td>
<td>Psychologist</td>
</tr>
<tr>
<td>Lorena Rosenbaum, Ph.D., LPC Intern</td>
<td>Postdoctoral psychology fellow (one year contract position)</td>
</tr>
<tr>
<td></td>
<td>Hire Date 8/1/15</td>
</tr>
<tr>
<td></td>
<td>Departure Date 8/31/16</td>
</tr>
</tbody>
</table>

Front Office Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Pressley</td>
<td>Clinical Services Office Coordinator</td>
</tr>
</tbody>
</table>
Jane Pituch  Administrative Assistant (0.5 FTE)
Hire date 2/22/16

Amanda Sanchez  Administrative Assistant (0.5 FTE)
Hire date 2/22/16

(Jessica) Meredith Stein  Administrative Assistant (0.5 FTE)
Hire date 9/14/15
Departure Date 12/31/15

Robert McClung, M.D., Ph.D.  Contract Psychiatrist (0.3 FTE)

NEW HIRES, DEPARTURES AND PROMOTIONS

**New Hires**

Lorena Rosenbaum  University Counselor (temp)(0.5 FTE)
Hire date 9/1/16

Amanda Sanchez  Administrative assistant (0.5 FTE)
Hire date 2/22/16

**Departures**

(Jessica) Meredith Stein  Administrative assistant (0.5 FTE)
Departure date 12/31/15

Tammy Robertson  Licensed Professional Counselor (0.48 FTE)
Departure Date 9/15/2016

Lorena Rosenbaum  Postdoctoral psychology fellow
(one year contract position)
Departure Date 8/31/16

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

Service to University
- I-CARE Behavioral Intervention Team
- Strategic Planning and Assessment (SPA) Committee
- Emergency Management Team, Health & Welfare Branch
- Campus Carry Task Force
- Environmental Health and Safety Committee
- Veteran Affairs Committee
- Co-presenter, Employee Development Day

Theresa Sharpe, Associate Director of Counseling Center

Service to Community
- Certified Pet Partners Therapy Animal Handler

Service to Profession
- Member of Texas Psychological Association
- Member of ACCCCS (Association for the Coordination of Counseling Center Clinical Services)
- Member of the Center for Mindful Eating
- Helped to write chapter on mindful eating for textbook edited by Lon Seiger, Ph.D.
- Supervised master's level practicum student counselor, Frankie Rivas (Spring 2016)
- Supervised new psychologist, Sarah Skelton while she pursues licensure in Texas
  (Fall 2015, Spring 2016)
Claudia Ayala, Assistant Director of Counseling Center

Service to Community
- President of School Advisory Committee for St. Patrick School
- Silent Auction Chair
- ACTS Core Facilitator for St. Patrick School

Service to Profession
- Supervised four LPC – Interns. Three of the interns completed their hours for this year and are now licensed professional counselors.

Service to Profession
- Islanders Alcohol & Drug Abuse Prevention Team (I-ADAPT) – chair
- Staff Development Committee for SEAS
- Girls Night Out Committee
- Search Committees

Alison Marks, Licensed Psychologist

Service to Profession
- Supervision of practicum students from both Counseling and Health Sciences departments

Service to University
- UCC Strategic Planning & Assessment Committee
- Marketable Skills “Program and Skills” Working Group

Deborah Hammond, Licensed Professional Counselor

Service to Profession
- Academic Success Coordinator – University Counseling Center

Suzanne Bonds, Licensed Professional Counselor

Service to Community
- Volunteer at parochial schools – Bishop Garriga Middle School and John Paul II High School
- PTA board member at Bishop Garriga Middle School

Service to Profession
- Practicum Training Coordinator – University Counseling Center
- Preceptor to LPC – Interns and TAMUCC nursing students at Bayview Behavioral Hospital

Service to University
- UCC Case Manager Search Committee

Alyssa Good, Licensed Professional Counselor
Service to Community
- Volunteer at St. Johns Methodist Church
- Coastal Bend Coordinated Community Response Coalition

Service to Profession
- LPC-S Licensed Professional Counselor Supervisor (supervisor added to LPC licensure)

Service to University
- Walk a Mile Planning Committee and Event
- ICA Cultural Alliance Tunnel of Oppression Committee / Clothesline Project

Amanda Sanchez, Administrative Assistant in Counseling Center, (0.5FTE)

Service to Community
- Greater South Texas Girl Scouts Volunteer
- PTA for Metro Elementary

Amy Perry, Business Support Specialist – Counseling and Health Centers

Service to Community
- Volunteer - Toys for Tots Toy Drive
- Participated in SEAS Giving Tuesday – Volunteering at Metro Ministries
- Volunteer – Jewish Community Center Preschool PTO

Service to University
- Event Assistant – Employee Development Day

Jane Pituch, Administrative Assistant in Counseling Center (0.5FTE)

Service to Community
- 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

Tammy Robertson, Licensed Professional Counselor

Lorena Rosenbaum, Licensed Professional Counselor – Intern

Service to Community
- Volunteer with Church Unlimited
- World Vision Sponsor
- Volunteer – Bishop and Rivera Little Leagues
Anticipated Challenges for the Next Cycle

COUNSELING CENTER IS EXPERIENCING AN INCREASED DEMAND FOR SERVICES. With the growing student population and success in marketing of services, there is a great demand for services. In the Counseling Center, students are generally seen for brief therapy. With demand for services, students are given appointments every two, and sometimes three, weeks. Students wanting to meet with the Counselor on Duty during peak afternoon hours often must wait 30 or more minutes. Additional staff is needed.

INCREASE IN THE INTENSITY AND COMPLEXITY OF PROBLEMS FOR WHICH STUDENTS ARE SEEKING TREATMENT. Students are seeking treatment at the Counseling Center for more severe psychological conditions. This requires additional professional staff, staff with the expertise to assess / treat these conditions, and additional relationships with community providers for referrals for treatment of issues outside of the Counseling Center's scope of practice. Limited resources in the community and lack of insurance for many TAMUCC students are barriers to referring students to community resources. This demand for more complex and time consuming treatment has decreased the amount of time providers in the Counseling Center have to focus on addressing developmental issues with students.

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 Counseling Center must increase staff and services to meet the demands of an increasing TAMUCC student population. With the Counseling Center already at capacity in terms of provider office space, it is necessary to renovate current space and to plan for a larger, more modern building that is ADA compliant and can meet student demand for service.

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

CONTINUE FOCUS ON IDENTIFYING AND IMPLEMENTING TECHNOLOGY AND SOCIAL MEDIA FOR MARKETING, OUTREACH, DATA COLLECTION AND COMMUNICATION WITH GENERAL STUDENT POPULATION AND DISTANCE LEARNING STUDENTS. The Counseling Center will continue to identify and implement new ways to use technology and social media with students in addition to offering Student Health 101, online suicide prevention training programs and on-line mental health screenings. Will continue to research logistics and feasibility of offering online counseling.

MEET DEMAND FOR SERVICES - Demand for services will be met by 1) continuing to hire additional staff with expertise to treat the increase in intensity and complexity of students' presenting symptoms including a new case manager, 2) using technology and social media to reach students, and 3) identifying auxiliary services for students.

IMPROVE MARKETING FOR EDUCATIONAL PROGRAMS AND THE METHOD OF COLLECTING DATA ON EFFECTIVENESS OF PROGRAMS. Revise assessment instruments measuring learning outcomes to clarify expectations for students' answers in hopes of limiting vague and incomplete responses. Will also refine selection of student groups to more accurately assess learning outcomes.

INCREASE PARTICIPATION IN COUNSELING CENTER'S SUICIDE PREVENTION TRAININGS.

ENHANCE PROGRAMS AND SERVICES BY CREATING WRITTEN MOUS WITH CURRENT COMMUNITY PARTNERS. Increase MOUs by creating written MOUs for current community partnerships to ensure enhancement of programs and services that are inclusive and foster mental health and well-being.
Develop and manage resources to efficiently and effectively achieve the mission of the University Health Center.

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

**SLO 1: Students will exhibit social responsibility.**

*After completing an office visit for an STD screening, students will exhibit awareness of social responsibility by articulating two ways to prevent the transmission of STDs to others.*

**Relevant Associations:**

- **Standard Associations**
  - *EmpowerU SLOs*
    1. Ethical Decision Making and Social Responsibility
  - *Skills for Employment*
    3. Problem Solving
  - *Communication*

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

**Strategic Plan Associations**

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

**Related Measures**

**M 1: Health Center Survey: Methods of preventing STDs**

*Health Center Survey: For students that have had an STD visit in the last 3 months, "Describe TWO methods of preventing the transmission of sexually transmitted diseases (STDs)." Rubric will be used to evaluate responses.*

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

**Target:**

Number of students able to satisfactorily describe (2) methods of preventing the transmission of sexually transmitted diseases (STDs) >= 80%.

**Finding (2015-2016) - Target: Not Reported This Cycle**

*Assessment completed in FY15. Next administration will occur in FY18.*

**M 2: RN interview to determine knowledge of ways to eliminate spread of STDs**

*At the end of STD treatment visit, students will be interviewed by RN to determine student’s knowledge of ways to protect self from contracting STDs. Students will be asked to "Describe (2) ways you can protect yourself from getting an STD." Rubric will be used to evaluate responses. Number of responses will be determined by counting number of distinct ways to protect self from contracting STDs identified.*

Source of Evidence: Academic direct measure of learning - other

**Target:**

Number of students able to satisfactorily describe (2) ways to protect self from getting an STD >= 80%.

**Finding (2015-2016) - Target: Not Reported This Cycle**

*This assessment was administered in FY14. Next assessment administration will be in FY18.*

**SLO 2: Students will be able to articulate an understanding of the diversity in sexuality among different cultures.**

*After attending a health outreach presentation, students will be able to articulate an understanding of the diversity in sexuality among different cultures.*

**Relevant Associations:**

- **Standard Associations**
  - *EmpowerU SLOs*
    2. Globalization and Cultural Diversity
  - *Skills for Employment*
    5. Communication

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

**Strategic Plan Associations**

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

**Related Measures**

**M 3: Sex in the Dark program: Increased understanding of the diversity in sexuality among different cultures**

*After attending Sex in the Dark program and receiving information about LGBT culture and sexuality, students will be able to identify one fact that they did not previously know about the LGBT culture regarding sexuality. Rubric will be used to evaluate responses.*

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

**Target:**

Number of students able to identify one fact that they did not previously know about the LGBT culture regarding sexuality. Rubric will be used to evaluate responses.

**Finding (2015-2016) - Target: Not Reported This Cycle**

*This assessment was administered in FY14. Next assessment administration will be in FY18.*
sexuality is >= 70%

Finding (2015-2016) - Target: Not Reported This Cycle
Assessment scheduled for administration in FY18.

M 4: Sex in the Dark program: Self report of understanding
After attending the Sex in the Dark program and receiving information about LGBT culture and sexuality, students will indicate that they have an increased understanding of the diversity in sexuality among different cultures.

Source of Evidence: Academic indirect indicator of learning - other
Target:
Percent of participants that indicate they have an increased understanding of diversity as a result of the program >= 70%.

Finding (2015-2016) - Target: Not Reported This Cycle
Assessment is scheduled for administration in FY18.

SLO 3: Students will be able to objectively communicate their level of pain to a health care professional utilizing the rating scale.
After learning how to use a pain rating scale, students will be able to objectively communicate their level of pain to a health care professional utilizing the rating scale.

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

Related Measures
M 5: Communication of pain using Wong-Baker scale
After learning how to use the Wong-Baker Pain Scale, students will be able to objectively communicate their level of pain to a health care professional as supported by physiological markers. Rubric will be used to evaluate responses.

Source of Evidence: Performance (recital, exhibit, science project)
Target:
Students who objectively communicate pain receiving 3 out of 3 points on rubric >= 80%.

Finding (2015-2016) - Target: Met
83% of students were able to objectively communicate their level of pain to a health care professional utilizing the Wong-Baker pain rating scale. (N=28).

Connected Documents
FY16 Health Center - WEAVE Report Pain Scale Patient Evaluation Form
FY16 Health Center - WEAVE Report Pain Scale Rubric and Scale

M 6: Communication of pain: Perceived accuracy
After learning how to use the Wong-Baker Pain Scale, students will self-report that they can more accurately communicate their level of pain to a health care professional.

Source of Evidence: Administrative measure - other
Target:
Report an increase in accuracy using Baker-Wong Pain Scale >= 80%

Finding (2015-2016) - Target: Not Reported This Cycle
Administration of assessment will be in FY19.

SLO 4: Students will be able to critically analyze the potential side effects of taking birth control.
After a family planning visit with a medical provider, students will be able to critically analyze the potential side effects of taking birth control and determine which side effects require urgent medical attention.

Relevant Associations:
Standard Associations
EmpowerU SLOs
4 Critical Thinking
Skills for Employment
3 Problem Solving
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services
Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.

Related Measures
M 7: Birth control side effects
Interview by Health Provider at end of family planning visit to determine student's understanding of the potential side effects of her birth control method. Students will be asked to distinguish between expected side effects and those requiring immediate medical attention.

Source of Evidence: Academic direct measure of learning - other
Target:
Students who accurately distinguish between expected side effects and those requiring immediate medical attention during an interview by RN at a competency level >= 80%

Finding (2015-2016) - Target: Not Reported This Cycle
Assessment will be administered in FY19.

M 8: Annual Survey: Two side effects of birth control
Students who have had a family planning visit at the University Health Center within the last 3 months will be able to critically analyze a list of birth control side effects and be able to identify at least two of those listed that should prompt an immediate visit with a health care provider.

Source of Evidence: Academic direct measure of learning - other

Target:
Students able to identify (2) side effects of birth control medication which should prompt one to call health care provider immediately >= 75%.

Finding (2015-2016) - Target: Not Met
54% of students surveyed were able to identify 2 side effects of birth control medication which should prompt them to call a health care provider immediately. (N=30)

Connected Documents
FY16 Health Center - WEAVE Birth Control Rubric
FY16 Health Center - WEAVE Report Birth Control Answer Summary

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

Develop a more standardized approach to education by providers about oral contraceptive use
Established in Cycle: 2015-2016
In order to assist with retention and reinforcement of the dangerous side effects of taking oral contraceptives, a more standa...

SLO 5: Students will be able to demonstrate proper technique of the MDI after receiving instruction from a healthcare professional.

