

## Entities without data

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- AVP Student Services Annual Report
- Executive Director of Strategic Engagement Initiatives Annual Report
- Senior Executive Director of Student Life Annual Report

# Texas A&M University-Corpus Christi

## Detailed Assessment Report

### 2013-2014 Associate Dean of Students (formerly Judicial Affairs)

*As of: 4/30/2014 03:01 PM CST*

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

## Mission / Purpose

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

## Goals

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

Facilitate an educational experience for the campus community.

### G 2: Provide a Fair System to Adjudicate Conduct

Provide a fair system to manage and adjudicate conduct violations.

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

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### SLO 3: Student conduct board will properly adjudicate cases

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

#### Relevant Associations:

##### Standard Associations

##### *CAS- Council for the Advancement of Standards in Higher Education*

- 2.1 knowledge acquisition, integration, construction, and application
- 2.2 cognitive complexity
- 2.4 interpersonal competence

##### *Southern Association of Colleges and Schools*

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

##### Strategic Plan Associations

##### Texas A&M-Corpus Christi

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

#### Related Measures

### M 5: Student Conduct Board Training Pre/Post Test

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

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

#### Target:

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

#### Finding (2011-2012) - Target: Partially Met

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

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

#### Connected Documents

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

### M 7: Mock Hearing Rubric

Utilize a rubric to score the performance of the trained Student Conduct Board members.

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

**Target:**

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

**Finding (2011-2012) - Target: Met**

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

**Connected Documents**

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

**M 8: Post Hearing Student Survey**

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

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

**Target:**

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

**Finding (2011-2012) - Target: Met**

The average survey score was a 3.28 out of 4.

**Connected Document**

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

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

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

**SCB Training**

*Established in Cycle:* 2012-2013

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

**SLO 4: Students will increase their knowledge about alcohol and other drugs**

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

**Relevant Associations:****Standard Associations****CAS- Council for the Advancement of Standards in Higher Education**

2.1 knowledge acquisition, integration, construction, and application

**Southern Association of Colleges and Schools**

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

3.3.1.3 Educational Support Services

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.3 Promote lifelong learning and global citizenship.

**Related Measures****M 3: Judicial Alcohol Sanction Course**

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

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

**Target:**

85% of students who score below a 75% on the online pre-test will achieve an increase in score of at least 15% on the post-test.

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

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

**Alcohol Education Course**

*Established in Cycle:* 2012-2013

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

**M 4: Judicial Marijuana Sanction Course**

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

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

**Target:**

70% of students who score below a 75% on the online pre-test will achieve an increase in score of at least 15% on the post-test.

**M 9: Reflection Paper Rubric**

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

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

**Target:**

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

**Finding (2011-2012) - Target: Met**

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

**Connected Documents**

[Reflection Research Paper Rubric](#)

**SLO 5: Students will increase their knowledge in assisting in bystander intervention.**

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

**Related Measures**

**M 10: Pre/Post Step UP! Training Test**

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

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

**Target:**

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

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

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

**Step UP! Training**

*Established in Cycle:* 2012-2013

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

**M 11: Step UP! Training - 6-Month Follow Survey**

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

Source of Evidence: Administrative measure - other

**Target:**

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

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

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**O/O 1: Ensure fairness and due process.**

Ensure fairness and due process for adjudicating hearings

**Relevant Associations:**

**Standard Associations**

**CAS- Council for the Advancement of Standards in Higher Education**

1 Mission

**Southern Association of Colleges and Schools**

3.9.1 Student Rights

**Strategic Plan Associations**

**Texas A&M-Corpus Christi**

1.3 Promote lifelong learning and global citizenship.

1.4 Provide a supportive and safe campus environment

**Related Measures**

**M 1: Noel Levitz Survey Results - Fairness**

Noel Levitz Survey Results - Disciplinary Process Fairness

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

**Target:**

Disciplinary Process Fairness >= national score.

**Finding (2011-2012) - Target: Met**

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

**Connected Document**

[Noel Levitz Student Satisfaction Inventory 2012](#)

**M 2: Graduating Student Survey - Fairness**

Graduating Student Survey - Fairness of the judicial process.

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

**Target:**

Fairness of Judicial Process >= 87%.

**Finding (2011-2012) - Target: Met**

91.2% believed the judicial process was fair.

**Connected Document**

[2012 Graduating Student Survey](#)

**O/O 2: Train faculty and staff to manage disruptive students**

Train faculty and staff to manage disruptive students.

**Relevant Associations:**

**Standard Associations**

**CAS- Council for the Advancement of Standards in Higher Education**

1 Mission

**Southern Association of Colleges and Schools**

2.10 Student Support Services The institution provides student support programs, services, and activities

consistent with its mission that promote student learning and enhance the development of its students.

#### **Strategic Plan Associations**

Texas A&M-Corpus Christi

1.4 Provide a supportive and safe campus environment

#### **Related Measures**

##### **M 6: Post Training Faculty and Staff Assessment**

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

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

##### **Target:**

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

##### **Finding (2011-2012) - Target: Not Met**

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

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

##### **Faculty/Staff Workshop Assessment**

*Established in Cycle:* 2012-2013

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

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

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

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

#### **Relevant Associations:**

##### **Standard Associations**

##### **CAS- Council for the Advancement of Standards in Higher Education**

2.1 knowledge acquisition, integration, construction, and application

##### **Southern Association of Colleges and Schools**

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

#### **Strategic Plan Associations**

Texas A&M-Corpus Christi

1.4 Provide a supportive and safe campus environment

#### **Related Measures**

##### **M 12: I-CARE presentation attendees**

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

Source of Evidence: Activity volume

##### **Target:**

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

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

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#### **Student Handbook Survey**

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

**Established in Cycle:** 2009-2010

**Implementation Status:** In-Progress

**Priority:** Medium

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

**Projected Completion Date:** 01/2014

**Responsible Person/Group:** Associate Dean of Students

**Additional Resources:** Online survey instrument

**Budget Amount Requested:** \$500.00 (recurring)

#### **Alcohol Education Course**

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

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

**Responsible Person/Group:** Associate Dean of Students

#### **Faculty/Staff Workshop Assessment**

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

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

manage disruptive students

**Implementation Description:** Assessment will be a post test survey asking instructors to identify methods of responding to disruptive students.

**Projected Completion Date:** 05/2014

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

#### **SCB Training**

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

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

**Projected Completion Date:** 10/2013

**Responsible Person/Group:** Student Conduct Officer

#### **Step UP! Training**

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

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

**Projected Completion Date:** 10/2013

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

## **Detailed Assessment Report**

### **2013-2014 Career Services**

*As of: 4/30/2014 03:01 PM CST*

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

#### **Mission / Purpose**

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

#### **Goals**

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##### **G 1: Students learning to compete for jobs**

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

##### **G 2: Students recognize and achieve career goals**

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

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

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##### **SLO 1: Resume Construction**

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

##### **Relevant Associations:**

###### **Standard Associations**

###### **CAS- Council for the Advancement of Standards in Higher Education**

2.1 knowledge acquisition, integration, construction, and application

2.6 practical competence

###### **Southern Association of Colleges and Schools**

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

3.3.1.3 Educational Support Services

###### **Strategic Plan Associations**

###### **Texas A&M-Corpus Christi**

1.3 Promote lifelong learning and global citizenship.

##### **Related Measures**

###### **M 1: Resume Pre/Post Test**

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

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

###### **Connected Documents**

**Target:**

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

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

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

**M 2: Resume Rubric**

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

The rubric consists of "Format", "Mechanics", "Information", and "Visual Appeal". The students are measured on a scale from Level 4 - Excellent to Level 1 -Needs Significant Improvement.

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

**Connected Documents**

[Resume Rubric](#)

[Resume Rubric 2013](#)

**Target:**

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

**Finding (2011-2012) - Target: Met**

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

**Connected Document**

**SLO 2: Ability to use Resources**

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

**Relevant Associations:**

**Standard Associations**

**CAS- Council for the Advancement of Standards in Higher Education**

2.1 knowledge acquisition, integration, construction, and application

2.2 cognitive complexity

**Southern Association of Colleges and Schools**

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

3.3.1.3 Educational Support Services

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.3 Promote lifelong learning and global citizenship.

**Related Measures**

**M 3: Job Seeking Pre/Post Test**

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

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

**Connected Documents**

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

[Learning outcomes Presentation Questions](#)

**Target:**

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

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

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

**M 4: Counseling Appointment survey question**

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

Source of Evidence: Academic indirect indicator of learning - other

**Connected Document**

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

**Target:**

90% or greater of students surveyed will acknowledge that they were able to use 5 or more resources to seek employment after meeting with a career services professional staff member.