Students with no prior knowledge of how to use a metered dose inhaler will be able to demonstrate proper technique of the device after receiving instruction from a healthcare professional.

Relevant Associations:

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

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

Related Measures

M 9: Competent demonstration of Metered Dose Inhaler to healthcare professional.
After initially learning how to use a metered dose inhaler, students will be able to competently demonstrate use of the inhaler to their healthcare professional. A competency checklist will be utilized by the healthcare professional to assess students’ skill level.

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

Target:
Within three return demonstrations =>75% will successfully perform each medication administration task as instructed by healthcare provider.

Finding (2015-2016) - Target: Not Reported This Cycle
Target not measured in FY16. Will be measured in FY17.

M 10: Metered dose inhaler: Level of confidence in correctly administering
After learning how to use a metered dose inhaler, students will be asked by healthcare provider their level of confidence in correctly administering a metered dose inhaler.

Source of Evidence: Administrative measure - other

Target:
Within three return demonstrations =>75% will self-report a high level of confidence in administering a metered dose inhaler.

Finding (2015-2016) - Target: Not Reported This Cycle
Administration of assessment will be in FY17.

SLO 6: Students will be able to generalize cold prevention strategies to aid in prevention of communicable disease.

After receiving education from a healthcare professional on prevention strategies for the common cold, students will be able to articulate how to generalize these strategies to aid in the prevention of other communicable illnesses.

Relevant Associations:

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

Strategic Plan Associations

Texas A&M-Corpus Christi

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

Related Measures

M 11: Correctly articulate three techniques to prevent spread of communicable illnesses

After receiving instruction by a healthcare professional on prevention strategies during a visit for the common cold, patient will be able to correctly articulate three techniques to prevent spread of communicable illnesses in general (i.e., wash hands, monitor for and report fever to healthcare provider, sequester/stay home if febrile, utilize the nurse line for after-hours triage, do not share utensils, cups, get annual flu shot, try OTC medications for home treatment, etc.)

Source of Evidence: Academic direct measure of learning - other

Target:

After receiving education, 75% of students will be able to correctly articulate to healthcare professional, three or more prevention strategies to integrate into their plan of care.

Finding (2015-2016) - Target: Not Reported This Cycle

Administration of Assessment will be in FY17.

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

O/O 7: Provide programs and services focused on health awareness, treatment, and prevention.

Provide programs and services focused on health awareness, treatment, and prevention.

Relevant Associations:

Standard Associations

Southern Association of Colleges and Schools

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

Strategic Plan Associations

Texas A&M-Corpus Christi

1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 12: Number of educational and prevention outreach programs

Number of educational and prevention outreach programs.

Source of Evidence: Activity volume

Target:

Outreach programs will increase by one.

Finding (2015-2016) - Target: Met

Educational and prevention outreach programs increased from 27 in FY15 to 28 in FY16. The new program was associated with the First Scholars’ Program. Health Center staff participated in the Sex and Alcohol panel.

Target:

Increased number of unique users accessing Student Health 101.

Source of Evidence: Activity volume

Target:

The number of unique Student Health 101 users will increase by 5% over the previous year.

Finding (2015-2016) - Target: Met

In FY16, there were 15,535 unique visitors to Student Health 101 online magazine. This represents a 25% increase from 12,457 visitors in FY15.

Target:

Increase use of technology to provide enhanced and more efficient services to students

Source of Evidence: Efficiency

Target:

Addition of one new technology initiative designed to provide enhanced and more efficient services to students.

Finding (2015-2016) - Target: Met

The Health Center contracted with Health Media Network to provide televisions for both waiting rooms (upstairs and downstairs) which will provide educational health programming to students waiting for their appointments. The service is free. Contracts are finalized but due to delays the televisions have not yet been installed.

Target:

Manage human, financial, physical and technological resources efficiently, effectively and responsibly.

Manage human, financial, physical and technological resources efficiently, effectively and responsibly.

Relevant Associations:

Standard Associations

Southern Association of Colleges and Schools

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

Strategic Plan Associations

Texas A&M-Corpus Christi

1.7 University Resources and Accountability: Be accountable for developing and managing resources to efficiently and effectively achieve the mission.
M 15: Quality assurance review of Health Center professionals to measure compliance in the delivery of clinical services

Quality assurance review of Health Center professionals to measure compliance in the delivery of clinical services.

Source of Evidence: Evaluations

Target:
Compliance >= 85%

Finding (2015-2016) - Target: Met
Compliance >= 100%
Registered Nurses must score a 100% in order to be considered competent to perform a test, injection administration, or give a treatment. Each competency must be completed twice and the score must be 100% each time. Competencies measured include urine culture, urine drug screen, rapid strep, pregnancy test, subcutaneous injection, rapid mono, rapid flu A&B, phlebotomy, intramuscular injection, intradermal injection, urinalysis dipstick, cholestech LDX capillary blood glucose, and nebulization. Competency checklists can be found in the Document Management section.

Connected Documents
FY16 Health Center - RN Competencies_Cholestech LDX Competency
FY16 Health Center - RN Competencies_Intradermal Injection Competency
FY16 Health Center - RN Competencies Nebulization Competency
FY16 Health Center - RN Competency Capillary Blood Glucose Competency
FY16 Health Center - RN Competency In-House Urinalysis Competency
FY16 Health Center - RN Competency Intramuscular (IM) Injection Competency

M 16: Noel Levitz Survey: Service excellence

Noel Levitz Student Satisfaction Survey: Health Center item "The staff in the health services area are competent."

Source of Evidence: Benchmarking

Target:
Score >= National Average

Finding (2015-2016) - Target: Met
TAMUCC satisfaction score of 5.3 is equal to the National Average satisfaction score of 5.3. Achievement target met.

Connected Document
FY16 Health Center - Noel Levitz

M 17: Undergraduate Student Survey: Quality of care received by Health Center

Undergraduate Student Survey: Quality of Care received by Health Center

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

Target:
Combined Satisfaction Score = 80%

Finding (2015-2016) - Target: Met
'Satisfaction with the Health Center office/services' = 90%. This is an increase over 2015 score of 85%.

Connected Documents
2016 Undergraduate Student Survey
FY16 Health Center - Undergraduate Student Survey Results

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

Develop a more standardized approach to education by providers about oral contraceptive use

In order to assist with retention and reinforcement of the dangerous side effects of taking oral contraceptives, a more standardized approach to education by providers about oral contraceptive use needs to be developed. Specifically, a provider checklist of teaching points for oral contraceptive visits and a handout to be given to students upon conclusion of the visit will be developed.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: Annual Survey: Two side effects of birth control | Outcome/Objective: Students will be able to critically analyze the potential side effects of taking birth control.

Implementation Description: In order to assist with retention and reinforcement of the dangerous side effects of taking oral contraceptives, a more standardized approach to education by providers about oral contraceptive use needs to be developed. Specifically, a provider checklist of teaching points for oral contraceptive visits and a handout to be given to students upon conclusion of the visit will be developed.

Projected Completion Date: 08/2019
Responsible Person/Group: Associate Director, University Health Center
Additional Resources: N/A

Identify auxiliary services for students

Identify auxiliary services for students to help meet the demand for services.

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

Implementation Description: Identify auxiliary services for students to help meet the demand for services.

Responsible Person/Group: Associate Director, University Health Center
Additional Resources: N/A

Increase Health Center staff

Advocate for additional staff with expertise to treat the increase in intensity and complexity of students' presenting symptoms.

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

Implementation Description: Advocate for additional staff with expertise to treat the increase in intensity and complexity of students' presenting symptoms.

Projected Completion Date: 08/2017
Responsible Person/Group: Executive Director, University Health Center
Additional Resources: Budget
Budget Amount Requested: $100,000.00 (recurring)

Increase use of technology and social media for marketing, outreach, data collection and general interaction
### Annual Report Section Responses

#### Analysis Questions and Analysis Answers

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

**THE HEALTH CENTER PROVIDES QUALITY CARE TO STUDENTS** – Students report they are satisfied with services and the quality of care provided at the Health Center; with the vast majority of those satisfied being very satisfied. This was measured by departmental surveys and University surveys of students. Departmental Surveys: Health Services = 93% (87% strongly agreed). University Surveys (Undergraduate Student Survey): Health services = 85% and Health quality of care = 90%. Quality Assurance reviews show that Health Center Registered Nurses are 100% compliant with expected clinical standards for delivery of services to students.

**HEALTH CENTER STAFF ARE SUCCESSFUL IN TEACHING STUDENTS EFFECTIVE COMMUNICATION SKILLS ABOUT THEIR PHYSICAL SYMPTOMS** - After learning how to use a pain rating scale, 83% of students were able to objectively communicate their level of pain to a health care professional utilizing the Wong-Baker pain rating scale.

**HEALTH CENTER PROVIDES PROGRAMS FOCUSED ON HEALTH AWARENESS, TREATMENT AND PREVENTION FOSTERING A CAMPUS COMMUNITY THAT EMBRACES A CULTURE OF HEALTH AND WELLNESS** - The Health Center provides an e-magazine to students, faculty, staff and parents called Student Health 101. Articles are tailored to college aged students and services on campus are highlighted in the e-magazine. Articles focus on health and wellness. This year there was a 25% increase in the number of unique visitors to the e-magazine.

**HEALTH CENTER 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 (94%) and on their plans to continue enrollment at TAMU-CC (87%).

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

**IMPROVED QUALITY ASSURANCE REVIEW PROCESS** - The Health Center Associate Director and Contract Physician developed competencies on 14 medical procedures which fall under registered nurses’ scope of care. All Health Center registered nurses were tested on these competencies, and all were found to be 100% compliant with clinic expectations for performing these procedures. This quality review process is an objective measurement of nurses’ clinical skills, and is a much more detailed review than prior reviews which focused on documentation.

**ADDED AN ADDITIONAL EDUCATIONAL OUTREACH PROGRAM** - The Health Center added an additional educational outreach program. Staff participated in the First Scholars Academy Workshop on the Sex and Alcohol.

**THE HEALTH CENTER INCREASED USE OF TECHNOLOGY TO PROVIDE ENHANCED AND MORE EFFICIENT SERVICES TO STUDENTS** - The Health Center contracted with a company to provide televisions for both waiting rooms (upstairs and downstairs) which will provide educational health programming to students waiting for their appointments. The service is free. Contracts are finalized but due to delays the televisions have not yet been installed.

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

**HEALTH CENTER STAFF NEED TO DEVELOP A MORE STANDARDIZED APPROACH TO TEACHING STUDENTS TO THINK CRITICALLY ABOUT WHEN TO SEEK TREATMENT FOR MEDICAL SYMPTOMS** - Health Center needs to improve efforts to teach students how to make responsible health choices. Target goal was not reached for students who were expected to be able to identify (2) side effects of birth control medication which should prompt them to call a health care provider immediately. Educational process will be restructured to include a provider checklist of teaching points for oral contraceptive visits and a handout to be given to students at the end of the visit.

### Summary of Program Accomplishments for the Year

**HIGHLIGHTS AND ACCOMPLISHMENTS**

**Staff**

- Professional development of Health Center clinical staff included 11 professional organizations and attendance at 9 professional workshops, conferences, trainings, or seminars. Clinical staff also served on 10 university, division or departmental committees and chaired or served on numerous search committees.
- Two positions were filled this year: Assistant Director/Registered Nurse, Medical Assistant
- Zelda Chacon was recognized by the University for receiving a 5 year service pin this year.

**Clinical Services**

- The Health Center clinic provided 6,753 health visits to 2,830 students compared to 5,165 sessions to 2,179 patients the previous year. This is a 31% increase in the number of visits and a 30% increase in the number of students seen.
- Of the students seen at the Health Center, 4% were seen by the Physician (0.2 FTE) and 93% were seen by one of the Nurse Practitioners.

**Students and their Satisfaction with Services**
The majority of Health Center patients are female, between the ages of 20 and 24, and in their senior year.

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), Immunizations, and Ear, Nose and Throat appointments. This is a change from previous years where Gynecology appointments were consistently the second most frequent type of visit.

Surveys indicate that the majority students are highly satisfied with Health Services.

Health Services

- 93% agreed/strongly agreed they were satisfied with services offered at UMC (87% strongly agreed).
- 93% agreed/strongly agreed they were satisfied overall with the quality of medical care (87% strongly agreed).
- 75% of students who used the Nurse Line agreed/strongly agreed they were satisfied with the service (63% strongly agreed)
- 93% of students who used the Pharmacy agreed/strongly agreed they were satisfied with the service (79% strongly agreed)
- 87% reported access to health services had a positive impact on their choice to continue studies at TAMUCC (88% strongly agreed)
- 90% of students were satisfied with ‘the quality of care offered by the Health Center’ – an increase of 5% over last year (2016 Undergraduate Student Survey)

Outreach Highlights

- The Health Center staff provided, participated in or collaborated on 25 outreach activities reaching 2,062 students.
- New Health Center programs this year included Get Yourself Tested, World Health Day, World AIDS Day, and a Wellness, Preventative Care, and Sexual Health presentation for Aloha Days.
- Student Health 101, the Health Center’s online magazine, has increased its total visits to 20,877 from last year (previously 20,872) and an increase in readership engagement of .01%.
- The magazine has had 15,535 unique visitors in the last year which is a 25% increase in unique visitors from the year before.

Initiatives

- Renovations of the second floor of the Sandpiper building was completed resulting in a Wellness Center with the addition of three exam rooms, one lab/exam room, one provider office, one nursing office, reception area, waiting area two storage areas, conference room, lactation room, outreach office, and a Health Education room.
- This year the Health Center walk-in clinic was fully functional with a dedicated nurse practitioner and registered nurse. The walk-in clinic was popular with students and served to be a more efficient way to serve and triage a larger number of students. Later in the year, the walk-in clinic was expanded. Only one nurse practitioner was assigned to seeing patients by appointment. The physician and other nurse practitioners were assigned to the walk-in clinic.
- The Pharmacy over-the-counter products were expanded with a favorable response from students.
- The Health Center continues to provide Student Health 101 e-magazine to students, staff, faculty and parents.

HEALTH CENTER CLINICAL PROGRAMS AND 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) 825-2601 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. The nurse line is available 24 hours a day, 7 days a week, throughout the year.

Women's Health Clinic
The Women’s Clinic offers gynecological services, contraception counseling and prescriptions, and other primary care services related to women's health.

Laboratory Services
Some lab services are provided on-site, but most are sent out to a local laboratory, Quest Services Lab. Services are provided at a reduced cost or students may use their insurance to pay for services.

Pharmacy Services
The Health Center has a Class A Pharmacy where students can fill prescriptions at a reduced rate. Prescriptions are filled with generic medications unless otherwise requested.
Preventive Medicine
Services include immunizations and tuberculin skin testing; physicals; vision and hearing screenings; contraception, STD and HIV screenings, and educational consultations on nutrition, weight management, smoking cessation and substance abuse.

Referrals to Community Providers
Students may be referred to community providers for labs, radiology, and specialized or long-term health care needs. Students are responsible for any charges incurred by outside agencies. The University accepts no responsibility for payment of any student's medical, surgical or ambulance expenses.

**NUMBER OF STUDENTS SERVED**

<table>
<thead>
<tr>
<th>Service</th>
<th>Count</th>
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<tbody>
<tr>
<td>Clinic visits</td>
<td>6753</td>
</tr>
<tr>
<td>Pharmacy encounters</td>
<td>2016</td>
</tr>
<tr>
<td>Nurse Line Calls</td>
<td>2628</td>
</tr>
<tr>
<td>CareNet Nurse Line Calls</td>
<td>198</td>
</tr>
<tr>
<td><strong>Total visits</strong></td>
<td>11,595</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Type</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clia-Waived/In House Labs</td>
<td>1394</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quest Labs</td>
<td>2165</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total labs</strong></td>
<td>3559</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immunizations</td>
<td>1888</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pharmacy**

<table>
<thead>
<tr>
<th>Service</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy encounters</td>
<td></td>
<td>2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prescriptions filled</td>
<td></td>
<td>2511</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students served</strong></td>
<td></td>
<td>998</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HEALTH CENTER NUMBER OF STUDENTS SERVED**

<table>
<thead>
<tr>
<th>Service</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinic</td>
<td>2830</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy</td>
<td>998</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3828</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Most Common Presenting Concerns**

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), followed by Immunizations, and then Ear, Nose and Throat appointments. This is a change from previous years where Gynecology appointments were consistently the second most frequent type of visit.

**HEALTH CENTER CLINICAL SERVICES STATISTICS**

<table>
<thead>
<tr>
<th>Service</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHC Encounters</td>
<td>11,004</td>
<td>*</td>
<td>9392</td>
<td>11,595</td>
</tr>
<tr>
<td><strong>Data Unavailable</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physician</td>
<td>5%</td>
<td>*</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Family Nurse Practitioners</td>
<td>22%</td>
<td>*</td>
<td>18%</td>
<td>49%</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>17%</td>
<td>*</td>
<td>13%</td>
<td>44%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinic Visits</td>
<td></td>
<td>*</td>
<td>*</td>
<td>58%</td>
</tr>
<tr>
<td>Nurse Line Calls</td>
<td>38%</td>
<td>*</td>
<td>27%</td>
<td>24%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>16%</td>
<td>*</td>
<td>18%</td>
<td>17%</td>
</tr>
</tbody>
</table>

**Data Unavailable**
Lab Tests Performed

<table>
<thead>
<tr>
<th></th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>In House Labs (CLIA-Waived)</td>
<td>648</td>
<td>*</td>
<td>1166</td>
<td>1394</td>
</tr>
<tr>
<td>Contract Labs – Quest</td>
<td>1155</td>
<td>*</td>
<td>1525</td>
<td>2165</td>
</tr>
<tr>
<td>Total</td>
<td>1803</td>
<td>*</td>
<td>2691</td>
<td>3559</td>
</tr>
</tbody>
</table>

*Data Unavailable

Diagnosis Summary (includes only one primary diagnosis for each visit)

<table>
<thead>
<tr>
<th>Diagnostic Grouping</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Wellness Promotion</td>
<td>39%</td>
<td>*</td>
<td>54%</td>
<td>41%</td>
</tr>
<tr>
<td>Dermatology</td>
<td>5%</td>
<td>*</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Ear, Nose Throat</td>
<td>6%</td>
<td>*</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>Gastroenterology</td>
<td>1%</td>
<td>*</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Genitourinary</td>
<td>3%</td>
<td>*</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Gynecology</td>
<td>7%</td>
<td>*</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Neuromuscular</td>
<td>2%</td>
<td>*</td>
<td>3%</td>
<td>10%</td>
</tr>
<tr>
<td>Orthopedic Trauma</td>
<td>1%</td>
<td>*</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Health Center Counseling</td>
<td>3%</td>
<td>*</td>
<td>2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Respiratory</td>
<td>4%</td>
<td>*</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Other (cardiology, endocrinology, ophthalmology, infectious disease)</td>
<td>31%</td>
<td>*</td>
<td>14%</td>
<td>14%</td>
</tr>
</tbody>
</table>

*Data Unavailable

Complexity of Presenting Concerns

Patients are presenting with more intense and complex symptoms. Utilizing Current Procedural Terminology (CPT) codes*, the Health Center is able to track 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 ‘FY16 Health Center - Office Visits Complexity - visit Detail Quick Reference’.

Referrals for more Extensive Evaluation or Treatment

<table>
<thead>
<tr>
<th>Description</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral to Emergency Department transported via ambulance</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>Referral to Emergency Department transported via car by responsible family member or friend</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Specialists</td>
<td>208</td>
<td>163</td>
</tr>
<tr>
<td>Total</td>
<td>242</td>
<td>185</td>
</tr>
</tbody>
</table>

Health Services Patient Demographics

Clients by Gender (based on medical office visits)

<table>
<thead>
<tr>
<th>Description</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>28%</td>
<td>*</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>Females</td>
<td>72%</td>
<td>*</td>
<td>73%</td>
<td>73%</td>
</tr>
</tbody>
</table>

*Data Unavailable

Clients by Age (based on medical office visits)

<table>
<thead>
<tr>
<th>Description</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;18</td>
<td>0.06%</td>
<td>*</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>18-19</td>
<td>15%</td>
<td>*</td>
<td>19%</td>
<td>23%</td>
</tr>
<tr>
<td>20-24</td>
<td>58%</td>
<td>*</td>
<td>60%</td>
<td>58%</td>
</tr>
<tr>
<td>25-29</td>
<td>16%</td>
<td>*</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>30-39</td>
<td>7%</td>
<td>*</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>40+</td>
<td>4%</td>
<td>*</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

*Data Unavailable
### Clients by Ethnicity (based on medical office visits)

<table>
<thead>
<tr>
<th>Description</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.2%</td>
<td>*</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>7%</td>
<td>*</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>2.6%</td>
<td>*</td>
<td>0.4%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>23%</td>
<td>*</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>Native Hawaiian and other Pacific Islander</td>
<td>*</td>
<td>*</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>White</td>
<td>20%</td>
<td>*</td>
<td>41%</td>
<td>54%</td>
</tr>
<tr>
<td>Other</td>
<td>0.5%</td>
<td>*</td>
<td>0.5%</td>
<td>1%</td>
</tr>
<tr>
<td>Two or more</td>
<td>7%</td>
<td>*</td>
<td>14%</td>
<td>10%</td>
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<tr>
<td>Did not identify</td>
<td>40%</td>
<td>*</td>
<td>10%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

*Data Unavailable

### Clients by College (based on medical office visits)

<table>
<thead>
<tr>
<th>Description</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>19%</td>
<td>*</td>
<td>19%</td>
<td>21%</td>
</tr>
<tr>
<td>Business</td>
<td>11%</td>
<td>*</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>Education</td>
<td>17%</td>
<td>*</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Nursing &amp; Health Sciences</td>
<td>29%</td>
<td>*</td>
<td>27%</td>
<td>26%</td>
</tr>
<tr>
<td>Science and Engineering</td>
<td>20%</td>
<td>*</td>
<td>26%</td>
<td>24%</td>
</tr>
<tr>
<td>ESLI</td>
<td>0.5%</td>
<td>*</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Unknown/Undecided/Unspecified</td>
<td>2.2%</td>
<td>*</td>
<td>0.6%</td>
<td>0.09%</td>
</tr>
</tbody>
</table>

*Data Unavailable

### Clients by Classification (based on medical office visits)

<table>
<thead>
<tr>
<th>Description</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>12%</td>
<td>*</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>14%</td>
<td>*</td>
<td>14%</td>
<td>18%</td>
</tr>
<tr>
<td>Junior</td>
<td>14%</td>
<td>*</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Senior</td>
<td>41%</td>
<td>*</td>
<td>38%</td>
<td>36%</td>
</tr>
<tr>
<td>Graduate</td>
<td>11%</td>
<td>*</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Post-Baccalaureate</td>
<td>6%</td>
<td>*</td>
<td>3.9%</td>
<td>3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1%</td>
<td>*</td>
<td>0.1%</td>
<td>0.09%</td>
</tr>
</tbody>
</table>

*Data Unavailable

**HEALTH CENTER PRECEPTORSHIP PROGRAM**

Coordinator, Zelda Chacon

The Health Center, under the guidance of Zelda Chacon, Associate Director and Nurse Practitioner, offers a preceptorship program for Family Nurse Practitioner students. Although there were no requests for preceptorships this year, the Health Center staff will continue to form preceptor relationships with interested graduate nursing students.

**HEALTH SERVICES WORKSHOPS, SEMINARS, AND OTHER OUTREACH EVENTS**

- 28 outreach clinics, programs, or presentations provided by Health Center staff
- 2,072 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 (278) flu, (1) Hep B, and (1) TDaP vaccinations.
- See WEAVE Document Management section for detailed listing of Health Services outreach efforts during FY16.

**HEALTH CENTER EVALUATION AND ASSESSMENT (Patient Survey)**
Participants

- The Health Center survey was offered during 6 weeks of the 2016 Spring semester to students who had scheduled visits between April 5th through May 17th and were also participating in the Health Center’s student learning outcomes. Thirty-one surveys were completed.
- See WEAVE Document Management section for complete results of the FY16 Health Center Patient Survey.

Satisfaction with Services

- 93% of students agreed/strongly agreed they were satisfied with services (87% strongly agreed)
- 93% of students agreed/strongly agreed they were satisfied overall with the quality of medical services received (87% strongly agreed)
- 75% of students who used the Nurse Line agreed/strongly agreed they were satisfied with the service (63% strongly agreed)
- 93% of students who used the Pharmacy agreed/strongly agreed they were satisfied with the service (79% strongly agreed)
- 97% of students strongly agreed that Health Center medical staff seemed competent and well trained to help with their concerns (91% strongly agreed).
- 97% of students stated they would recommend the Health Center to other students (87% strongly agree)

Perceived impact of Health Services on Academics and Retention

Students stated having access to Health Center services had a positive impact on:

- their academic performance = 94% (68% strongly agreed)
- plans to continue enrollment at TAMUCC = 87% (56% strongly agreed).

Knowledge of Health Center

- 52% of students learned of Health Center from New Student Orientation, followed by 32% from the Health Center website, and then 29% from another student

Health Insurance

- 16% of students reported having no health insurance (16% have own policy; 68% have insurance through parents)
- 100% of students surveyed consider the Health Center their primary option for health care

FACILITIES

A major renovation of the second floor of Sandpiper was completed in August of 2016 resulting in better use of space and improved services for students. This space is designated for the Wellness Clinic, patient education classes, and outreach. Improvements include the addition of three exam rooms, a laboratory/exam room, a waiting room, provider office, nursing office, reception area, conference room, lactation room, Outreach Office, and Health Education Room. Changes in use of space in the Pharmacy resulted in improved security and accessibility.

HEALTH CENTER STAFF

- Assistant Director
- Nurse Practitioner (new position)
- (2) Nurse Practitioners (0.5 FTE)
- (4) Registered Nurses (one also functions as an Assistant Director 20% of the time)
- Medical Assistants
- Certified Medical Receptionist
- Contract Physician (0.25 FTE)
- Contract Pharmacist (0.5 FTE)

<table>
<thead>
<tr>
<th>HEALTH CENTER STAFF</th>
<th>Executive Director, Counseling and Health Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carla Berkich, Ph.D.</td>
<td>Amy Perry, Business Support Specialist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Staff</th>
<th>Associate Director, Nurse Practitioner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zelda Chacon, NP</td>
<td>Laura Alexander, NP</td>
</tr>
<tr>
<td>(0.5 FTE)</td>
<td>Nurse Practitioner (0.5 FTE)</td>
</tr>
</tbody>
</table>
## Connected Documents

- FY16 Health Center - Appointment Reason Analysis
- FY16 Health Center - Outreach Program yearly summary
- FY16 Health Center - Appointments by Age
- FY16 Health Center - Appointments by Classification
- FY16 Health Center - Appointments by College
- FY16 Health Center - Appointments by Ethnicity
- FY16 Health Center - Appointments by Gender
- FY16 Health Center - Carenet Call Report
- FY16 Health Center - CLIA Waived and In-House Labs
- FY16 Health Center - Complexity of Visit
- FY16 Health Center - Diagnosis Summary
- FY16 Health Center - Distinct Accounts
- FY16 Health Center - Emergency Room Referrals
- FY16 Health Center - Health Center Student Survey
- FY16 Health Center - Immunization count
- FY16 Health Center - Nurse Line Calls
- FY16 Health Center - Nurse Visits
- FY16 Health Center - Office Visit Acuity
- FY16 Health Center - Office Visit by Provider
- FY16 Health Center - Office Visits by Reason code
- FY16 Health Center - Other clinical contacts
- FY16 Health Center - Over the Counter Medication Counts
- FY16 Health Center - Pharmacy prescription report for year summary page
- FY16 Health Center - Procedure Count
- FY16 Health Center - Professional Affiliations
- FY16 Health Center - Provider Code Breakdown Quick Reference Table
- FY16 Health Center - Provider Contacts
- FY16 Health Center - Quest Lab Count
- FY16 Health Center - Referral count
- FY16 Health Center - RN Competencies Cholestech LDX Competency
- FY16 Health Center - RN Competencies Intradermal Injection Competency
- FY16 Health Center - RN Competencies Nebulization Competency
- FY16 Health Center - RN Competency ratings
- FY16 Health Center - RN Competency Capillary Blood Glucose Competency
- FY16 Health Center - RN Competency In-House Urinalysis Competency
- FY16 Health Center - RN Competency Intramuscular (IM) Injection Competency
- FY16 Health Center - Student Health 101 Unique and Total Visits
- FY16 Health Center - Undergraduate Student Survey Results
- FY16 University Enrollment Headcount
- FY16 University Service Award Recipients