**Finding (2011-2012) - Target: Met**

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

**Connected Document**

**SLO 3: Articulation of Qualifications during an Interview**

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

**Relevant Associations:**

## Standard Associations

### **CAS- Council for the Advancement of Standards in Higher Education**

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

### **Southern Association of Colleges and Schools**

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

## Strategic Plan Associations

### Texas A&M-Corpus Christi

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

## Related Measures

### **M 5: Interviewing Pre/Post test**

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

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

### Connected Documents

[learning outcome presentation questions for resume workshops and services workshops](#)  
[Learning outcomes Presentation Questions](#)

### Target:

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

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

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

### **M 6: Mock Interview Rubric**

A mock interview rubric will be used with students who received instruction from a staff professional prior to their actual mock interview. A total of 60 participants per year will be assessed. This assessment will take place in even years.

Students will be assessed in the following areas: "Impressions", "Preparation", "Confidence", "Responses", "Skill Set" and "Closing". The students will be evaluated on a scale of 4-Excellent to 1-Needs Significant Improvement.

Source of Evidence: Presentation, either individual or group

### Connected Documents

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

### Target:

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

### Finding (2011-2012) - Target: **Met**

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

### Connected Document

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

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### **O/O 4: Job search skills education**

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

### Relevant Associations:

#### Standard Associations

### **CAS- Council for the Advancement of Standards in Higher Education**

- 1 Mission

### **Southern Association of Colleges and Schools**

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

#### Strategic Plan Associations

### Texas A&M-Corpus Christi

- 1.3 Promote lifelong learning and global citizenship.

## Related Measures

### **M 7: Business Etiquette Dinner**

Participation of students at business etiquette dinner.

Source of Evidence: Evaluations

### Target:

Attendance  $\geq$  112

### Finding (2011-2012) - Target: **Met**

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

## Connected Document

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

#### **Improve marketing strategies for Business Etiquette Dinner**

*Established in Cycle:* 2012-2013

Improve marketing strategies for Business Etiquette Dinner

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

### **M 8: Classroom presentation participation**

Participation of colleges in utilizing classroom presentations

Source of Evidence: Activity volume

## Connected Document

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

### **Target:**

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

### **Finding (2011-2012) - Target: Met**

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

## Connected Document

### **O/O 5: Career Decision Making**

Provide services for making career decisions.

### Relevant Associations:

#### **Standard Associations**

##### **CAS- Council for the Advancement of Standards in Higher Education**

1 Mission

##### **Southern Association of Colleges and Schools**

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

3.3.1.3 Educational Support Services

#### **Strategic Plan Associations**

##### **Texas A&M-Corpus Christi**

1.3 Promote lifelong learning and global citizenship.

### Related Measures

### **M 9: Noel-Levitz-Career Decision**

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

Source of Evidence: Benchmarking

### **Target:**

Score  $\geq$  National Average

### **Finding (2011-2012) - Target: Not Met**

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

## Connected Document

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

#### **Improve Perception of campus support services**

*Established in Cycle:* 2011-2012

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

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

### **O/O 6: Employment Opportunities**

Provide employment opportunities

### Relevant Associations:

#### **Standard Associations**

##### **CAS- Council for the Advancement of Standards in Higher Education**

1 Mission

##### **Southern Association of Colleges and Schools**

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

#### **Strategic Plan Associations**

##### **Texas A&M-Corpus Christi**

1.3 Promote lifelong learning and global citizenship.

### Related Measures

### **M 10: Job Fair Participation**

Job Fair Participation rates of employers

Source of Evidence: Activity volume

### **Target:**

Job Fair Participants  $\geq$  300 students



**Finding (2011-2012) - Target: Met**

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

**Connected Document**

**M 11: Recruitment Opportunities**

Recruitment Opportunities provided to our students through Career Services database.

Source of Evidence: Activity volume

**Target:**

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

**Finding (2011-2012) - Target: Met**

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

**Connected Document**

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

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**Hire an Employee Relations Manager**

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

**Established in Cycle:** 2006-2007

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** Fall 2008

**Projected Completion Date:** 08/2014

**Responsible Person/Group:** Jo Anna Franke

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

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

**Full-Time Employment Opportunities offered**

Search for new full time job opportunities in declining economy

**Established in Cycle:** 2008-2009

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** August, 2011

**Projected Completion Date:** 09/2012

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

**Additional Resources:** none

**Budget Amount Requested:** \$0.00 (no request)

**On-Campus Part-time opportunities**

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

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

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

**Established in Cycle:** 2009-2010

**Implementation Status:** In-Progress

**Priority:** Medium

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

**Projected Completion Date:** 08/2013

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

**Additional Resources:** None

**Budget Amount Requested:** \$0.00 (no request)

**Part-time On-campus participation**

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

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

**Established in Cycle:** 2009-2010

**Implementation Status:** In-Progress

**Priority:** Medium

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

**Projected Completion Date:** 08/2014

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

**Additional Resources:** none

**Budget Amount Requested:** \$0.00 (no request)

**Increase off-campus employment participation**

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

**Established in Cycle:** 2010-2011

**Implementation Status:** In-Progress

**Priority:** High

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

**Projected Completion Date:** 08/2013

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

**Additional Resources:** for incentives to hear from students

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

**Improve Perception of campus support services**

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

**Established in Cycle:** 2011-2012

**Implementation Status:** In-Progress

**Priority:** Low

**Relationships (Measure | Outcome/Objective):**

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

**Implementation Description:** Maintain or be better than the national average

**Projected Completion Date:** 09/2014

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

**Additional Resources:** no additional funding is needed.

**Improve marketing strategies for Business Etiquette Dinner**

Improve marketing strategies for Business Etiquette Dinner

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** Low

**Relationships (Measure | Outcome/Objective):**

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

**Projected Completion Date:** 10/2013

**Responsible Person/Group:** Associate Director

**Internship Tracking**

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

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

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Projected Completion Date:** 08/2014

**Detailed Assessment Report**

**2013-2014 Disability Services**

*As of: 4/30/2014 03:01 PM CST*

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

**Mission / Purpose**

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

**Goals**

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**G 1: Services and programs for student learning**

Provide excellent services and programs for student learning and development.

**G 2: Provide excellent academic accommodations**

Provide excellent academic accommodations for students to have equal opportunity to achieve.

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

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**SLO 1: Communicate a plan to self-advocate.**

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

#### Relevant Associations:

##### **Standard Associations**

###### **CAS- Council for the Advancement of Standards in Higher Education**

- 2.1 knowledge acquisition, integration, construction, and application
- 2.4 interpersonal competence
- 2.6 practical competence

###### **Southern Association of Colleges and Schools**

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

##### **Strategic Plan Associations**

###### **Texas A&M-Corpus Christi**

- 1.3 Promote lifelong learning and global citizenship.

#### Related Measures

##### **M 2: DS Survey - Advocate for my needs**

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

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

###### **Target:**

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

≥ 90% Moderately Agree or Strongly Agree

###### **Finding (2011-2012) - Target: Not Met**

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

###### **Connected Document**

##### **M 3: DS Self-advocacy Rubric**

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

Source of Evidence: Academic direct measure of learning - other

###### **Target:**

≥ 90% will score a level of "Intermediate to Accomplished" with at least 50% scoring at the "Accomplished" level.

##### **M 4: Confidence in Ability to Self-Advocate**

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

Source of Evidence: Academic indirect indicator of learning - other

###### **Target:**

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

- Confidence scale: 1 - 4,  
1 = No Confidence  
2 = Somewhat Confident  
3 = Confident  
4 = Very Confident.

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

This measure is only conducted in odd cycles.

#### **SLO 2: Independently access and utilize Assistive Technology**

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

#### Relevant Associations:

##### **Standard Associations**

###### **CAS- Council for the Advancement of Standards in Higher Education**

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

###### **Southern Association of Colleges and Schools**

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

##### **Strategic Plan Associations**

###### **Texas A&M-Corpus Christi**

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

#### Related Measures

##### **M 5: DS Survey-Utilization of Assistive Technology**

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

devices)".

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

**Target:**

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

**Finding (2011-2012) - Target: Not Met**

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

**Connected Document**

**M 6: Text-to-Speech Software Training Rubric**

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

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

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

**Target:**

Text-to-speech software: after training ≥ 85% of students will be able to access and utilize text-to-speech software independently.  
≥ 85% are Accomplished to Exemplary. Rating Scale: Beginning, Developing, Average, Accomplished, Exemplary.

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

This measure is only conducted in odd cycles.

**SLO 3: Students will identify barriers associated with disabilities**

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

**Relevant Associations:**

**Standard Associations**

**CAS- Council for the Advancement of Standards in Higher Education**

- 2.1 knowledge acquisition, integration, construction, and application
- 2.4 interpersonal competence

**Southern Association of Colleges and Schools**

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

**Strategic Plan Associations**

**Texas A&M-Corpus Christi**

- 1.1 Provide excellent academic programs & instruction.
- 1.3 Promote lifelong learning and global citizenship.
- 1.6 Commitment to student diversity and quality.

**Related Measures**

**M 7: Disability Awareness Event Quiz**

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

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

**Target:**

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

**Finding (2011-2012) - Target: Not Met**

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

**Connected Document**

**M 10: Universal Design Presentation Quiz**

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

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

**Target:**

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

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

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**O/O 4: Provide quality services and accommodations**

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

### Relevant Associations:

#### Standard Associations

##### **CAS- Council for the Advancement of Standards in Higher Education**

1 Mission

##### **Southern Association of Colleges and Schools**

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

#### Strategic Plan Associations

##### Texas A&M-Corpus Christi

1.4 Provide a supportive and safe campus environment

### Related Measures

#### **M 8: DS Survey-Overall Satisfaction Level of Services and Accommodations.**

Disability Services Survey Question: "Please rate your overall level of satisfaction with Disability Services".

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

#### **Target:**

Disability Services Survey:  $\geq 90\%$  of students rate their level of satisfaction with DS as good to excellent.

#### **Finding (2011-2012) - Target: Met**

DS Survey - Overall Level of Satisfaction = 94.9% rating Excellent or Good

#### **Connected Document**

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

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

### Relevant Associations:

#### Standard Associations

##### **CAS- Council for the Advancement of Standards in Higher Education**

1 Mission

##### **Southern Association of Colleges and Schools**

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

#### Strategic Plan Associations

##### Texas A&M-Corpus Christi

1.3 Promote lifelong learning and global citizenship.

1.4 Provide a supportive and safe campus environment

### Related Measures

#### **M 9: DS Survey Question - on the difference DS makes**

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

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

#### **Target:**

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

#### **Finding (2011-2012) - Target: Met**

DS made a positive difference in student success = 94.7% responding "yes"

#### **Connected Document**

#### **O/O 6: Enhance understanding and support.**

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

### Relevant Associations:

#### Standard Associations

##### **CAS- Council for the Advancement of Standards in Higher Education**

1 Mission

6 Legal Responsibilities

7 Equity and Access

8 Diversity

##### **Southern Association of Colleges and Schools**

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

3.9.1 Student Rights

#### Strategic Plan Associations

##### Texas A&M-Corpus Christi

1.4 Provide a supportive and safe campus environment

1.6 Commitment to student diversity and quality.

### Related Measures

#### **M 1: Educational programs regarding disabilities.**

Number of programs presented.

Source of Evidence: Activity volume

#### **Target:**

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

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### Information Technology Security

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

**Established in Cycle:** 2008-2009

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** August 2010

**Projected Completion Date:** 07/2010

**Responsible Person/Group:** Director, Disability Services

**Additional Resources:** Information Technology Manager to assist in evaluating our needs and new software systems. A maintenance agreement cost of approximately \$3,000 annually will be incurred with a new system.

**Budget Amount Requested:** \$0.00 (no request)

### Universal Design Faculty Learning Community

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

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

**Established in Cycle:** 2009-2010

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** Fall 2012

**Projected Completion Date:** 08/2012

**Responsible Person/Group:** Rachel A. Cox

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

**Budget Amount Requested:** \$500.00 (recurring)

### Volunteer Note-Taker Services

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

**Established in Cycle:** 2009-2010

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** Fall 2013

**Projected Completion Date:** 08/2011

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

**Additional Resources:** \$500.00

**Budget Amount Requested:** \$500.00 (recurring)

### Implement facilitation and measurement of Student Learning Outcomes

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

**Established in Cycle:** 2010-2011

**Implementation Status:** In-Progress

**Priority:** High

**Projected Completion Date:** 01/2012

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

### Educate Campus Community on Rights and Responsibilities

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** Medium

**Implementation Description:** This would be an ongoing process.

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

### Enhance and improve Text to Speech software training.

Enhance and improve Text to Speech software training.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** Medium

**Projected Completion Date:** 05/2014

**Responsible Person/Group:** Assistive Technology Specialist.

### Mission Statement

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

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

### Review and Revise Service Animal Policy

Review and Revise Service Animal Policy

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** Medium

**Responsible Person/Group:** Rachel A. Cox

**Student Learning and Development Domains**

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

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

**Detailed Assessment Report  
2013-2014 Recreational Sports**

*As of: 4/30/2014 03:01 PM CST*

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

**Mission / Purpose**

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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**

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**G 1: Promote individual wellness.**

Provide facilities, equipment, and opportunities for the campus community to promote individual wellness.

**G 2: Learning and development.**

Provide experiential opportunities for student learning and development.

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

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**SLO 4: Develop fitness and wellness behaviors.**

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

**Relevant Associations:**

**Standard Associations**

**CAS- Council for the Advancement of Standards in Higher Education**

2.1 knowledge acquisition, integration, construction, and application

2.3 intrapersonal development

**Southern Association of Colleges and Schools**

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

**Strategic Plan Associations**

**Texas A&M-Corpus Christi**

1.3 Promote lifelong learning and global citizenship.

**Related Measures**

**M 8: Nursing grant pre & post fitness assessments**

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

Source of Evidence: Academic direct measure of learning - other

**Target:**

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

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

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

Source of Evidence: Academic direct measure of learning - other

**Target:**

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

**Finding (2011-2012) - Target: Met**

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

who lost weight.

#### Connected Document

##### **M 10: Nutrition wellness seminar participants post survey**

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

Source of Evidence: Evaluations

##### **Target:**

Attendees will score on average 80% correct on the post seminar questions.

##### **M 16: Student Voice - Fit and Healthy**

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

Source of Evidence: Benchmarking

##### **Target:**

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

#### **SLO 5: Demonstrate three job skills.**

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

##### Relevant Associations:

##### **Standard Associations**

###### **CAS- Council for the Advancement of Standards in Higher Education**

2.1 knowledge acquisition, integration, construction, and application

###### **Southern Association of Colleges and Schools**

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

##### **Strategic Plan Associations**

###### **Texas A&M-Corpus Christi**

1.3 Promote lifelong learning and global citizenship.

##### Related Measures

##### **M 7: Student Employee Experience Report**

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

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

##### **Target:**

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

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

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

##### **Student Employment Transferable Skills**

*Established in Cycle: 2013-2014*

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

##### **M 11: Officiating mechanics/skills**

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

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

##### **Target:**

Students attending the intramural on court or on field officials' training will demonstrate acceptable officiating mechanics and skills with an average score of 80% or above.

##### Finding (2011-2012) - Target: Partially Met

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

#### Connected Document

##### **M 12: TexFit workshop attendees skills acquisition**

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

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

##### **Target:**

Each attendee will acquire job specific knowledge that they can apply in their positions with Recreational Sports. Using the American Association of Colleges and Universities' Integrative Learning Value Rubric, students' documentation of their learning experience will be rated. The achievement goal is an overall rating of 3.0 "milestone" on a scale of zero to 4.0 for all attendees.



**Finding (2011-2012) - Target: Partially Met**

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

**Connected Documents**

[Integrative Learning Value Rubric](#)

**SLO 6: Leadership Skills**

Students will demonstrate effective leadership skills after one semester in a Recreational Sports leadership role.

**Relevant Associations:**

**Standard Associations**

**CAS- Council for the Advancement of Standards in Higher Education**

2.1 knowledge acquisition, integration, construction, and application

**Southern Association of Colleges and Schools**

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

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.3 Promote lifelong learning and global citizenship.

**Related Measures**

**M 7: Student Employee Experience Report**

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

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

**Target:**

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

**Finding (2011-2012) - Target: Met**

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

**Connected Document**

**M 13: Group Fitness instructor evaluations**

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

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

**Target:**

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

**M 17: Sport Club Officer survey of leadership**

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

Source of Evidence: Evaluations

**Target:**

Club members will, on average and in aggregate, rate the club leader(s) at a level of "competent" (3) using the leadership development rubric which has a scale of 1 to 5.

**SLO 7: Interpersonal skill development**

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

**Relevant Associations:**

**Standard Associations**

**CAS- Council for the Advancement of Standards in Higher Education**

2.4 interpersonal competence

**Southern Association of Colleges and Schools**

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

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.3 Promote lifelong learning and global citizenship.

1.8 Build & sustain mutually supportive relationships.

**Related Measures**

**M 14: Student Voice - Develop Friendships**

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

Source of Evidence: Benchmarking

**Target:**

Student responses to the develop friendships question will have a combined "definitely" and "somewhat" score of 70%.

**M 15: Interacting With Others - New Supervisors**

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

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

**Target:**

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

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

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

Provide programs for recreation and wellness.