## 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 - Metro Ministries

Suicide Prevention Coalition

Service to Profession

Membership Chair – Texas University and College Counseling Center Directors Association

Webmaster – Texas University and College Counseling Center Directors Association website

Service to University

i-CARE Behavioral Intervention Team

Emergency Management Team, Health & Welfare Branch

Campus Carry Task Force

Strategic Planning and Assessment (SPA) Committee

TB Policy for International Students Committee

Environmental Health and Safety Committee

Veteran Affairs Committee

Zelda Chacon, Associate Director of Health Center

Service to the Community

Participated in SEAS Giving Tuesday – Metro Ministries

Parent Volunteer for London Elementary School

Parent Season Chaperone for Braggin’ Rights Volleyball Club

Member of the Architectural Review Committee for The Coves at Lago Vista

Service to University

Emcee for Girls’ Night Out Event

Shelley Martinez-Lopez, Assistant Director of Health Center

Laura Alexander, Nurse Practitioner

Service to the Community

Assisting with Ocean Waves Dance Club

Service to University

Clinical adjunct professor for CONHS

Search Committee for Nurse - UHC

Debra Busey, Administrative Assistant

Service to the Community

Harte Institute’s Oyster Restoration Project Volunteer

Houston Livestock Show & Rodeo

Corpus Christi Rodeo Days
TCCBA, Fundraising for Charities

Participated in SEAS Giving Tuesday – Food Bank

Service to University

Girls Night Out Planning Committee Member

Search Committee for Nurse - UHC

Kristi Callis, Medical Assistant

Service to the Community

Volunteered for Harte Institute's Oyster Restoration Project

Melinda Martinez, Registered Nurse

Service to the Community

Participated in SEAS Giving Tuesday – Metro Ministries

Christi Ortiz, Registered Nurse

Service to the Community

Participated in SEAS Giving Tuesday – Food Bank

Parent Volunteer for Ella Barnes PTA

Parent Volunteer for Girl Scout Troop 9603

Amy Perry, Business Support Specialist, Counseling and Health Centers

Service to the Community

Volunteer - Toys for Tots Toy Drive

Participated in SEAS Giving Tuesday – Metro Ministries

Volunteer – Jewish Community Center Preschool PTO "Spring Fling"

Service to University

Event Assistant – Employee Development Day

Valerie Serna, Nurse Practitioner

Service to the Community

Participated in SEAS Giving Tuesday - Metro Ministries

Nancy Smith, Registered Nurse

Service to the Community

Participated in SEAS Giving Tuesday – Metro Ministries

Harte Institute's Oyster Reef Restoration Project Volunteer
Kim Valenzuela, Medical Assistant

Anticipated Challenges for the Next Cycle

**HEALTH CENTER IS EXPERIENCING AN INCREASED DEMAND FOR SERVICES.** With the growing student population and success in marketing of services, there is a great demand for services. To help address this need, the Health Center has become primarily a walk-in clinic for students. On average up to 15 students a week are referred to outside providers due to shortage of staff. Additional staff is needed.

**INCREASE IN THE INTENSITY AND COMPLEXITY OF PROBLEMS FOR WHICH STUDENTS ARE SEEKING TREATMENT.** Students are seeking treatment at the Health Center with more significant medical issues, multiple diagnoses, and more complex medical presentations. This requires additional time during provider visits, staff with the expertise to assess/treat these conditions, and additional relationships with community providers and auxiliary services to fulfill referral base treatment of issues outside of the Health Center's scope of practice. Limited resources in the community and lack of insurance for many TAMUCC students are barriers 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 educational outreach initiatives to promote wellness and healthy lifestyles.

**NEED FOR ADDITIONAL SPACE AND ADA COMPLIANT FACILITIES.** The Health Center must increase staff and services to meet the demands of an increasing TAMUCC student population. As the student population continues to grow, it will become necessary to plan for a larger, more modern building that is ADA compliant, meets students' needs, and allows for a wider variety of services to be offered to students.

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

**MEET DEMAND FOR SERVICES.** It is imperative to meet the demands for services. Health Center will work towards this by 1) advocating for additional staff with expertise to treat the increase in intensity and complexity of students' presenting symptoms, 2) using technology and social media to reach students, and 3) identifying auxiliary services for students.

**CONTINUE TO FOCUS ON IDENTIFYING AND IMPLEMENTING TECHNOLOGY AND SOCIAL MEDIA FOR MARKETING, OUTREACH, DATA COLLECTION AND COMMUNICATION WITH GENERAL STUDENT POPULATION AND DISTANCE LEARNING STUDENTS.** Center will continue to identify and implement new ways to use technology and social media with students in addition to offering Student Health 101. Will research logistics and feasibility of offering tele-health services during emergency situations and to distance learning students.

**DEVELOP A MORE STANDARDIZED APPROACH TO EDUCATION BY PROVIDERS ABOUT ORAL CONTRACEPTIVE USE.** In order to assist with retention and reinforcement of the dangerous side effects of taking oral contraceptives, a more standardized approach to education by providers about oral contraceptive use needs to be developed. Specifically, a provider checklist of teaching points for oral contraceptive visits and a handout to be given to students upon conclusion of the visit will be developed.

Assessment Timeline (optional)

University Health Center utilizes the assessment timeline adopted by Student Engagement and Success to ensure all University report deadlines are met.

Detailed Assessment Report

2015-2016 University Housing

(Ex Mem: 4/13/2017 07:51 AM EST)

Connected Document: Weave Dates 2015-16-UHC

Mission / Purpose

University Housing assists students in achieving their academic and personal goals by providing excellent on-campus housing, referral to off-campus housing, and transportation resources. The department supports the mission of the university by creating living environments that are conducive to learning.

Goals

**G 1:** Provide learning-centered communities that promote student success
Provide learning-centered communities that promote student success.

**G 2:** Create an inclusive residential community that facilitates engaged learning
Create an inclusive residential community that facilitates engaged learning.

**G 3:** Develop and manage resources to efficiently and effectively achieve the mission of the Department of University Housing
Develop and manage resources to efficiently and effectively achieve the mission of the Department of University Housing.

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

**SLO 1:** Effectively demonstrate reflective thought & analysis in ethical decision making
The student will be able to effectively demonstrate reflective thought and analysis in ethical decision making after participating in the Islander Leadership Seminar.

Relevant Associations:

**Standard Associations**

**EmpowerU SLOs**

1 Ethical Decision Making and Social Responsibility

2 Skills for Employment

3 Problem Solving

**Southern Association of Colleges and Schools**

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

3.3.1.3 Educational Support Services

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.2 Learning: Deliver and become known for our challenging, learning-centered environment that
promotes 21st Century innovation, creativity, and discovery, and results in student success.
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 1: ILS participants will complete a case study
ILS participants will complete a case study. Their responses will be assessed using an approved ethical decision making rubric.
Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
The average rating of all case studies will be Intermediate (2 on a 3 point scale).
Finding (2015-2016) - Target: Not Reported This Cycle
This is assessed every 3 years.

M 2: ILS end of seminar survey “Participation has prepared me to use reflective thought & analysis to make ethical decisions”
The ILS end of seminar survey “Participation in this seminar has prepared me to use reflective thought and analysis to make ethical decisions.”
Source of Evidence: Exit interviews with grads/program completers
Target:
At least 90% of responses will be a combined rating of agree and strongly agree.
Finding (2015-2016) - Target: Not Reported This Cycle
This is assessed every 3 years.

SLO 2: The resident advisor will be able to practice and embrace inclusion of diverse cultures after one semester of employment
The resident advisor will be able to practice and embrace inclusion of diverse cultures after one semester of employment.

Relevant Associations:

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

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 3: The number of RAs who pledge to be an Inclusive Islander
The number of RAs who pledge to be an Inclusive Islander.
Source of Evidence: Academic indirect indicator of learning - other
Target:
At least 80% of RAs will make the pledge.
Finding (2015-2016) - Target: Not Reported This Cycle
This is assessed every 3 years.

M 4: Inclusion workshop pre/post assessment of intercultural sensitivity
Inclusion workshop pre/post assessment of intercultural sensitivity.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery
Target:
Student scores will increase by 10 points from the pre-assessment.
Finding (2015-2016) - Target: Not Reported This Cycle
This is assessed every 3 years.

M 5: Inclusion workshop 6 week follow-up assessment of intercultural sensitivity
Inclusion workshop 6 week follow-up assessment of intercultural sensitivity.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery
Target:
Student scores will increase by 5 points from the pre-assessment
Finding (2015-2016) - Target: Not Reported This Cycle
This is assessed every 3 years.

SLO 3: The student will be able to effectively communicate a viable personal safety plan after residing on campus one year
The student will be able to effectively communicate a viable personal safety plan after residing on campus one year.

Relevant Associations:

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

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

M 6: Residence Life Survey question on safety plan
Residence Life Survey question on safety plan. Question is graded with a rubric. One hundred random responses will be graded.

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

Target:
At least 80% of respondents will receive a rating of “Viable” safety plan (3 out of 4) on the rubric.

Finding (2015-2016) - Target: Not Reported This Cycle
This is assessed in odd cycles.

M 7: Safety campaign survey
Safety campaign survey. Twenty percent (at least 40 but no more than 100) random responses will be graded.

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

Connected Documents
Consent rubric
Safety Plan Rubric

Target:
At least 80% of respondents will receive a rating of “Viable” safety plan (3 out of 4) on the rubric. This will be done in years the university does not conduct the Residence Life Survey.

Finding (2015-2016) - Target: Not Met
Survey results indicated that 22% of respondents wrote a ‘viable’ (or received a 3/developing) rating on the question “What steps will you take to protect yourself against sexual assault?” On the question “How do you know you have consent for sexual activity?,” 24% of respondents received a 2/developing rating. To receive a rating of developing (either a 2 or 3 on the scale, depending on the question), respondent had to list 2-3 viable responses and since the event was casual and come and go in nature, it is believed that residents did not take the time to write out more thorough answers.

The survey was distributed at an event in April 2016, when Islander Housing partnered with Camden Miramar to conduct a campaign focused on promoting several components of consent, including being sober, getting a clear yes, it's OK to say no at any time, and respecting another’s personal space. The campaign consisted of posters in the residence halls and apartments and similar graphics posted on social media for about 2 weeks. The campaign ended with a ‘Safe Rave’ hosted in the Surf/Jetty Courtyard which included dying Safe Rave t-shirts and resources and information from the Men’s and Women’s Health Clinic. Residents completed the campaign survey at the Safe Rave, which was attended by about 80 residents.

Connected Documents
Consent and Safety Plan grading
Consent campaign fliers

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

Safety campaign re-design
Established in Cycle: 2015-2016
The safety campaign centered around consent was well received, but the method of assessing the learning was not executed well. ...

SLO 4: Effectively analyze information, options and consequences to make rational choices after AOD program
The student will be able to effectively analyze information, options and consequences to make rational choices after participating in the annual alcohol and drug education program (i.e. Party House).

Relevant Associations:

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

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

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures

M 8: Annual AOD program posttest, “As a result of this program, what protective behaviors will you use and why?”
Annual AOD program posttest, question “As a result of this program, what protective behaviors will you use and why?” Questions will be evaluated using a rubric.

Source of Evidence: Academic direct measure of learning - other

Target:
The average response score will be at the level of ‘developing’ (3 out of 4)

Finding (2015-2016) - Target: Not Met
The average response score was a 1.67 out of 4, which is below the target of 3. The survey asks “After participating in Party House, a. What choices will you make regarding substance use? b. Why?” The program was re-written for Fall 2015 and some components did not work out as well as thought. The program will be revised again for Fall 2016, taking into consideration the information gathered from this year.

Connected Document
Party House Survey Results - Fall 2015

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

AOD Program re-design
Established in Cycle: 2015-2016
The annual AOD program, Party House, was re-designed for Fall 2015 and the results did not meet targets. One office that was re...
SLO 5: Correctly identify the appropriate action to take to address an issue after one semester living on campus

The student will be able to correctly identify the appropriate action to take to address an issue after one semester living on campus.

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

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures
M 7: Safety campaign survey
Safety campaign survey. Twenty percent (at least 40 but no more than 100) random responses will be graded.
Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents
Consent rubric
Safety Plan Rubric

Target:
At least 80% of respondents will receive a rating of “Viable” safety plan (3 out of 4) on the rubric. This will be done in years the university does not conduct the Residence Life Survey.

Finding (2015-2016) - Target: Not Met
Survey results indicated that 22% of respondents wrote a ‘viable’ (or received a 3/developing) rating on the question “What steps will you take to protect yourself against sexual assault?” On the question “How do you know you have consent for sexual activity?,” 24% of respondents received a 2/developing rating. To receive a rating of developing (either a 2 or 3 on the scale), depending on the question, respondent had to list 2-3 viable responses and since the event was casual and come and go in nature, it is believed that residents did not take the time to write out more thorough answers.

The survey was distributed at an event in April 2016, when Islander Housing partnered with Camden Miramar to conduct a campaign focused on promoting several components of consent, including being sober, getting a clear yes, it’s OK to say no at any time, and respecting another’s personal space. The campaign consisted of posters in the residence halls and apartments and similar graphics posted on social media for about 2 weeks. The campaign ended with a ‘Safe Rave’ hosted in the Surf/Jetty Courtyard which included dying Safe Rave t-shirts and resources and information from the Men’s and Women’s Health Clinic. Residents completed the campaign survey at the Safe Rave, which was attended by about 80 residents.

Connected Documents
Consent campaign fliers
Consent and Safety Plan grading

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

Safety campaign re-design
Established in Cycle: 2015-2016
The safety campaign centered around consent was well received, but the method of assessing the learning was not executed well. ...

M 9: Residence Life Survey question(s), “how to correctly respond to conflict”
Residence Life Survey question(s), “how to correctly respond to conflict.”
Source of Evidence: Academic direct measure of learning - other

Target:
On average, 80% of respondents will be able to correctly identify how to address the stated issues.

Finding (2015-2016) - Target: Not Reported This Cycle
The Residence Life Survey is administered in odd years. Results will be reported in the next cycle.