Relevant Associations:

**Standard Associations**

**CAS- Council for the Advancement of Standards in Higher Education**

2.3 intrapersonal development

2.4 interpersonal competence

2.6 practical competence

**Southern Association of Colleges and Schools**

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

**Strategic Plan Associations**

**Texas A&M-Corpus Christi**

1.3 Promote lifelong learning and global citizenship.

Related Measures

**M 1: Noel-Levitz Intramural Activity**

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

Source of Evidence: Benchmarking

**Target:**

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

**Finding (2011-2012) - Target: Met**

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

**M 2: Graduating Student Survey - Programs**

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

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

**Target:**

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

**Finding (2011-2012) - Target: Met**

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

**Connected Document**

**M 3: Survey of Employee Engagement -Understanding Wellness**

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

Source of Evidence: Benchmarking

**Target:**

Equal to or above previous administration of survey.

**Finding (2011-2012) - Target: Partially Met**

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

**Connected Document**

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

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

**Target Marketing of Employee Wellness Program**

*Established in Cycle:* 2011-2012

Marketing for the Employee Wellness Program will be targeted to particular departments and EEO

categories to improve awareness...

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

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

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

**Relevant Associations:**

**Standard Associations**

**CAS- Council for the Advancement of Standards in Higher Education**

13 Facilities and Equipment

**Southern Association of Colleges and Schools**

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

3.11.3 Physical Facilities- Maintenance

**Strategic Plan Associations**

**Texas A&M-Corpus Christi**

1.4 Provide a supportive and safe campus environment

1.10 Manage resources efficiently and effectively.

**Related Measures**

**M 4: Graduating Student Survey - Facilities**

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

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

**Target:**

Greater than or equal to previous year.

**Finding (2011-2012) - Target: Not Met**

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

The 2011 Combined Satisfaction number was 96.9%.

**Connected Document**

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

**Investigate more effective measures and targets.**

*Established in Cycle: 2011-2012*

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

**Open Momentum Multipurpose Fields**

*Established in Cycle: 2012-2013*

Open Momentum Multipurpose Fields for use by the university community

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

**M 5: Student Voice - Clean Recreation Facilities**

Student Voice - Recreation facilities are clean.

Source of Evidence: Benchmarking

**Target:**

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

**Finding (2011-2012) - Target: Partially Met**

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

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

**Connected Document**

**M 6: Student Voice - Safe Environment**

Student Voice - Recreation facilities provide a safe environment.

Source of Evidence: Benchmarking

**Target:**

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

**Finding (2011-2012) - Target: Met**

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

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

**Connected Document**

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

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

**Relevant Associations:**

**Standard Associations**

**CAS- Council for the Advancement of Standards in Higher Education**

- 2.1 knowledge acquisition, integration, construction, and application
- 2.3 intrapersonal development
- 2.4 interpersonal competence
- 4 Human Resources

**Southern Association of Colleges and Schools**

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

**Strategic Plan Associations**

**Texas A&M-Corpus Christi**

- 1.3 Promote lifelong learning and global citizenship.

**Related Measures**

**M 7: Student Employee Experience Report**

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

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

**Target:**

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

**M 12: TexFit workshop attendees skills acquisition**

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

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

**Target:**

Each attendee will acquire job specific knowledge that they can apply in their position with Recreational Sports. Using the American Association of Colleges and Universities' Integrative Learning Value Rubric, students' documentation of their learning experience will be rated. The achievement goal is an overall rating of 3.0 "milestones" on a scale of zero to 4.0 for all attendees.

**Finding (2011-2012) - Target: Partially Met**

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

**Connected Documents**

[Integrative Learning Value Rubric](#)

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

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**Investigate more effective measures and targets.**

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

**Established in Cycle:** 2011-2012

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

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

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

**Responsible Person/Group:** Director

**Additional Resources:** None

**Target Marketing of Employee Wellness Program**

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

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Survey of Employee Engagement -Understanding Wellness | **Outcome/Objective:** Provide programs for recreation and wellness.

**Implementation Description:** Face to face presentations to target groups at their place of employment will be incorporated into the marketing plan to increase awareness of the employee wellness program.

**Projected Completion Date:** 04/2013

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

**Establish Wellness Working Group**

Establish Wellness working group with appropriate campus representation.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** Medium

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

**Projected Completion Date:** 12/2013

**Responsible Person/Group:** Director Recreational Sports

**Additional Resources:** Approval by University Committee on Committees

#### **Implement Outdoor Trip Programming**

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

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

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

**Additional Resources:** Included in departmental budget

#### **Open Momentum Multipurpose Fields**

Open Momentum Multipurpose Fields for use by the university community

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

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

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

**Projected Completion Date:** 02/2014

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

**Additional Resources:** Finances from departmental reserves to finish project.

#### **Sport Club Officer Training**

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

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

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

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

#### **Student Employment Transferable Skills**

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

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

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

**Implementation Description:** Include either a presentation by Career Services or resource materials at the spring 2015 employee training.

**Projected Completion Date:** 01/2015

**Responsible Person/Group:** Assistant Director for Facilities

## **Detailed Assessment Report 2013-2014 UC & Student Activities**

*As of: 4/30/2014 03:01 PM CST*

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

### **Mission / Purpose**

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

### **Goals**

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#### **G 1: Leadership and Growth**

UCSA encourages leadership, learning, and growth.

#### **G 2: Student Experience**

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

#### **G 3: Location for Engagement**

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

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

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#### **SLO 4: Demonstrate Effective Decision Making**

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

##### Relevant Associations:

Student Engagement & Success Learning Domain: Leadership

##### **Standard Associations**

###### **CAS- Council for the Advancement of Standards in Higher Education**

1 Mission

2.1 knowledge acquisition, integration, construction, and application

###### **Southern Association of Colleges and Schools**

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

##### **Strategic Plan Associations**

Texas A&M-Corpus Christi

1.3 Promote lifelong learning and global citizenship.

##### Related Measures

###### **M 17: Case study from training sessions**

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

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

##### **Target:**

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

##### **Connected Document**

[UCSA Decision Making Rubric](#)

##### **Finding (2011-2012) - Target: Met**

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

##### **Connected Document**

###### **M 18: Exit Interview - Leadership**

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

Source of Evidence: Exit interviews with grads/program completers

##### **Target:**

Using the exit interview, on average 85% of student employees will rate their perception as strongly agree in relation to gaining decision making skills as part of employment.

##### **Connected Document**

[UCSA Exit Interview](#)

##### **Finding (2011-2012) - Target: Met**

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

##### **Connected Document**

###### **M 19: Yearly Performance Rubric**

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

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

##### **Target:**

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

##### **Connected Document**

[UCSA Student Employee Evaluation](#)

##### **Finding (2011-2012) - Target: Not Met**

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

##### **Connected Document**

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

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

##### **Develop Student Employee Evaluation Cycle**

*Established in Cycle:* 2011-2012

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

##### **Decision Making Training**

*Established in Cycle:* 2012-2013

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

#### **SLO 5: Understand Different Backgrounds**

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

## Relevant Associations:

Student Engagement & Success Learning Domain: Diversity

### **Standard Associations**

#### **CAS- Council for the Advancement of Standards in Higher Education**

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

#### **Southern Association of Colleges and Schools**

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

### **Strategic Plan Associations**

#### **Texas A&M-Corpus Christi**

- 1.3 Promote lifelong learning and global citizenship.
- 1.6 Commitment to student diversity and quality.

## Related Measures

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

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

Source of Evidence: Benchmarking of learning outcomes against peers

#### **Target:**

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

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

The NSSE results will not be available until 2013.

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

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

#### **UC Commons Activities/Events**

*Established in Cycle: 2012-2013*

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

### **M 13: EBI Survey - Understanding of Others**

Question #38: To what extent do College Union activities: Expand understanding of others whose backgrounds differ from yours.

Source of Evidence: Benchmarking of learning outcomes against peers

#### **Target:**

Score => 5.0 on 7 point scale.

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

EBI will not be administered again until Spring 2013.

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

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

#### **Add more explicit information pertaining to our learning outcome into programs**

*Established in Cycle: 2012-2013*

A more deliberate attempt will be made to help students recognize they are learning about others whose backgrounds are different...

#### **Diversity Training/Workshop-separate from planned programs**

*Established in Cycle: 2012-2013*

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

#### **UC Commons Activities/Events**

*Established in Cycle: 2012-2013*

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

### **M 20: Workshop Evaluation - Diversity**

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

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

#### **Target:**

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

#### **Finding (2011-2012) - Target: Not Met**

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

#### **Connected Document**

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

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

#### **Add more explicit information pertaining to our learning outcome into programs**

*Established in Cycle: 2012-2013*

A more deliberate attempt will be made to help students recognize they are learning about others whose backgrounds are different...

#### **Diversity Training/Workshop-separate from planned programs**

*Established in Cycle: 2012-2013*

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

### **M 26: Alternative Spring Break Journals - Different Backgrounds**

A rubric will be used to evaluate the reflections within journals of the students who participate in Alternative Spring Break. A prompt will be given to students asking to: Identify at least one thing they learned about someone with a background different than their own.