SLO 6: Effectively connect how their training and experiences have contributed to their leadership philosophy
The student will be able to effectively connect how their training and experiences have contributed to their leadership philosophy after participating in the Islander Leadership Seminar.

Relevant Associations:
Standard Associations
EmpowerU SLOs
6. Integration of Broad Knowledge
Skills for Employment
1. Leadership
2. Teamwork
Southern Association of Colleges and Schools
2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
3.3.1.3 Educational Support Services

Strategic Plan Associations
Texas A&M-Corpus Christi
1.2 Learning: Deliver and become known for our challenging, learning-centered environment that promotes 21st Century innovation, creativity, and discovery, and results in student success.
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

Related Measures
M 10: Islander Leadership Seminar leadership philosophy statements
Islander Leadership Seminar leadership philosophy statements. The philosophy statements will be graded with a rubric.
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
The average rating of the leadership philosophies will be at a 3 (developing) out of 4.

**Finding (2015-2016) - Target: Not Reported This Cycle**
This measure will be reported in 2016-2017 and every 3 years after that.

**M 11: End of seminar survey, "To what degree did participation in this seminar help you connect your training and experiences"**
Participants will complete an end of seminar survey, "To what degree did participation in this seminar help you connect your training and experiences to your leadership philosophy?"

Source of Evidence: Exit interviews with grads/program completers

**Target:**
90% of participants will agree or strongly agree that the leadership seminar enabled them to connect their training and experiences to their leadership philosophy

**Finding (2015-2016) - Target: Met**
The Fall 2015 and Spring 2016 participants agreed 100% that seminar helped them connect their training and experiences to their leadership philosophy.

**Connected Documents**
- Islander Leadership Seminar Fall 2015 evaluation report
- Islander Leadership Seminar Spring 2016 evaluation report

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

**O/O 7: Provide inclusive programs to prepare students personally, academically, and professionally.**
Provide inclusive programs to prepare students personally, academically, and professionally.

**Relevant Associations:**

**Standard Associations**

**Southern Association of Colleges and Schools**

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

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.

**Related Measures**

**M 12: Residence Life Survey question: "living on campus has helped me learn to be inclusive of others"**
Residence Life Survey question: "living on campus has helped me learn to be inclusive of others."

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

**Target:**
75% of responses will be a combined rating of agree and strongly agree.

**Finding (2015-2016) - Target: Not Reported This Cycle**
This is assessed in odd cycles.

**M 13: Residence Life Survey, question: ‘living on campus has helped prepare me to be successful personally’**
Residence Life Survey, question: ‘living on campus has helped prepare me to be successful personally."

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

**Target:**
75% of responses will be a combined rating of agree and strongly agree.

**Finding (2015-2016) - Target: Not Reported This Cycle**
This is assessed in odd cycles.

**M 14: Residence Life Survey, question “living on campus has helped prepare me to be successful academically”**
Residence Life Survey, question “living on campus has helped prepare me to be successful academically."

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

**Target:**
75% of responses will be a combined rating of agree and strongly agree.

**Finding (2015-2016) - Target: Not Reported This Cycle**
This is assessed in odd cycles.

**M 15: Residence Life Survey, question “living on campus has helped me learn to be successful professionally”**
Residence Life Survey, question “living on campus has helped me learn to be successful professionally."

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

**Target:**
75% of responses will be a combined rating of agree and strongly agree.

**Finding (2015-2016) - Target: Not Reported This Cycle**
This is assessed in odd cycles.

**O/O 8: Provide quality housing and transportation options to meet student needs**
Provide quality housing and transportation options to meet student needs.

**Connected Documents**

- 2015-2016 Camden Miramar rate sheet
- 2015-2016 Momentum Village rate sheet
- 2016 RTA Resident Survey Summary

**Relevant Associations:**

**Standard Associations**

**Southern Association of Colleges and Schools**

2.10 Student Support Services The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.
Strategic Plan Associations
Texas A&M-Corpus Christi
1.5 Campus Climate: Maintain a supportive campus that celebrates engaged learning in an inclusive environment.
1.7 University Resources and Accountability: Be accountable for developing and managing resources to efficiently and effectively achieve the mission.

Related Measures

M 16: Noel-Levitz survey, ‘living conditions in the residence halls are comfortable’
Noel-Levitz undergraduate student survey, ‘living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.).’
Source of Evidence: Benchmarking
Target:
Finding (2015-2016) - Target: Not Met
The University scored .20 lower than the national average for the statement “Living conditions in residence halls are comfortable.” The satisfaction level is .05 higher than in 2012, which is the last year the survey was administered.
Connected Document
2016 Noel Levitz living conditions comparison
Related Action Plans (by Established cycle, then alpha):
Implement 20/20 strategic plan
Implement appropriate portions of the housing 20/20 strategic plan over the next 5 years.
For full information, see the Details of Action Plans section of this report.

M 17: Residence Life Survey, “the condition of my apartment and bedroom when I moved in”
Residence Life Survey, response to question “the condition of my apartment and bedroom when I moved in.”
Source of Evidence: Client satisfaction survey (student, faculty)
Target:
Finding (2015-2016) - Target: Not Reported This Cycle
This is assessed in odd cycles.

M 18: Undergraduate Student Survey, satisfaction with bus routes to campus
Undergraduate Student Survey, “Please indicate the extent of your satisfaction with the following aspects of campus: city bus routes to campus and Momentum Shuttle bus service.”
Source of Evidence: Client satisfaction survey (student, faculty)
Target:
Finding (2015-2016) - Target: Met
Combined satisfaction with all routes coming to the University is 95%.
This year, all routes (5, 37, 60, and 63) that come to campus were included in the survey. Islander Housing completed a separate RTA survey that was specifically aimed at residents and asked more in-depth questions than the USS. The results of the RTA Resident Survey were consistent with the USS results in that 98% of respondents were satisfied with route 60 and 92% were satisfied with route 63. The most common suggestions to improve route 60 was to extend the hours to 8pm or 9pm and the most common suggestion for route 63 was a bigger bus or adding a second bus to the route.
Connected Documents
2016 RTA Resident Survey Summary
2016 Undergraduate Student Survey Bus Satisfaction Results

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

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

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

Related Measures

M 19: Annual property inspections
Annual property inspections
Source of Evidence: Evaluations
Target:
The inspections will identify problem areas that need to be addressed and actions plans will be created as necessary.
Finding (2015-2016) - Target: Met
Camden Miramar inspections were completed in December 2015 and Momentum Village inspections were completed in January 2016. The report is included in the documents section. All items needing attention have been completed.
Connected Documents
2016 Camden Miramar Inspection
2016 Momentum Village Inspections

M 20: Increase the number of beds on the Momentum Campus
Increase the number of beds on the Momentum Campus
Source of Evidence: Administrative measure - other
Target:
FY 2016 – Create and approve a construction agreement and break ground for new housing; FY 2017 open new housing.
Ground breaking for Phase 2 at Momentum Village occurred in July 2016 with a target completion date in August 2017.

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

### 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:** Finished
- **Priority:** High
- **Projected Completion Date:** 08/2016
- **Responsible Person/Group:** Director of Camden Miramar

**Implementation Notes:**

- 9/20/2016 All action items were completed. Please see completed action plan document for details.

**Connected Document**

Camden Miramar CAS action plan update - completed.

### Coordinate programming between properties

Coordinate with the residence life staff at both properties on joint programming and large events.

- **Established in Cycle:** 2014-2015
- **Implementation Status:** In-Progress
- **Priority:** Medium
- **Projected Completion Date:** 05/2016
- **Responsible Person/Group:** Housing Officer, Camden Assistant Director of Residence Life, Momentum Assistant General Manager.

**Implementation Notes:**

- 7/28/2016 Residence Life staff from both properties met several times throughout the year to collaborate on many events, such as a Casino Night, Pub Trivia (alcohol & drug education), campus scavenger hunt, Homecoming Tip-Off Picnic and a few other small events. The staffs also worked together to plan one RA selection process for both properties.

### Expand Bus Service Times

Expand bus service times to better serve the students (particularly those located at the Momentum Campus).

- **Established in Cycle:** 2014-2015
- **Implementation Status:** In-Progress
- **Priority:** High
- **Projected Completion Date:** 08/2015
- **Responsible Person/Group:** Executive Director

**Additional Resources:**

- Funding = $120,000.00
- Budget Amount Requested: $120,000.00 (recurring)

**Implementation Notes:**

- 7/28/2016 Information was gathered regarding Islander Housing resident use of the RTA routes for future planning. At this time, no additional funding is available to expand routes 63 or 60.

**Connected Documents**

- 2015-2016 RTA usage report
- 2016 RTA Resident Survey Summary

### Implement 20/20 strategic plan

Implement appropriate portions of the housing 20/20 strategic plan over the next 5 years.

- **Established in Cycle:** 2014-2015
- **Implementation Status:** In-Progress
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**

- Measure: Noel-Levitz survey, living conditions in the residence halls are comfortable
- Outcome/Objective: Provide quality housing and transportation options to meet student needs

**Projected Completion Date:** 09/2020

**Implementation Notes:**

- 7/28/2016 Islander Housing continues to implement the various facets of the strategic plan. Achievement of each outcome and objective of the plan is indicated throughout the measures.

**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:** In-Progress
- **Priority:** High
- **Projected Completion Date:** 08/2017
- **Responsible Person/Group:** Housing Officer. Contracts Office

**Implementation Notes:**

- 7/28/2016 Completed bond sale, ground lease and management agreement for Phase II in June 2016. Ground breaking for Phase II was held on July 6, 2016. Completion is scheduled for August 2017.

**Connected Documents**

- Housing Strategic Plan Momentum 20/20
- Momentum Village Phase II Groundbreaking Story
- Momentum Village Phase II Management Agreement

### 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:** Finished
- **Priority:** Medium
- **Projected Completion Date:** 05/2016
- **Responsible Person/Group:** Housing Officer

**Implementation Notes:**

- 7/28/2016 In 2015-2016, Housing Officer Box redesigned ILS and based the seminar on the widely regarded book "The Student Leadership Challenge." Box and the residence life staff at both properties
Presented the 5 leadership principles. Additional presentations on the MBTI and Inclusion were added and well received. In Spring 2016, a team project was added to ILS and that component will be continued. Those that complete ILS will participate in a graduation ceremony to celebrate their achievement and bring closure to the experience. Evaluations for ILS were very positive and offered some areas to improve. ILS will continue to be evaluated, improved, and adjusted to meet the needs of student leaders.

**Connected Documents**
- Islander Leadership Seminar Fall 2015 evaluation report
- Islander Leadership Seminar Spring 2016 evaluation report

**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:** In-Progress  
**Priority:** High  
**Projected Completion Date:** 08/2016  
**Responsible Person/Group:** Housing Officer  
**Implementation Notes:**
- 7/28/2016 Steps have been taken to bring both properties under the Islander Housing brand. A new housing postcard, with general housing information and property specific information, was created and distributed to students/parents/guests at all Island Day programs and prospective student tours. An Islander Housing t-shirt was printed and given to ILS graduates, Miramar & Momentum Village staff, and given away to students as prizes at several welcome week events. The Momentum Village Phase II groundbreaking and move-in shirt also includes the Islander Housing shirt design. A new Islander Housing website was launched in August, which includes information on general housing topics, ILS, how to become an RA, FAQ, emergencies, and much more.

**AOD Program re-design**
The annual AOD program, Party House, was re-designed for Fall 2015 and the results did not meet targets. One office that was responsible for teaching a student learning outcome failed to follow the script, so student learning outcome messages were not properly reinforced. The Party House Committee will review the program as a whole and make changes to ensure the learning outcomes will be effectively taught to attendees.

**Established in Cycle:** 2015-2016  
**Implementation Status:** In-Progress  
**Priority:** Medium  
**Relationships (Measure | Outcome/Objective):**
- **Measure:** Annual AOD program posttest. “As a result of this program, what protective behaviors will you use and why?” | **Outcome/Objective:** Effectively analyze information, options and consequences to make rational choices after AOD program.

**Projected Completion Date:** 09/2016

**Create Islander Housing programming model**
Create an Islander Housing programming model to provide consistent programming expectations that meet the needs of residents at both communities.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High  
**Projected Completion Date:** 02/2017

**Safety campaign re-design**
The safety campaign centered around consent was well received, but the method of assessing the learning was not executed well. Responses were very short and thus did not meet assessment criteria. The event and rubric will be evaluated to ensure they are designed to be effective and appropriate.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** Medium  
**Relationships (Measure | Outcome/Objective):**
- **Measure:** Safety campaign survey | **Outcome/Objective:** Correctly identify the appropriate action to take to address an issue after one semester living on campus.  
  - The student will be able to effectively communicate a viable personal safety plan after residing on campus one year.

**Projected Completion Date:** 05/2017

**Analysis Questions and Analysis Answers**

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

1. Islander Leadership Seminar is successful at meeting its objectives. Participants reported that they found the materials to be beneficial to their personal development by reinforcing key leadership principles and empowering them to be leaders on campus.
2. Students are very satisfied with the Corpus Christi Regional Transportation Authority (CCRTA) routes and they are being used at a higher rate than previous years.
3. Islander Housing properties are generally in good condition, as found during the annual property inspections. Momentum Village has a sound cleaning and maintenance plan to keep the property in good working order.
4. Islander Housing is taking positive steps to re-brand it's image. A new logo was created this year and it has been used on t-shirts, print materials, and social media. The Islander Housing co-brand is also being used on print materials, shirts, and the website. This year, lanyards with the Islander Housing logo were given out during move-in day. The new website contains a wide variety of information for current and future residents and families.

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

1. Improvements have been made in coordination of various activities between Momentum Village and Camden Miramar. Under Islander Housing, the communities sponsored 3 welcome week events and the Homecoming Picnic. The staff collaborated to create one RA selection process for both communities. Combined training was hosted in both the fall and spring semesters.
2. Slight improvement was made in the Noel-Levitz room condition rating from previous years.
3. Usage of CCRTA services has increased significantly in recent years. Between FY 2014 and FY 2016, total ridership through Islanders Ride Free has increased 40% and ridership on routes 60 & 63 (combined) have increased 109%. During this time frame, 2 additional apartment complexes that target the University’s student population opened and these two complexes are directly served by Route 63. The completion of Momentum Village and the construction of new bus stops on Islander Way has also contributed to the increase in riders. The University population has increased during this time period as well.
Based on the analysis of findings, what are the areas of concern within the program?

1. The program needs to improve the safety plan campaign and Alcohol and Other Drug (AOD) events to achieve student learning outcome targets. Action plans have been created to address specific areas that fell short in teaching these skills.
2. Due to age, Camden Miramar apartments do not have a current/updated appearance and there are maintenance issues that need to be addressed, such as ADA accessibility concerns, HVAC unit replacement, and termite damage. With the abundance of new apartments being built near campus, students and families have commented that the buildings look old and they do not feel the price is comparable to the newer off-campus apartments. In order remain competitive and maintain a positive image, steps to correct these areas of concerns must be taken.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

Highlights

- Momentum Village opened on August 21, 2015 (move-in day) with 482 beds. Opening occupancy was 98.9%.
- Camden Miramar opened on August 21, 2015 (move-in day) with 98.8% occupancy.
- Islanders Leadership Seminar – Implemented a re-designed seminar based on The Student Leadership Challenge and introduced a team project assignment in which participants put together a brief educational activity during a campus-wide event. 63 students started the seminar and 65 completed the seminar, for a 78% completion rate.
- Collaborated with American Campus Communities (ACC), Collegiate Housing Foundation (CHF), Royal Bank Canada (RBC), and Texas A&M University System (TAMUS) to secure paperwork and funding for Momentum Village Phase II. Construction began in June and a groundbreaking ceremony was held on July 6th.
- Worked with ACC, CHF, and TAMUS on a potential sale of Miramar to CHF.
- Improved communication through the Housing Payment Option system resulted in fewer complaints and questions. Improvements included adding balance due after financial aid was applied and information to help students understand why their initial housing allocation may be adjusted. The email also includes information on where to look in SAIL for denial justification, who to contact for questions, and payment information (where to pay online and what type of funds are accepted).
- Moved to unify image/brand as Islander Housing through a newly designed postcard for prospective students, t-shirt design, and collaborated on programming events hosted as “Islander Housing.”
- Created a single RA selection process for both properties.

Program Participation

All enrolled students are eligible to reside in on-campus housing at either of the University’s residential communities, Camden Miramar or Momentum Village. Islander Housing can house 2,272 residents.

<table>
<thead>
<tr>
<th></th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016 Momentum</th>
<th>FY 2016 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Occupancy</td>
<td>99.5%</td>
<td>99.5%</td>
<td>98.8%</td>
<td>98.6%</td>
</tr>
<tr>
<td>Average total occupancy</td>
<td>1597</td>
<td>1703</td>
<td>1683</td>
<td>2151</td>
</tr>
<tr>
<td>Average occupancy percent</td>
<td>97.4%</td>
<td>95.13%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>Male</td>
<td>38.5%</td>
<td>40.1%</td>
<td>37.2%</td>
<td>37.7%</td>
</tr>
<tr>
<td>Female</td>
<td>61.5%</td>
<td>59.9%</td>
<td>62.8%</td>
<td>62.3%</td>
</tr>
<tr>
<td>Freshmen</td>
<td>68.4%</td>
<td>74.8%</td>
<td>74.8%</td>
<td>70.2%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>14.8%</td>
<td>12.6%</td>
<td>14.6%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Junior</td>
<td>8.6%</td>
<td>7.4%</td>
<td>6.1%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Senior</td>
<td>6.2%</td>
<td>4.2%</td>
<td>3.8%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Graduate</td>
<td>2.0%</td>
<td>1.0%</td>
<td>0.7%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>2.2%</td>
<td>2.44%</td>
<td>3.4%</td>
<td>3.3%</td>
</tr>
<tr>
<td>African-American</td>
<td>8.7%</td>
<td>10.54%</td>
<td>8.7%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>38.3%</td>
<td>41.61%</td>
<td>41.3%</td>
<td>42.3%</td>
</tr>
<tr>
<td>International</td>
<td>5.1%</td>
<td>2.44%</td>
<td>1.7%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.4%</td>
<td>0.34%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>White</td>
<td>40.7%</td>
<td>38.83%</td>
<td>40.9%</td>
<td>33.5%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>2.0%</td>
<td>1.98%</td>
<td>2.7%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Not classified</td>
<td>2.6%</td>
<td>1.82%</td>
<td>1.3%</td>
<td>1.2%</td>
</tr>
<tr>
<td>ESLI</td>
<td>1.9%</td>
<td>.002%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Student Athlete</td>
<td>5.1%</td>
<td>.06%</td>
<td>5.0%</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

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

- The Wave Shuttle (#63) makes a 45 minute loop, with stops at Ennis Joslin apartment complexes, shopping areas, and both TAMU-CC campuses.
- The Momentum Shuttle (#60) serves the Momentum Village residents, non-resident students, and employees as a park and ride shuttle between the Momentum Campus and the Island Campus. The shuttle operates in the Fall and Spring semesters, with stops every 10 minutes from 7:45am-1pm and every 20 minutes from 1pm-6pm.
- 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 program includes riders on all bus routes and services.
Average Riders per Day FY 2014 FY 2015 FY 2016
The Wave #63 223 391 214
The Momentum Shuttle #80 70 64 399
Islanders Ride Free (all routes) 710 736 996

The numbers on routes 60 and 63 indicate that there is a net gain of 158 riders. The surge of riders on 60 is definitely the result of having 482 residents now living at Momentum Village.

Although numbers on route 63 decreased, it could partially be a result of more employees riding 60 instead of 63 since it has more frequent pick-ups and drop-offs. Additionally, due to road construction on Williams Street, the RTA is only able to use a small bus on route 63 and this limits the number of riders. The construction is expected to be completed by the end of 2016 and then a larger bus can again be utilized on the route, allowing space for twice as many riders.

Islander Housing conducted an RTA Resident Satisfaction survey and found that residents have a high level of satisfaction with RTA routes 60 and 63, at 98% and 92% satisfaction, respectively. Residents most frequently ride the routes for shopping and coming to the Island Campus. The top 3 destinations on route 63 are Moore Plaza, La Palmera Mall, and the Island campus.

Student Learning and Wellness Programming – The new Momentum 20/20 Strategic Plan’s student learning outcomes (SLO) were taught to the Residence Life Staff this year. Previous years’ SLO themes and wellness wheel based programming numbers are included below for historical reference. Resident advisors hosted 252 programs covering all student learning outcomes. The programs served approximately 15,000 attendees. A summary breakdown of programs by category may be seen below:

<table>
<thead>
<tr>
<th></th>
<th>FY 2014</th>
<th>FY 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO Theme Programming</td>
<td>66</td>
<td>69</td>
</tr>
<tr>
<td>Wellness Wheel Programming</td>
<td>70</td>
<td>66</td>
</tr>
<tr>
<td>Total programs</td>
<td>136</td>
<td>135</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>FY 2016 Miramar</th>
<th>FY 2016 Momentum</th>
<th>FY 2016 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Decision Making/Social Responsibility</td>
<td>36</td>
<td>31</td>
<td>67</td>
</tr>
<tr>
<td>Globalization/Cultural Diversity</td>
<td>30</td>
<td>28</td>
<td>58</td>
</tr>
<tr>
<td>Communication</td>
<td>31</td>
<td>16</td>
<td>47</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>30</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Specific Knowledge</td>
<td>9</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>Integration of Broad Knowledge</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Total Programs</td>
<td>143</td>
<td>109</td>
<td>252</td>
</tr>
</tbody>
</table>

Community Service Programming
Camden Miramar:
- Letters to Heroes project and meals to first responders for 9/11
- Food drive during Clothesline Volleyball
- Safe Treat (community trick or treating & games)
- Islander Clean Up (RAs and residents volunteered at the SVC event)

Momentum Village:
- Food drive
- Trunk or Treat (community trick or treat)
- Toys for Tots drop off location
- Hosted Masquerade Ball and raised $1,600 for the South Texas Children’s Home Ministries
- Made 25 care packages for The Open Arms Agency

Islander Leadership Seminar
The seminar was held over a seven week period in the fall and spring semesters. The content is based on The Student Leadership Challenge by Kouzes and Posner. To supplement the text and help students identify their own personal leadership values, classes were also conducted on the Myers-Brigg Type Indicator and Inclusion. In Spring 2016, a team based project was introduced. The project allowed students to practice their leadership skills, gain event planning skills, learn more about a health & wellness topic, and teach their peers about the selected topic.

Completion rates for 2015-2016:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Started ILS</th>
<th>Completed ILS</th>
<th>%Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>51</td>
<td>36</td>
<td>80%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>32</td>
<td>29</td>
<td>78%</td>
</tr>
</tbody>
</table>
Special Project: Pending sale of Miramar to Collegiate Housing Foundation

Camden Property Trust approached the University with their desire to sell Miramar in October 2014. The University connected Camden with appropriate System representatives and conversations between Camden Property Trust and Collegiate Housing Foundation (CHF) began. Camden Property Trust and CHF entered into a sale agreement in January 2016 and inspections of Miramar and proper due diligence occurred through Spring 2016. University staff assisted with the collection of data and other information, to assist with the inspections, due diligence and bond sale preparation (Preliminary Official Statement, Bond Purchase Agreement, ground lease and management agreements, etc.). On August 1, 2015, Camden Property Trust notified the University that a final sale price was not agreed upon and that it would not move forward unless a price could be agreed upon. In the following days, the University was informed that an agreeable price could not be found and the sale agreement expired without intent to extend.

Professional Development

Professional Development of Staff – in addition to on-campus trainings and Camden Property or American Campus Communities sponsored trainings, the professional staff participated in the following professional development activities.

Stephanie Box, Housing Officer
TACUSPA Fall Conference
Chief Housing Officers Symposium
SWACUHO Fall Conference

Manuel Vela, General Manager (Professional Development)
StarRez System Training

Alexis Ruiz, Assistant General Manager (Professional Development)
StarRez System Training
Inside Track 2016

Steven Silvas, Business Manager (Momentum Village)
StarRez System Training

Kristy Stone, Community Manager (Camden Miramar)
None

Sarah Judy, Assistant Director of Residence Life (Camden Miramar)
SWACUHO RA Conference

Jervic Caparas, Residence Life Coordinator (Camden Miramar)
SWACUHO RA Conference

Resident Assistants
9 Camden Miramar RAs attended the SWACUHO RA Conference

Connected Documents
2015-2016 Programming log summary
2015-2016 RTA usage report
2016 RTA Resident Survey Summary

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), 43 employees of Camden Miramar, and 12 staff members of Momentum Village, the University’s privatized housing providers.

The Camden Miramar staff is composed of a Director, one Community Manager, one Assistant Director for Residence Life, one Coordinator for Residence Life, 26 Resident Advisors and numerous office, maintenance and housekeeping personnel.

The Momentum Village staff includes one Assistant General Manager, one Business Manager, one Maintenance Supervisor, maintenance and housekeeping staff, and 6 Resident Advisors.

Stephanie Box, Housing Officer
The Community
Advisory Board, Texas International Fishing Tournament
Director, Texas A&M University-Corpus Christi National Alumni Association
#GivingTuesday Volunteer at Women’s Shelter

The Profession
Vice President of Membership, TACUSPA

The University
Housing Management Committees (Momentum Village and Camden Miramar), Chair
Momentum Village Phase II Development Committee
Momentum Village Phase II Groundbreaking Committee
Incident Command Structure Team, Deputy Unit Leader
Parking and Transportation
Environmental Health and Safety
Student Engagement and Success Council
Waves of Welcome
Islander Lights
Advisor, Golden Key International Honor Society
Calendar Committee
Who’s Who Among Students in American College and University Students

Manuel Vela, General Manager, Momentum Village
The University
Homecoming
Waves of Welcome
WOW Marketing
Code Review
Islander Lights
Student Engagement and Success Council

Alexis Ruiz, Assistant General Manager, Momentum Village
The University
I-CARE
I-ADAPT
National Student Employee Appreciation Week Committee
Homecoming
Islander Lights

Richard Whatcott, Director of Housing and Residence Life, Camden Miramar (left position in February 2016)
The University
Student Engagement and Success Council
ICARE Response Team

Kristy Stone, Community Manager and acting director
The University
Student Engagement and Success Council

Sarah Judy, Assistant Director of Residence Life
The University
ICARE Response Team
Homecoming Committee
Waves of Welcome Committee

Jervic Caparas, Residence Life Coordinator
The University
Islander Lights Committee

Anticipated Challenges for the Next Cycle
- Opening Phase II of Momentum Village on time for August 2017 move-in day
- Opening both communities at 100% occupancy in Fall 2017.
- A number of new off-campus housing options have opened in recent years that target college students.
- Insufficient residence life staff at both communities to facilitate a strong, learning based program.
- Support from Camden Miramar personnel for a unified housing brand.
- Inconsistent residence life programming models at each community that tend to change when new residence life staff is hired.
- FLSA impact on residence life staff working hours and how that impacts Resident Assistant support and general residence life operations.

Continuous Improvement Initiatives Planned for the Next Cycle (Closing the Loop)
- Continue implementing the Housing 20/20 Strategic Plan.
- Re-design the Safety campaign to better teach and measure achievement of student learning outcomes.
- Continue collaborating and coordinating events and processes with both properties.
- Continue Islander Housing branding initiatives.
- Collaborate with IADAPT to re-design the annual AOD program.
- Continue progress with construction of Momentum Village Phase II for opening in August 2017.
- Expand bus service times to better meet student and employee demands.
- Complete the Camden Miramar CAS Action plan items.
- Create an Islander Housing programming model to provide better consistency in programming at both communities.

Assessment Timeline (optional)
University Housing utilizes the assessment timeline adopted by Student Engagement and Success to ensure all University report deadlines are met.

Connected Documents
2015-16 SEAS Weave Timeline
2016-17 Weave SEAS Timeline
Mission / Purpose

The Division of Student Engagement and Success at Texas A&M University – Corpus Christi assists students in attaining their educational goals. Our services create a supportive learning environment for personal and professional development to prepare students for responsible citizenship and lifelong learning. We strive for excellence in serving our students, campus and community engagement, leadership development and inclusion.

This mission was developed as part of the SEAS 20/20 Strategic Plan.

Goals

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

G 2: Enhance a supportive campus that celebrates engaged learning in an inclusive environment.

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

G 4: Develop and manage resources to efficiently and effectively achieve the mission of the Division of Student Engagement & Success.