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

#### **Target:**

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

### **SLO 6: Articulate the Value & Impact of Service**

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

#### **Relevant Associations:**

Student Engagement & Success Learning Domain: Global Citizenship

#### **Standard Associations**

##### **CAS- Council for the Advancement of Standards in Higher Education**

1 Mission

2.5 humanitarianism and civic engagement

##### **Southern Association of Colleges and Schools**

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

#### **Strategic Plan Associations**

##### **Texas A&M-Corpus Christi**

1.3 Promote lifelong learning and global citizenship.

#### **Related Measures**

### **M 21: Alternative Spring Break Journals-Service**

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

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

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

#### **Connected Document**

[Service Rubric](#)

#### **Target:**

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

#### **Finding (2011-2012) - Target: Not Met**

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

#### **Connected Document**

### **M 22: SVC Questionnaire**

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

Source of Evidence: Academic indirect indicator of learning - other

#### **Target:**

90% of participants will select agree or better and 75% will strongly agree.

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

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### **O/O 1: Provide quality events, activities and services.**

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

#### **Relevant Associations:**

#### **Standard Associations**

##### **CAS- Council for the Advancement of Standards in Higher Education**

1 Mission

##### **Southern Association of Colleges and Schools**

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

#### **Strategic Plan Associations**

##### **Texas A&M-Corpus Christi**

1.3 Promote lifelong learning and global citizenship.

1.6 Commitment to student diversity and quality.

1.8 Build & sustain mutually supportive relationships.

#### **Related Measures**

### **M 2: NSSE-Attending Campus Events**

NSSE-Attending Campus Events & Activities



Source of Evidence: Benchmarking

**Target:**

Question "attending campus events and activities." >= to institutional peers

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

The NSSE results will not be available until 2013.

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

**Identify & Establish Commuter Programs/Outreach**

*Established in Cycle: 2008-2009*

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

**Marketing Street Team**

*Established in Cycle: 2012-2013*

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

**Social Media Marketing Campaign**

*Established in Cycle: 2012-2013*

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

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

**M 5: Noel Levitz - Involvement**

Question: "I can easily get involved in campus organizations"

Source of Evidence: Benchmarking

**Target:**

Question on "I can easily get involved in campus organizations" score >= to national score and >= previous TAMUCC administration of survey.

**Finding (2011-2012) - Target: Met**

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

**Connected Document**

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

**Publicize OrgSync Student Organization Portal**

*Established in Cycle: 2009-2010*

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

**UC Commons Activities/Events**

*Established in Cycle: 2012-2013*

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

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

**M 7: EBI Survey - UC Provides Variety of Services**

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

Source of Evidence: Benchmarking

**Target:**

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

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

EBI will not be administered again until Spring 2013.

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

**Identify & Establish Commuter Programs/Outreach**

*Established in Cycle: 2008-2009*

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

**UC Commons Activities/Events**

*Established in Cycle: 2012-2013*

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

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

**M 9: EBI Survey - Leadership Training**

To what extent do College Union activities: Provide leadership training (Question 42)

Source of Evidence: Benchmarking

**Target:**

Score will => 4.0 on a 7 point scale

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

EBI will not be administered again until Spring 2013.

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

**Graduate Assistant for Leadership**

*Established in Cycle: 2012-2013*

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

**Marketing Street Team**

*Established in Cycle: 2012-2013*

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

**UCSA Leads Publicity**

*Established in Cycle: 2012-2013*

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

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

**M 11: EBI Survey - UC Enhanced Experience**

Educational Experience: Extent that the College Union activities enhanced your overall educational experience. (Question 71)

Source of Evidence: Benchmarking

**Target:**

Score => 4.0 on 7 point scale.

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

EBI will not be administered again until Spring 2013.

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

**Identify & Establish Commuter Programs/Outreach**

*Established in Cycle: 2008-2009*

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

**UC Commons Activities/Events**

*Established in Cycle: 2012-2013*

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

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

**M 24: UC Service & Satisfaction Survey - Customer Service**

University Center Service & Satisfaction Survey - Customer Service

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

**Target:**

85% of facility users surveyed will rate the customer service by the University Center Staff as superior or excellent.

**O/O 2: Provide well managed facilities.**

Provide well managed facilities which are safe, clean, available and enjoyable for programs, students, faculty, staff, and community.

**Relevant Associations:**

**Standard Associations**

**CAS- Council for the Advancement of Standards in Higher Education**

13 Facilities and Equipment

**Southern Association of Colleges and Schools**

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

3.11.3 Physical Facilities- Maintenance

**Strategic Plan Associations**

**Texas A&M-Corpus Christi**

1.1 Provide excellent academic programs & instruction.

1.4 Provide a supportive and safe campus environment

1.10 Manage resources efficiently and effectively.

**Related Measures**

**M 1: Graduating Student Survey-Overall Comfort**

Graduating Student Survey-Overall comfort of the University Center for leisure

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

**Target:**

Question 51 "overall comfort of the UC as a place for leisure time." >= overall satisfaction of 90%

**Finding (2011-2012) - Target: Not Met**

The 2012 Graduating Student Survey revealed that 89% of graduating students were satisfied with the overall comfort of the UC as a place for leisure time. This is a decrease in satisfaction of -0.2% from the previous year's administration.

**Connected Document**

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

**Expand University Center**

*Established in Cycle: 2011-2012*

Work with architects during expansion project to include more lounge space and develop areas within the UC where students feel c...

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

**M 6: Noel Levitz - Student Center**

Question: "The Student Center is a comfortable place for students to spend their leisure time."

Source of Evidence: Benchmarking

**Target:**

Question: "The Student Center is a comfortable place for students to spend their leisure time." >= national score and >= previous TAMUCC administration of survey

**Finding (2011-2012) - Target: Met**

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

**Connected Document**

**M 14: EBI Survey UC Cleanliness of Entrances**

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

Source of Evidence: Benchmarking

**Target:**

Score will be >= previous administration's score

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

**Communication with Facility Services**

*Established in Cycle: 2012-2013*

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

**Increase Number of Facility Walkthroughs**

*Established in Cycle: 2012-2013*

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

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

**M 15: EBI Survey UC Cleanliness of Hallways**

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

Source of Evidence: Benchmarking

**Target:**

Score will be >= the previous administration score.

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

**Communication with Facility Services**

*Established in Cycle: 2012-2013*

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

**Increase Number of Facility Walkthroughs**

*Established in Cycle: 2012-2013*

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

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

**M 16: EBI Survey UC Cleanliness of Restrooms**

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

Source of Evidence: Benchmarking

**Target:**

Score will be >= previous administration score

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

**Communication with Facility Services**

*Established in Cycle: 2012-2013*

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

**Increase Number of Facility Walkthroughs**

*Established in Cycle: 2012-2013*

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

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

**M 23: UC Service & Satisfaction Survey - Cleanliness**

University Center Service & Satisfaction Survey

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

**Target:**

85% of facility users surveyed will rate the cleanliness of the facility as superior or excellent.

**O/O 3: Promote involvement on campus**

Promote involvement in events, activities, and other services to campus community.

**Relevant Associations:**

**Standard Associations**

**CAS- Council for the Advancement of Standards in Higher Education**

1 Mission

**Southern Association of Colleges and Schools**

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

**Strategic Plan Associations**

**Texas A&M-Corpus Christi**

1.3 Promote lifelong learning and global citizenship.

1.6 Commitment to student diversity and quality.

1.8 Build & sustain mutually supportive relationships.

**Related Measures**

**M 4: Noel Levitz - Know what's happening on campus**

Question relating to students "generally know what is happening on campus"

Source of Evidence: Benchmarking

**Target:**

Question "generally know what is happening on campus" score  $\geq$  national score and  $\geq$  previous TAMUCC administration of survey

**Finding (2011-2012) - Target: Partially Met**

The 2012 Noel Levitz survey revealed a score of 4.8 which is  $\leq$  national score of 5.0 and  $\geq$  previous TAMUCC administration score of 4.7.

**Connected Document**

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

**Publicize OrgSync Student Organization Portal**

*Established in Cycle:* 2009-2010

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

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

**M 8: EBI Survey - UC is a place to get involved**

To what extent do you agree or disagree that the College Union: Is a place to get involved in campus life? (Question 32)

Source of Evidence: Benchmarking of learning outcomes against peers

**Target:**

Score will  $\Rightarrow$  5.5 on a 7 point scale

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

EBI will not be administered again until Spring 2013.

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

**Identify & Establish Commuter Programs/Outreach**

*Established in Cycle:* 2008-2009

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

**Publicize OrgSync Student Organization Portal**

*Established in Cycle:* 2009-2010

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

**Marketing Street Team**

*Established in Cycle:* 2012-2013

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

**Social Media Marketing Campaign**

*Established in Cycle:* 2012-2013

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

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

**M 10: EBI Survey - Opportunities for Leadership Role**

To what extent do College Union activities: Provide opportunities for you to assume a leadership role? (Question 43)

Source of Evidence: Benchmarking

**Target:**

Score  $\Rightarrow$  4.0 on 7 point scale

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

EBI will not be administered again until Spring 2013.

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

**Identify & Establish Commuter Programs/Outreach**

*Established in Cycle:* 2008-2009

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

**Publicize OrgSync Student Organization Portal**

*Established in Cycle:* 2009-2010

Implement and publicize the use of OrgSync with student organizations to assist with the ease of

starting/maintaining recognized...

**Graduate Assistant for Leadership**

*Established in Cycle:* 2012-2013

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

**UCSA Leads Publicity**

*Established in Cycle:* 2012-2013

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

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

**M 12: EBI Survey- Learning about campus events**

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

Source of Evidence: Benchmarking

**Target:**

Score => 4.0 on 7 point scale.

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

EBI will not be administered again until Spring 2013.

**M 25: IW Readership Survey**

Island Waves Readership Survey question:

To what extent do you agree that Island Waves is a source for providing information to generally know what is happening on campus.

Source of Evidence: Administrative measure - other

**Target:**

85% of those surveyed will strongly agree or agree that Island Waves is a source for providing information to generally know what is happening on campus.

**M 27: Survey - Promotion of Events**

A survey will be developed and sent to active users on OrgSync and through social media to ask question:

To what extent do you agree or disagree that the University Center & Student Activities department promotes how to get involved on campus?

Source of Evidence: Administrative measure - other

**Target:**

85% of those who respond to survey will strongly agree or agree to question.

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

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**Identify & Establish Commuter Programs/Outreach**

Need to identify and establish programs that are intentional for commuter students. Studies show that our students are working more and not on campus as much. Provide more passive programs to our students. Need to coordinate more outreach.

**Established in Cycle:** 2008-2009

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

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

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

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

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

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

**Implementation Description:** May 2013

**Projected Completion Date:** 05/2013

**Responsible Person/Group:** Assistant Directors and Coordinators

**Publicize OrgSync Student Organization Portal**

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

**Established in Cycle:** 2009-2010

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

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

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

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

**Measure:** Noel Levitz - Know what's happening on campus | **Outcome/Objective:** Promote involvement on campus

**Implementation Description:** August 30, 2013

**Projected Completion Date:** 08/2013

**Responsible Person/Group:** Student Activities Coordinators responsible for student organizations and publicity & Assistant Director of Media & Special Events

#### **Coordinate Greek Service Project**

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

**Established in Cycle:** 2011-2012

**Implementation Status:** In-Progress

**Priority:** Medium

**Projected Completion Date:** 08/2013

**Responsible Person/Group:** Assistant Director & Coordinators of Greek Life

**Additional Resources:** none

#### **Develop Student Employee Evaluation Cycle**

An evaluation cycle for student employees will be developed, documented, and shared with staff. Assistant Director responsible for student employment will conduct training with all full time staff on the process and will communicate timeline to ensure that performance evaluations are completed in a timely manner.

**Established in Cycle:** 2011-2012

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

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

**Implementation Description:** December 31, 2012

**Projected Completion Date:** 12/2012

**Responsible Person/Group:** Assistant Directors

#### **Expand University Center**

Work with architects during expansion project to include more lounge space and develop areas within the UC where students feel comfortable; have a variety of seating space for students.

**Established in Cycle:** 2011-2012

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Graduating Student Survey-Overall Comfort | **Outcome/Objective:** Provide well managed facilities.

**Implementation Description:** Expansion project has begun. Program of requirements underway, then design, construction, and opening of expanded UC.

**Projected Completion Date:** 12/2014

**Responsible Person/Group:** Student Engagement & Success (VP, Associate VP & Director of UC), Finance & Administration.

**Additional Resources:** none at this time; included with construction project budget

#### **Add more explicit information pertaining to our learning outcome into programs**

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

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

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

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

**Projected Completion Date:** 05/2014

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

#### **Communication with Facility Services**

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

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

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

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

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

**Projected Completion Date:** 12/2013

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

#### **Decision Making Training**

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

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

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

**Projected Completion Date:** 05/2014

**Responsible Person/Group:** Assistant Director

**Diversity Training/Workshop-separate from planned programs**

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

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

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

**Projected Completion Date:** 12/2014

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

**Graduate Assistant for Leadership**

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

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

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

**Projected Completion Date:** 08/2015

**Responsible Person/Group:** Assistant Director Student Activities Director UCSA

**Additional Resources:** Budget for wages

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

**Increase Number of Facility Walkthroughs**

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

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

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

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

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

**Projected Completion Date:** 12/2013

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

**Marketing Street Team**

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

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

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

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

**Projected Completion Date:** 05/2014

**Responsible Person/Group:** Assistant Director Media & Special Events

**Additional Resources:** Student workers

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

**Social Media Marketing Campaign**

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):****Measure:** EBI Survey - UC is a place to get involved | **Outcome/Objective:** Promote involvement on campus**Measure:** NSSE-Attending Campus Events | **Outcome/Objective:** Provide quality events, activities and services.**Projected Completion Date:** 05/2014**Responsible Person/Group:** Assistant Director Media & Special Events Marketing student street team**UC Commons Activities/Events**

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

**Established in Cycle:** 2012-2013**Implementation Status:** Planned**Priority:** High**Relationships (Measure | Outcome/Objective):****Measure:** EBI Survey - UC Enhanced Experience | **Outcome/Objective:** Provide quality events, activities and services.**Measure:** EBI Survey - UC Provides Variety of Services | **Outcome/Objective:** Provide quality events, activities and services.**Measure:** EBI Survey - Understanding of Others | **Outcome/Objective:** Understand Different Backgrounds**Measure:** Noel Levitz - Involvement | **Outcome/Objective:** Provide quality events, activities and services.**Measure:** NSSE Survey - Encouraging contact with people of various backgrounds. |**Outcome/Objective:** Understand Different Backgrounds**Projected Completion Date:** 05/2014**Responsible Person/Group:** Events Coordinator Student Activities Coordinator - Campus Activities Board Student Activities Coordinator - Islander Culture Alliance**UCSA Leads Publicity**

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

**Established in Cycle:** 2012-2013**Implementation Status:** Planned**Priority:** High**Relationships (Measure | Outcome/Objective):****Measure:** EBI Survey - Leadership Training | **Outcome/Objective:** Provide quality events, activities and services.**Measure:** EBI Survey - Opportunities for Leadership Role | **Outcome/Objective:** Promote involvement on campus**Implementation Description:** utilize various media outlets to ensure that UCSA Leads is prominently publicized to campus community**Projected Completion Date:** 05/2014**Responsible Person/Group:** Assistant Director Student Activities and Coordinator Student Activities Leadership**Detailed Assessment Report****2013-2014 University Counseling and Health Centers***As of: 4/30/2014 03:01 PM CST***(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)****Mission / Purpose**

The University Counseling and Health Centers are committed to providing quality treatment, educational, preventive and consultation services to TAMUCC students. We strive to provide services that are student-centered, respectful and accessible. Services are designed to promote wellness, facilitate student development and functioning, encourage retention, and help maximize students' potential to succeed academically.

**Goals****G 1: Provide quality counseling and health care services.**

Provide quality counseling and health care services.

**G 2: Provide quality educational and prevention services.**

Provide quality educational and prevention programs.

**Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans****SLO 1: Demonstrate knowledge of effective coping skills.**

Students will demonstrate knowledge of (2) effective coping behaviors (to solve problems, reduce distress or manage stress levels) after participating in short-term counseling (less than 15 sessions).

**Relevant Associations:****Standards**

CAS- Council for the Advancement of Standards in Higher Education

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



- 2.3 intrapersonal development
- 2.4 interpersonal competence
- 2.6 practical competence

Southern Association of Colleges and Schools

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

#### Strategic Plan Associations

Texas A&M-Corpus Christi

- 1.3 Promote lifelong learning and global citizenship.
- 1.4 Provide a supportive and safe campus environment
- 1.8 Build & sustain mutually supportive relationships.

#### Related Measures

##### M 1: Student Survey - Coping Strategies Question

Counseling Center student survey - #4: Please describe TWO effective coping strategies to help solve problems or reduce stress. Survey given once a year. Rubric used to measure if response meets standards for satisfactory or proficient answer.