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

O/O 1: Facilitate learning-centered, co-curricular initiatives based on student learning outcomes.

O/O 2: Create a challenging and supportive educational environment to prepare students for success in the global community.

O/O 3: Develop an environment of inclusiveness and mutual respect.

O/O 4: Provide a supportive campus environment for learning and development.

O/O 5: Encourage a culture of excellence and service.

O/O 6: Celebrate university traditions and achievements.

O/O 7: Increase intentional and visible engagement in our community.

O/O 8: Ensure our graduates meet the expectations of employers for work, critical thinking and communication skills.
Ensure our graduates meet the expectations of employers for work, critical thinking and communication skills.

Relevant Associations:

Standard Associations

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

O/O 9: Encourage community members to identify with the University as an integral part of the Coastal Bend.

Encourage community members to identify with the University as an integral part of the Coastal Bend.

Relevant Associations:

Standard Associations

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

O/O 10: Manage human resources to provide optimal staffing.

Manage human resources to provide optimal staffing.

Relevant Associations:

Standard Associations

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

O/O 11: Maintain a safe, functional and aesthetically pleasing campus environment that supports a growing student population.

Maintain a safe, functional and aesthetically pleasing campus environment that supports a growing student population.

Relevant Associations:

Standard Associations

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

O/O 12: Manage financial, physical and technological resources efficiently, effectively and responsibly.

Manage financial, physical and technological resources efficiently, effectively and responsibly.

Relevant Associations:

Standard Associations

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

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

Create and Implement a Division Strategic Plan to Align with Momentum 20/20

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

Analysis Questions and Analysis Answers

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

The Division of Student Engagement and Success has implemented and measured a strong strategic plan in alignment with the University Momentum 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 also follows a strategic plan that aligns with the division.

EmpowerU SLO Assessment: This year, the division assessed Communication and Critical Thinking student learning outcomes. Communication was measured through various initiatives. Students achieved exemplary ratings in resume writing and mock interviewing, and proficient scores in articulating healthy communication skills and effectively utilizing bystander intervention language. Improvement was needed in some professional communication measures but an action plan was developed to address the deficiency. Students also received exemplary ratings regarding their critical thinking skills as it related to job searches.

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 their strategic 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 and plans were created for further growth of the campus.

An initiative to assist students in identifying marketable skills attained through employment and co-curricular experiences was initiated this cycle. Each on campus job posting now includes a listing of marketable skills that can be attained through the position and a method for tracking skills attained through co-curricular programs is in development.
Based on the analysis of findings, what are the areas of concern within the program?

One of the greatest challenges with the Division's budgets is how to absorb the impact of waivers and exemptions on income. The Student Service fee exemption rate is 1.65%, the Student Center Complex fee is 15.7%, Recreational Sports fee is 14.3% and the University Health Center fee is 15.5%. The exemption and waiver rate increases each year. In FY 17, the total amount of projected exemptions across the Division is $1,278,265. This has a tremendous impact in the ability for programs to meet student needs.

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 find office space, once hired, creates additional concerns.

EmpowerU SLO Assessment: The division continues to find ways to incorporate the EmpowerU learning outcomes into programs. Most programs are able to support these outcomes but developing meaningful direct measures of achievement is a challenge in a co-curricular setting. This is not unique to this campus. Student Affairs professionals nation-wide are facing the same challenge. The nature of co-curricular experiences does not easily lend itself to direct measures that are meaningful or representative.

Some assessment results of Communication and Critical Thinking were below the target level of Proficient. Action plans have been created to address these areas. Also, departments are seeking more reliable and meaningful ways to measure the learning that takes place through student employment and volunteerism.

Annual Report Section Responses

Summary of Program Accomplishments for the Year

The Vice President for Student Engagement and Success (VPSEAS) oversees and provides leadership and direction for programming and services that support the University’s mission. The Division operates under a strategic plan that aligns with the University Momentum 20/20 plan. The plan consists of twelve objectives that align with the mission and Division goals:

- Provide a challenging, learning-centered environment that promotes student success (Learning).
- Enhance a supportive campus that celebrates engaged learning in an inclusive environment (Campus Climate).
- Build and sustain mutually beneficial relationships with stakeholders through community engagement (Community Engagement).
- Develop and manage resources to efficiently and effectively achieve the mission of the Division of Student Engagement & Success (Resources and Accountability).

The strategic plan also encompasses the TAMUS EmpowerU learning outcomes. Two of the six outcomes are measured annually by each area as part of the annual assessment cycle. This year the division focused on the assessment of Communication and Critical Thinking outcomes.

The Division is currently working to provide a means for students to more easily connect the experiences they gain through employment, leadership positions, training, programs and services to the primary marketable skills desired by employers. Career Services has instituted new required fields in the job posting program for employers to list the skills which can be obtained through each employment opportunity and a working group developed an inventory of current programs that provide training or experience in the skill areas. The goal is to create a means for tracking skill attainment so that students can more readily identify the skills they obtained through their various co-curricular experiences.

The Division continued the annual Leadership and Service Awards program. The awards recognize Islanders who have had a positive impact on campus through leadership, involvement and service. The Division awarded 27 $500 and $1000 scholarships with funding made available from the Student Scholarship Endowment. Scholarship recipients were selected from Who's Who Among Students in American Universities and Colleges award recipients. Leadership award winners, scholarship recipients, and 57 recipients of Who's Who Among Students in American Universities and Colleges were recognized at the event. Sixteen awards were presented to students, student organizations, faculty and staff. Funding from the Student Scholarship Endowment was also used to provide scholarships for students participating in internships and resident advisors.
Division staff members continue to be active in the community and in professional associations. The Division's Staff Development Committee facilitated university wide participation in the 2nd Annual #GivingTuesday program in December. More than 80% of Division staff participated in the event. Campus-wide, 146 staff and faculty logged over 329 volunteer hours at Metro Ministries, the Food Bank of Corpus Christi, The Women's Shelter, Rainbow House, Hick's Elementary, Late Night Breakfast, Paws on the Island, the Blood Bank of the Coastal Bend and other locations across the city.

The Division continues to grow to meet the needs of the students. New positions were approved for FY 2016 including Director of Student Activities, Career Services Internship Coordinator, Recreational Sports Dietitian, and Coordinator for Special Events. Also, two new 9-month Graduate Assistant positions were funded from Student Service Fees while the College of Graduate Studies funded three 12-month assistantships. This year, the University honored 12 staff members with service award pins including five with 5 Year Pins, three with 10 Year pins, three with 15 Year Pins, and one with a 20 Year Pin.

The Division is organized into three units that report to the Vice President. These units are Strategic Engagement Initiatives, Student Life, and Student Services. 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 (SPA) oversees the reporting of performance indicators for the Division’s strategic plan and assessment efforts. The Division reported findings for two of the six Empower U outcome domains (Ethical Decision Making & Social Responsibility and Diversity & Globalization) to the Board of Regents through the university report and measured the outcome domains of Communication and Critical Thinking for inclusion on the 2016 report.

- A Council for the Advancement of Standards in Higher Education (CAS) program review was conducted for Multicultural Student Programs which consists of the two Division functional areas of Intercultural Student Alliance (ICA) and the Inclusive Islander Network (Inclusion Programs). Action plans in response to the study were created and a proposal for a combined Office of Multiculturalism and Inclusion was submitted.

The office has taken the lead in identifying a method for the University to capture and track student participation in programs/services and attainment of marketable skills through programming. The committee plans to use a module in the student organization platform to develop and track the curriculum. Campus Labs has a module that can be used for tracking.

SPA assisted with numerous Division surveys including the Concealed Carry Survey, Smoke Free 2017 Opinion Survey, RTA Rider Satisfaction Survey, and Islander Leadership Class Leadership Philosophy Assessment. The office also facilitated the Division efforts for the SACS-COC Five Year Report.

**Engagement Initiatives (Prevention and Inclusion)**


The I-TEAM peer educators planned and/or helped facilitate 28 programs. Each member was trained as a BACCHUS Certified Peer Educator. The I-TEAM led the campus in a Smoke-Free 2017 initiative. In conjunction with Student Government Association they hosted two town hall meetings on the topic and administered a survey. Over 1,200 responses were collected from the campus community. Overall, 56% of the campus is in favor of going 100% smoke free and an additional 13% are in favor of the policy with small modifications. A modified proposal permitting smoking areas was submitted to President's Cabinet.
Alcohol and other drug prevention is coordinated in conjunction with the Islanders Alcohol and Drug Abuse Prevention Team (I-ADAPT). The program partnered with the statewide coalition Texans Standing Tall for the sixth year to conduct Screening and Brief Interventions as a prevention strategy on campus. This provided $7,000 in direct funding plus training for 48 faculty and staff and enabled screening and interventions with 381 students. Prevention Programs also received funding from the Substance Abuse and Mental Health Services Administration (SAMHSA) to conduct a town hall meeting on underage and high risk drinking. Speakers included Representative Todd Hunter, District Attorney Mark Skurka, CCISD Chief of Police Kirby Warnke, Tiffany Collie from Project HOPE and Claudia Ayala from the TAMU-CC Counseling Center and I-ADAPT.

The Inclusive Islander Network is a network of students, staff and faculty who pledge to create a welcoming environment for all Islanders. Inclusive Islander training workshops included “Valuing Inclusion,” “Creating Inclusion,” “Safe Zone,” “Men and Masculinity,” “The Modern Feminist,” and “Gender in General.” This year, 303 students, faculty and staff pledged to be an Inclusive Islander and several were trained in multiple aspects of inclusion by participation in up to six workshops each. A Lavender Graduation Ceremony was held in May to celebrate LGBT+ students who completed their degree.

Islander Housing

University Housing rebranded itself as Islander Housing. Camden Miramar, which features 1790 student spaces, opened at 104% occupancy. Momentum Village construction was completed and opened Fall 2015 at 100% occupancy with 482 apartment and townhome beds spaces. Both properties had extensive wait lists. Construction is underway for Phase II of Momentum Village including 560 additional bed spaces.

Collegiate Housing Foundation (CHF) and Camden Property Trust entered into a sale agreement in January 2016. University staff assisted with the collection of data, inspections, due diligence and bond sale preparation. On August 1, 2016, Camden Property Trust notified the University that a final sale price was not agreed upon and the sale would not move forward.

Resident Advisors at both properties hosted programs covering all areas of the identified student learning outcomes. The Islander Leadership Seminar continues to develop future leaders to serve as Resident Advisors and in other roles across campus. This year, 65 students successfully completed and graduated from the seminar. This is a completion rate of 78%.

The University partnership with the Regional Transportation Authority continues to flourish. The long-running #63 Wave Shuttle service was rerouted in Fall 2015 to maximize efficiency. The service expanded to weekends and summer school to serve Momentum Village residents.

Student Life

Dr. Lisa Perez leads the Student Life unit. This unit is composed of the University Center, Student Activities, and Recreational Sports departments. The Sr. Executive Director also advises the Student Government Association.

University Center (UC)

The University Center serves as the living room of the campus. Over 25,000 room reservations were created for a host of meetings and events for the campus community. The majority of bookings were from University related areas but the UC is also being used more and more by the community.

A thermal people counter system was installed at all first floor entrances. Between April and August, foot traffic totaled 310,660. Other building improvements included the addition of a laundry facility to clean building linens, sun shade installation in the Student Involvement Center, Bookstore and Suite 204 and the creation of dedicated lounge space for Student Veterans.
The department also served the campus through a variety of programs including Karaoke, Motivational Monday, MidDay Munchies, Constitution Day Celebration, Paint With Me, Door Decorating Contests, Study Center, Late Night Breakfasts and on-going programs in the Breakers Game Room and throughout the building. The UC Lost and Found service assisted 630 students in claiming lost items and raised $955 for the Student Employee Gift account.

**Student Activities**

The Department of Student Activities split into a separate unit with the hire of a Director of Student Activities this cycle. This split will enable both units to grow as the student population increases.

Community service programming continued to thrive and grow. Over 600 students participated in The Big Event and 185 students participated in Islander Clean events throughout the year.

In January 2016, 16 students participated in the Alternative Winter Break trip to McAllen, Texas, and 19 students traveled to Tuscan, Arizona on the Alternative Spring Break Trip in March.

Greek Life experienced its greatest growth to date with 228 new members recruited in Fall 2015. The Panhellenic Council increased 33% and the Multicultural Greek Council (MGC) increased 10%. Greek Life students participated in 1,600 service hours and raised over $23,000 for charity.

Registered Student Organizations (RSOs) have continued to thrive on campus and 10 new RSOs were formed this year. The National Society for Leadership and Success, also known as Sigma Alpha Pi has had an incredible year. The TAMU-CC chapter was named National Chapter of the Year out of 504 college campuses across the United States.

The Islander Cultural Alliance (ICA) hosted six Real Talk sessions in partnership with the Inclusive Islander Network as well as a highly successful MLK Awards Luncheon. Aloha Days had 287 campers. This is a 12.8% increase over the prior year.

The 2016 Homecoming celebration included a full calendar of 20 events. Highlights included the 33 unit parade, a Cultural Fashion show coordinated by ICA and MGC and Lighting of the I. Many guests from Island Day attended this event.

Islander Lights celebrated its 10th anniversary this year. Snow was brought in as a highlight of the celebration, and was very popular despite the rainy weather. Over $1000 was raised and 272 toys collected for Toys for Tots as a part of the event.

**Recreational Sports**

Recreational Sports programming continues to expand to meet university growth. Participation was high for fitness and wellness, aquatics, intramurals, sport clubs, and open recreation. 207,145 participants swiped in to use the Dugan Wellness Center this year. Aquatic facility use increased to 9,439 participants.

Beginning Fall 2015, the increased Recreational Sports Fee (cap of $175) was collected. Revenue from this fee increase was used to create new staff positions, increase student employee wages, and for construction of the support building on the Momentum Fields.

The Momentum fields opened Fall 2015 and the support building was constructed and opened in August. Students have enjoyed using the fields for open recreation and sport club practices. The Lacrosse Club hosted their first home match on the fields in March 2016. The weight room was updated during Spring Break and cardio equipment was modernized as well. Remodeling of the office suite and front desk areas was completed.
Faculty and staff continue to be served through the Employee Wellness Program and the Chancellor's Wellness Initiative Grant that is managed by Recreational sports. The Chancellor's Wellness Initiative provided an additional $14,000 for campus wellness programs.