Source of Evidence: Academic direct measure of learning - other

##### Target:

- Number of students able to (at minimum) satisfactorily describe TWO effective coping strategies to help solve problems or reduce stress => 90% of those who complete survey.
- Number of students able to proficiently describe TWO effective coping strategies to help solve problems or reduce stress => 25% of those who complete survey. (rubric scoring)

##### Connected Documents

[FY12 Counseling Center - Student Survey \(see question #4\)](#)  
[FY12 Learning Outcome Rubric - UCC Survey](#)

##### Finding (2011-2012) - Target: Met

Number of students **satisfactorily** described TWO effective coping strategies = 77%  
 Number of students **proficiently** described TWO effective coping strategies = 18%

##### Connected Documents

[FY12 Counseling Center - Student Survey Data](#)  
[FY12 Counseling Center - Student Survey Data2](#)

##### M 2: Knowledge of coping behaviors pre/post measures

Knowledge of coping behaviors pre/post measure: 'Describe coping strategies that could be used to address the issue that brought you to counseling'.

Students will be asked to complete pre-test with intake paperwork which is given before counseling.

Students will be asked to complete post-test during final session or immediately thereafter.

Number of responses will be determined by counting number of distinct adaptive coping strategies identified by student.

Number of responses on pre-test and post-test measures will be compared to assess for % change in knowledge of adaptive coping strategies.

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

##### Target:

Increase in quality and/or quantity of coping strategies => 30% (rubric scoring)

##### Connected Documents

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

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

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

##### SLO 2: Demonstrate knowledge of responsible health choices.

Female students will be able to demonstrate (1) method of taking responsibility for health choices with respect to the use of birth control after (1) family planning visit or annual exam.

#### Relevant Associations:

CAS- Council for the Advancement of Standards in Higher Education

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

Southern Association of Colleges and Schools

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

#### Strategic Plan Associations

Texas A&M-Corpus Christi

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

## Related Measures

### **M 11: Health Provider interview after treatment visit - Understanding risk of side effects of one's birth control method.**

Interview by Health Provider at end of family planning visit to determine student's understanding of the potential side effects of her birth control method.

Students will be asked to identify (4) side effects of their specific birth control medication.

Rubric used to measure if response meets standards for satisfactory answer.

Source of Evidence: Academic direct measure of learning - other

#### **Target:**

Number of students able to satisfactorily identify (4) side effects of their specific birth control medication => 70%.  
Rubric used to measure if response meets standards for satisfactory answer.

#### **Connected Document**

[FY12 Learning Outcome Rubric - UHC Family Planning provider interview](#)

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

Assessment administered every 3 years. Next administration is FY14.

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

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

#### **Improve method collecting assessment data from students**

*Established in Cycle: 2012-2013*

Improve method of collecting assessment data from students.

### **M 12: Student Survey - Family Planning question**

Health Center student survey question - Please answer if you have had a Family Planning visit at the University Health Center within the last 3 months.

Please describe TWO side effects of birth control medication that should prompt you to call your health provider immediately.

Rubric will be used to determine if satisfactory or proficient answer.

Source of Evidence: Academic direct measure of learning - other

#### **Target:**

Number of students able to satisfactorily describe (2) side effects of birth control medication that should prompt one to call health provider immediately => 70%.

#### **Connected Document**

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

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

Assessment administered every 3 years. Next administration is in FY13.

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

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

#### **Improve method collecting assessment data from students**

*Established in Cycle: 2012-2013*

Improve method of collecting assessment data from students.

### **SLO 3: Demonstrate increased knowledge of strategies to help distressed students.**

Students will demonstrate increased knowledge of strategies to intervene with a fellow student in psychological distress (e.g., depression, anxiety, suicidal thoughts).

#### **Relevant Associations:**

##### **Standards**

CAS- Council for the Advancement of Standards in Higher Education

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

Southern Association of Colleges and Schools

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

## Related Measures

### **M 4: Kognito program pre and post surveys**

Kognito offers an interactive, online suicide prevention program where students engage in role-play conversations with emotionally responsive avatars in virtual practice environments. The program is designed to help individuals learn interpersonal skills to effectively manage challenging conversations in the areas of health and behavioral health. These simulations provide organizations with cost-effective solutions for training large or geographically dispersed audiences with engaging and effective learning tools that include deliberate practice and personalized feedback.

The Kognito program has standardized pre and post surveys. The 'Preparedness' section on surveys will be

compared. The pre-test survey asks students "How would you rate your preparedness to:" and the post-test asks students "After taking the course, how would you rate your preparedness to:" Items on the pre and post-test include: 1. Recognize when a fellow student's behavior is a sign of psychological distress; 2. Recognize when a fellow student's physical appearance is a sign of psychological distress. 3. Discuss with a fellow student your concern about the signs of psychological distress they are exhibiting; 4. Motivate a fellow student exhibiting signs of psychological distress to seek help; and 4. Recommend mental health support services (such as the counseling center) to a fellow student exhibiting signs of psychological distress.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

Comparison of Pre & Post survey responses: 1. Recognize when a fellow student's behavior or appearance is an indicator of psychological distress such as depression, anxiety, or thoughts of suicide; 2. Approach fellow students exhibiting signs of psychological distress to discuss your concerns; 3. Motivate fellow students exhibiting signs of psychological distress to seek help; and 4. Refer fellow students exhibiting signs of psychological distress to the counseling center. Increase in preparedness rating => 50%

**Finding (2011-2012) - Target: Met**

Increase in total preparedness rating = 34% Increase in preparedness by question: #1 = 35%; #2 = 49%; #3 = 20%; #4 = 33%. Total number attempted course = 107; total number completed course = 95; total number that completed post-survey = 24.

**Connected Documents**

[FY12 Counseling Center - Kognito Data](#)  
[FY12 Counseling Center - Kognito poster](#)  
[FY12 Counseling Center - Kognito Pre & Post Surveys](#)

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

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

**Develop services for distance learning students**

*Established in Cycle: 2011-2012*

Develop services for distance learning students

**Increase use of technology and social media for marketing, outreach, data collection and general interaction with students**

*Established in Cycle: 2011-2012*

Increase use of technology and social media for marketing, outreach, data collection and general interaction with students.

**M 5: Question, Persuade and Refer (QPR) Test**

Question, Persuade and Refer (QPR) is a suicide prevention program. **QPR stands for Question, Persuade, and Refer.** Students are taught to use these 3 steps as a way to intervene with a distressed individual and possibly help save a life from suicide. People trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help.

Post-test: Describe 3 steps that you could take to help a suicidal student, friend or relative seek professional help (use rubric to measure).

Source of Evidence: Academic direct measure of learning - other

**Target:**

Number of students able (at minimum) to satisfactorily describe three steps one could take to help a suicidal student, friend or relative seek professional help => 95% of those who complete training.

Number of students able to proficiently describe three steps one could take to help a suicidal student, friend or relative seek professional help => 55% of those who complete training.

**Connected Document**

[FY12 Learning Outcome Rubric - UCC QPR measure](#)

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

Assessment administered every 3 years. Next administration is in FY13.

**M 6: DORA pre/post surveys**

The DORA College Program (**D**epression **O**ut**R**each **A**lliance) is a peer based mental health wellness and suicide prevention program. The DORA College Program is meant to be administered to small groups of students by peer leader groups working in conjunction with clinical professionals on campus. The program consists of several activities designed to teach students the importance of early intervention and professional help-seeking when it comes to suicide prevention. The Suicide Prevention Resource Center/American Foundation for Suicide Prevention has listed the DORA College Program (Depression OutReach Alliance) in Section III of the Best Practices Registry (BPR) for Suicide Prevention.

The DORA pre and post tests are designed to measure students knowledge regarding strategies to intervene with a distressed student. Participants are expected to show an increase in knowledge with respect to intervening with a fellow student in psychological distress.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

Participants will show an increase in knowledge with respect to intervening with a fellow student in psychological distress => 95% of participants

**Connected Document**

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

**Finding (2011-2012) - Target: Met**

87% of participants (n= 76) showed an increase in knowledge with respect to intervening with a fellow student in psychological distress.

**Connected Documents**

[FY12 Counseling Center - DORA pre - post tests](#)

**SLO 4: Demonstrate knowledge of effective health prevention strategies.**

Students will be able to identify (2) preventative health behaviors that may stop the transmission of STDs after (1) STD assessment or treatment session.

**Relevant Associations:**

CAS- Council for the Advancement of Standards in Higher Education

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

Southern Association of Colleges and Schools

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

**Strategic Plan Associations**

Texas A&M-Corpus Christi

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

**Related Measures**

**M 8: STD treatment visit exit interview - Knowledge of ways to protect self from STDs**

At the end of STD treatment visit, students will be interviewed by RN to determine student's knowledge of ways to protect self from contracting STDs.

Students will be asked to 'Describe (2) ways you can protect yourself from getting an STD'.

Rubric used to measure if response meets standards for satisfactory or proficient answer.

Number of responses will be determined by counting number of distinct ways to protect self from contracting STDs identified.

Source of Evidence: Academic direct measure of learning - other

**Target:**

Number of students able to satisfactorily describe (2) ways to protect self from getting an STD => 80%.