The university continues to be involved with the Partnership for a Healthier America (PHA) higher education initiative which promotes wellness programming in activities and nutrition. Current feedback shows the university is on par or above many of the institutions that joined PHA in the pilot group.

The department continues to strive to provide programs and services to the community as a whole. Islander Rec Camp continues to have waitlists despite program expansion. 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. The Wellness Expo involved 60 vendors and approximately 400 participants.

Student Government Association (SGA)

SGA's membership grew to 29 members on the executive board, senate and judicial branches. A Freshman Council was developed as way to groom students to become more engaged and active in the association as well as consider future positions within SGA.

SGA transitioned general elections to OrgSync. This resulted in four times the amount of ballots cast over the previous year. During the Fall elections, the student body approved and ratified amendments to the constitution. Spring elections were held April 20-21, 2016 for President and Vice President. There was a 44.8% increase in the number of ballots cast from Fall 2015. Garrett Ransom and Andrea Gilson were elected as President and Vice President respectively.

SGA collected input from students through open forums to assist in making recommendations on the Concealed Campus Carry policy and the Smoke-Free 2017 Initiative. SGA approved a resolution urging the administration to develop, implement, and enforce formal policies and procedures for posting of mid-term grades. The senate voted to support Athletics in developing the UTRGV Rivalry Series. In addition, SGA successfully drafted and approved a bill to support an increase of 3.3% to the Athletics Fee.

During Homecoming Week, SGA again hosted Friday Fiesta and had a Penny Wars competition. This year $1,069 was raised for the Hector P. Garcia Book Scholarship. Six students were able to attend the Conference on Student Government Associations (COSGA) in College Station. They came back with many ideas and are ready to implement plans.

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) is dedicated to supporting students who need assistance in resolving complex personal and academic matters. FY 2016, 302 students asked for assistance compared to 78 the previous year. The circumstances ranged from personal illness and car accidents to family emergencies. A Student Assistance Coordinator position to assist in this work was approved for FY17.

This year, the AVP/DOS served as chair of the Veterans Affairs Committee. The committee forwarded a list of recommendations to Provost Quintanilla.
The AVP/DOS facilitates several Division initiatives. The Division hosts monthly staff development meetings for all full time staff and graduate assistants. The AVP/DOS chairs the planning committee. A State of the Division address by Dr. Albrecht; Understanding Mental Health; I-CARE; Active Shooter Training; Values Inclusion; and Interacting with Student Veterans were some of the topics offered. Participation was 98% overall.

The Student Fee Advisory Committee reviews budgets associated with the Student Service Fee, the Recreational Sports Fee, the University Health Center Fee and the Student Center Complex Fee. The committee reviewed 49 accounts and made recommendations on $12,151,532 for FY 17. As part of the System initiative to review positions and pay plans, the AVP/DOS and Human Resources conducted a review of each position by title and pay grade. The proposed new plan streamlined positions and aligns with 26 different titles across the proposed pay grades.

The office worked with the Student Government Association to honor five students who passed away during the year at the annual Islander Tribute ceremony. This year a permanent marker was placed in Lee Plaza to identify the memorial area. Sixty-two students were honored since 2002.

A Girls Night Out event was sponsored by the Laura Bush Institute for Women's Health. The keynote address was given by Ms. Beth Holloway mother of Natalie Holloway who disappeared on a school sponsored trip to Aruba. Over 500 women attended. Plans are underway to also hold an event for male students in Fall of 2016.

**Judicial Affairs**

- There was a 32% increase in Academic Misconduct cases, a 52% increase in Behavioral Conduct cases and a 30% increase in Title IX cases. The majority of the behavioral cases involved alcohol and drugs with an 83% increase in the number of alcohol charges and a 4% increase in drug charges. There have been more cases involving technology; both academic and behavioral and there was an increase in crossover of Student Conduct and I-CARE cases. Also, parental involvement in the Student Conduct process increased.

Outreach activities to expand awareness included: the National No More campaign initiative, participation in Domestic Violence Prevention and Awareness Month, Walk a Mile in Her Shoes, the International Men's March to Stop Rape, and Sexual Assault & Gender Violence. The office also collaborated with ICA to co-sponsor the Real Talk: Sexual Violence Knows No Gender, featuring a discussion on bystander intervention.

I-CARE experienced a 70% increase in cases. There were 163 referrals compared to 87 the previous year. The number of serious cases also increased. The most common I-CARE referrals include: depression, anxiety, relationship difficulties, severe and persistent mental illness (i.e. Schizophrenia, Major Depression, and Bipolar Disorder), feeling homesick, difficulty adjusting to college life, self-harm, suicidal ideation, psychiatric hospitalizations, medical concerns, safety concerns, suicide attempts, homelessness, and death or tragedy related to a friend or family member.

**Career Services**

- Career Fairs were re-formatted to discipline specific fairs. The employers and attendees provided feedback that the new format was more appealing and productive. The number of employers and students attending the fairs was down slightly but was relatively strong overall.

In January 2016, the Chancellor provided $5,000 to Career Services to create a “Lending Library.” The staff used the funds to acquire a variety of interview appropriate attire to loan to students. As a result of the publicity surrounding the grant, Career Services received a number of gently used outfits from local business men & women.

An Internship Coordinator position was added FY 16. The new coordinator formalized the internship program in Career Services by making internship reporting more seamless and effortless for the colleges. Career Services awarded the Student Endowment Internship Scholarships for the first time. A total of 30 students received the scholarship.
The Assistant Director for Employer Relations continues to secure new companies to recruit on campus. Some of the new companies to post positions include: The Port of Corpus Christi, Chenier Energy, Voss Engineering, Baker Hughes, Technip, ARMD/EC, and AECCOM. In addition to these engineering related firms, additional new companies recruiting on campus include: The Alcohol, Tobacco & Firearms Agency (ATF), US Environmental Protection Agency, Whataburger, Walgreens Manager In Training program, BHC Bank, National Electrical Contractors, and M&G Chemicals.

Career Services conducted 116 workshop presentations to various groups.

**Disability Services**

Disability Services served over 500 students in FY 16. In Fall 2015, there was an increase of 13% in the number of students registered with the office. The most prevalent diagnoses are: Learning Disabilities, ADHD/ADD, Mental Health and Hearing Impaired. There was approximately an 8% increase in both Learning Disability and ADHD/ADD from FY13. A significant number of students served by the office have more than one diagnosis.

Last year, $103,400 was spent on Interpreter Services. The Corpus Christi Council for the Deaf & Hard of Hearing has had difficulty in finding interpreters for some of the higher level science and math classes. As a result, the office entered into an agreement with an independent contractor. Exam Services proctored over 2200 exams for more than 240 students.

The staff in Disability Services continue to work closely with faculty in understanding the wide range of disabilities and how to properly accommodate them in the classroom.

**University Counseling Center (UCC)**

There was a 31% increase in the number of counseling appointments over the prior year and an 11% increase in the number of psychiatric appointments. There were 8,343 counseling appointments and 888 psychiatric appointments. Despite an increase in service hours, there continued to be a waiting list of approximately 6 weeks for an initial appointment with the psychiatrist. Urgent consultations were worked into the schedule within 1-2 weeks.

The most common reasons for seeking counseling services were: Anxiety, Depression, Adjustment Disorders, and AD/HD. This year, 6 students were referred for evaluation for voluntary inpatient hospitalization. Ten students were hospitalized.

There was an increase in the number of students that are at the highest level of concern for UCC staff. The Collaborative Assessment and Management of Suicidality (CAMS) model was adopted by the UCC for use with all clients displaying moderate to severe levels of suicidality. This year, the UCC staff followed 56 students using the CAMS model, a 30% increase over last year.

Legislative mandates directly impacted the UCC. SB1624 (effective Fall 2016) requires entering full-time or transferring university undergraduate, graduate, or professional students to receive information regarding mental health and suicide prevention services offered by the institution and information on early warning signs and appropriate interventions. This must be a live or interactive presentation. The UCC worked with New Student Programs to ensure compliance.

The UCC filled a psychologist position that had been vacant for a year. The individual hired has 10 years of military experience and was a tremendous addition to the staff. As a result of her efforts, more student veterans now seek services at the UCC. Unfortunately, this psychologist is an active reservist and was deployed in May 2016 for a period of one year. The UCC worked with local community resources to identify a temporary person to assist while the full time person is deployed.

The UCC reached over 1,100 students through 173 outreach programs. Programs include: Paws on the Island, the Clothesline Project, the Happiness Challenge, and Suicide Prevention Programming (QPR and Dora).
University Health Center (UHC)

The UHC experienced a 17% increase in the number of medical appointments over last year. The most common reasons for seeking medical services were: Health and Wellness Promotion, Gynecology, Ear, Nose and Throat, and Dermatology. There were 8,753 medical appointments. The complexity and intensity of the medical issues has also increased over the last few years. This year, 20% of provider visits addressed moderate to high severity of presenting issues and required a moderate to high complexity of treatment.

Over 2,800 calls to the Nurse Call line created estimated cost avoidance for students of over $5,000. The UHC made 185 referrals for more extensive evaluation or treatment. The addition of a Family Nurse Practitioner enabled the UHC to bring a new triage system on board.

The Texas Board of Nursing rules for Advanced Practice Registered Nurses (APRNs) now dictate that APRNs cannot prescribe Schedule II drugs within the campus Health Center facility.

The UHC reached over 2,500 students through 32 events including: Get Yourself Tested (CDC sponsored event; free STD testing & education); World Health Day; World AIDS Day; Sex in the Dark and participation in the Wellness Expo.

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, 2015 & 16
  Parkway Presbyterian Church – Endowment Committee; Properties Committee
  #Giving Tuesday SEAS Participant

- Service to the Profession:
  Texas Council of Chief Student Affairs Officers (TCCSA, formerly COSSVP), Historian

- Service to the University:
  Concealed Campus Carry Rule Development Task Force, Chair
  President's Cabinet
  Student Engagement and Success Council, Chair
  Inclusive Excellence Committee, Co-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, Co-Advisor
  President's Ambassadors, Advisor
  Student Government Association, Advisor
  Space Management Committee
  Institutional Effectiveness Council
  Strategic Planning Council
  Intercolligate Athletics Council
  Honors Council
  Housing Management Committees (Miramar and Momentum Village)
  Momentum Village Housing Development Team
Miramar Acquisition Team

Service to the A&M System
A&M System IT Governance, Administrative Computing Council member
A&M System Chief Student Affairs Council member

Ms. Ann DeGaish, Associate Vice President and Dean of Students contributed to the community and the university as follows:

Service to the Community
Special Olympics Volunteer
Incarnate Word parent volunteer
#Giving Tuesday Program Coordinator

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

Dr. 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

- Service to the Profession
  TACUSPA Fall 2015 Conference Co-Chair
  Co-Presented at ACUI Conference (March 2016)
  Presenter TWHE Conference (April 2016)

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

Dr. Amanda Drum, Executive Director of Strategic Engagement Initiatives contributed to the community, the profession and the university as follows:

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

Service to the Profession:
TACUSPA Foundation Committee
TACUSPA Finance Advisory Board
TACUSPA Historian
TACUSPA 90th Anniversary Chair
NASPA Annual Conference Program Reviewer
NASPA Assessment Conference Program Reviewer
NASPA Alcohol and Mental Health Conference Program Reviewer

Service to the University:
SEAS Strategic Planning and Assessment Committee, Chair
Housing Management Committees (Miramar and Momentum Village)
Momentum Village Phase II Housing Development Team
Islanders Alcohol and Drug Abuse Prevention Team (I-ADAPT)
Incident Command Team, Unit Leader
Student Engagement and Success Council
Strategic Planning and Continuous Improvement Council
SACS-COC 5 Year Report Writing Team for 4.5 and 2.10
University Assessment Council
Committee on Committees
Employee Development Day, Presenter
SEAS Programs and Services Marketable Skills Working Group, Chair
Miramar Acquisition Team

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 University:
Islander Lights Committee
Homecoming Committee
Convocation Committee
Waves of Welcome Committee
SEAS Staff Development Committee
Student Engagement and Success Council

Ms. Johanna Bratton, Business Manager contributed to the community and the university as follows:

Service to the Community:
#Giving Tuesday SEAS Participant
Corpus Christi Aggie Mom's Club Board Member
Ms. Meredith Coplen, Senior Executive Assistant contributed to the community and the university as follows:

Service to the University:
- Staff Council-President
- Staff Council Executive Committee
- Dorothy Yeater Scholarship Committee, Chair
- Employee Excellence Committee
- Calendar Committee
- Student Engagement and Success Council

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, etc.).
- The recruitment of qualified staff willing to work for the salary budgeted.
- Fair Labor Standards Act (FLSA) considerations.
- Meeting the needs of an increasing distance learning student population.
- Increased demand for accommodation services.
- The escalation in the severity of clients seeking services at the University Counseling Center.
- Increased acceptance of marijuana use among college students – particularly as various states legalize use.
- Condition of the swimming pool is not sufficient for longevity.
- Maintaining compliance with Title IX mandates.
- Faculty reluctance to address disruptive behaviors in the classroom.
- Rising cost of utilities and services provided by SSC.
- Anticipated 4% budget reduction for FY 2018 will impact budget process in 2017.
- Reduction in profit share from Camden Miramar due to needed capital improvements.

Continuous Improvement Initiatives Planned for the Next Cycle (Closing the Loop)
The Division of Student Engagement and Success plans the following actions:

- Continue to implement and measure the Division strategic plan.
- Review the five year plan for staffing to achieve the objectives of the 20/20 Strategic Plan and develop a strategic recruitment plan for difficult to fill positions.
- Hire staff to fill new and vacant positions.
- Develop plans for long-term facility needs.
- Develop a tracking system to assist students in better identifying marketable/career readiness skills gained through co-curricular experiences so that they can better communicate these skills to potential employers.
- Increased focus on student employees and the skills they acquire through training and work experiences.
- Develop key relationships with employers and faculty to assist students in finding employment upon graduation.
- Implementing external CAS program reviews.
- Continue to carefully plan and evaluate all programs and areas of large expenditure for efficiency and effectiveness.

Assessment Timeline (optional)
Strategic Engagement Initiatives utilizes the assessment timeline adopted by Student Engagement and Success to ensure all University report deadlines are met.