**Connected Document**

[FY12 Learning Outcome Rubric - UHC STD provider interview](#)

**Finding (2011-2012) - Target: Met**

Number of students able to (at minimum) satisfactorily describe (2) ways to protect self from getting an STD = 100%. Number of students able to proficiently describe (2) ways to protect self from getting an STD = 78% (rubric scoring)

**Connected Document**

[FY12 Health Center - STD Treatment Visit Exit Interview Data Summary](#)

**M 9: Student Survey - STD question**

Health Center student survey question stem - Please answer if you have had a STD visit at the University Health Center within the last 3 months.

Please describe TWO methods of preventing the transmission of sexually transmitted diseases (STDs). Rubric will be used to determine if satisfactory or proficient answer.

Source of Evidence: Academic direct measure of learning - other

**Target:**

Number of students able to proficiently describe (2) methods of preventing the transmission of sexually transmitted diseases (STDs) => 80%.

**Connected Document**

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

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

Assessment of this learning outcome is included in Health Center survey every 3 years. Next administration is in FY13.

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

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**O/O 5: Provide quality counseling services to TAMUCC students.**

Provide quality short-term counseling services to facilitate student development and health.

**Relevant Associations:**

CAS – Council for the Advancement of Standards in Higher Education

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

Southern Association of Colleges and Schools

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

#### Strategic Plan Associations

##### Texas A&M-Corpus Christi

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

#### Related Measures

##### **M 13: Counseling Center Student Survey - Satisfaction with treatment received**

Counseling Center student survey with questions that target level of satisfaction with counseling services.

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

##### Target:

Counseling Center student surveys with questions that target students' level of satisfaction with counseling services.

Number of students who agree or strongly agree they were satisfied with services => 95%.

##### Connected Document

[FY12 Counseling Center - Student Survey \(questions 2 & 5\)](#)

##### Finding (2011-2012) - Target: Met

Number of students who agreed or strongly agreed that they were satisfied with services = 88% (64% strongly agreed) Number of students who stated counseling improved -- grades = 49%; academic work = 51%; plans to continue enrollment at TAMUCC = 49% (includes 'improved some' and 'improved a lot' responses).

##### Connected Documents

[FY12 Counseling Center - Survey Data Summary All Questions](#)

[FY12 Counseling Center - Survey Data Chart Question #2 - Satisfaction with Services](#)

[FY12 Counseling Center - Survey Data Summary Question #5](#)

[FY12 Counseling Center - Survey Data Summary Question #2 - Satisfaction with Services](#)

##### **M 15: Noel Levitz Survey - Concern for Individual**

Noel Levitz student satisfaction survey - Counseling Center item - "Counseling staff care about students as individuals".

Source of Evidence: Benchmarking

##### Target:

Score >= National Average

##### Finding (2011-2012) - Target: Met

2012 Noel Levitz Student Satisfaction Inventory 'Concern for the Individual' Scale: Counseling staff care about students as individuals. 2012 data: TAMUCC satisfaction score of 5.0 is equal to National Average satisfaction score of 5.0. Achievement target met.

##### Connected Document

[FY12 Counseling Center - Noel Levitz Survey - Concern for Individual](#)

##### **M 17: Graduating Student Survey - Quality of Care received by Counseling Center**

Graduating student survey item #52 - Level of satisfaction with "The quality of care offered by the Counseling Center." The Graduating Student Survey asks graduating students about their perception of quality of care provided by the Counseling Center.

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

##### Target:

Satisfaction >= 90%

##### Finding (2011-2012) - Target: Met

FY 2012 Graduating Student Survey: Satisfaction = 96.5%.

This is an increase of 2% (p=.497). The Graduating Student Survey asks graduating students about their perception of the quality of care offered by the Counseling Center.

##### Connected Document

[FY12 Graduating Student Survey Results for UCC & UHC](#)

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

##### **Develop services for distance learning students**

*Established in Cycle: 2011-2012*

Develop services for distance learning students

##### **Finalize collaborative treatment protocol for students seeking ADD/ADHD treatment**

*Established in Cycle: 2011-2012*

Finalize collaborative treatment protocol for students seeking AD/HD Treatment

##### **Increase use of technology and social media for marketing, outreach, data collection and general interaction with students**

*Established in Cycle: 2011-2012*

Increase use of technology and social media for marketing, outreach, data collection and general interaction with students.

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

##### **M 19: Quality Assurance Review of Counseling Services**

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

Source of Evidence: Administrative measure - other

##### Target:

Compliance >= 90%

**Finding (2011-2012) - Target: Met**

Quality Assurance Review Compliance for Counseling Center professionals = 92% This was a quality assurance review focused on administrative compliance related to complete documentation, timely completion of session notes, compliance with rules and regulations regarding completion of consent and release of information forms, completion of risk assessment each session and the inclusion of diagnoses and treatment plans as appropriate in session documentation.

**Connected Document**

[FY12 Counseling Center - Quality Assurance Review results and form](#)

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

**Address mandates on Health Care Reform (Affordable Care Act)**

*Established in Cycle:* 2012-2013

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

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

**M 21: Provide Suicide Prevention Training to TAMUCC students**

Provide Kognito Suicide Prevention Training to various campus students and student groups.

Source of Evidence: Activity volume

**Target:**

Number of students who completed Kognito program => 150 students

**Finding (2011-2012) - Target: Met**

Total number of students who complete Kognito course = 95 (total number students who attempted Kognito course = 107)

**Connected Documents**

[FY12 Counseling Center - Kognito email confirming participants](#)

[FY12 Counseling Center - Kognito poster](#)

**O/O 6: Provide quality health care services to TAMUCC students.**

Provide quality health care services to facilitate student development, health and wellness.

**Relevant Associations:**

CAS – Council for the Advancement of Standards in Higher Education

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

Southern Association of Colleges and Schools

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

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.3 Promote lifelong learning and global citizenship.

1.4 Provide a supportive and safe campus environment

**Related Measures**

**M 14: Health Center Student Survey - Satisfaction with treatment received**

Health Center student survey with questions that target level of satisfaction with health care and treatment services.

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

**Target:**

Number of students who agree or strongly agree they were satisfied with services => 95%

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

Assessment given every 2 years. Next administration is FY13.

**M 16: Noel Levitz Survey - Service Excellence**

Noel Levitz student satisfaction survey - Health Center item "The staff in the health services area are competent."

Source of Evidence: Benchmarking

**Target:**

Score >= National Average

**Finding (2011-2012) - Target: Not Met**

2012 Noel Levitz Student Satisfaction Inventory 'Service Excellence' Scale: The staff in the health services area are competent. 2012 data: TAMUCC satisfaction score of 5.0 is 0.2 lower than the National Average satisfaction score of 5.2. Target not met. The 2012 TAMUCC satisfaction score of 5.0 is an increase of 0.1 over 2010 TAMUCC satisfaction score of 4.9.

**Connected Document**

[FY12 Health Center - Noel Levitz Survey - Service Excellence](#)

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

**Develop services for distance learning students**

*Established in Cycle:* 2011-2012

Develop services for distance learning students

**Develop Training Programs in Counseling and Health Services**

*Established in Cycle: 2011-2012*

Develop Training Programs in Counseling and Health Services. Initially will research process and feasibility of implementing tr...

**Finalize collaborative treatment protocol for students seeking ADD/ADHD treatment**

*Established in Cycle: 2011-2012*

Finalize collaborative treatment protocol for students seeking AD/HD Treatment

**Increase staff in Health and Counseling Services**

*Established in Cycle: 2011-2012*

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

**Increase use of technology and social media for marketing, outreach, data collection and general interaction with students**

*Established in Cycle: 2011-2012*

Increase use of technology and social media for marketing, outreach, data collection and general interaction with students.

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

**M 18: Graduating Student Survey - Quality of Care received by Health Center**

Graduating student survey item #54 - Level of satisfaction with "The quality of care offered by the Health Center." The Graduating Student Survey asks graduating students about their perception of quality of care provided by the Health Center.

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

**Target:**

Quality of care >= 85%

**Finding (2011-2012) - Target: Met**

FY 2012 Graduating Student Survey: Satisfaction = 89.5%.

This is an increase of 4.9% (p=.120). The Graduating Student Survey asks graduating students about their perception of the quality of care offered by the Health Center.

**Connected Document**

[FY12 Graduating Student Survey Results for UCC & UHC](#)

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

**Develop services for distance learning students**

*Established in Cycle: 2011-2012*

Develop services for distance learning students

**Finalize collaborative treatment protocol for students seeking ADD/ADHD treatment**

*Established in Cycle: 2011-2012*

Finalize collaborative treatment protocol for students seeking AD/HD Treatment

**Increase use of technology and social media for marketing, outreach, data collection and general interaction with students**

*Established in Cycle: 2011-2012*

Increase use of technology and social media for marketing, outreach, data collection and general interaction with students.

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

**M 20: Quality Assurance Review of Health Services**

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

Source of Evidence: Administrative measure - other

**Target:**

Compliance => 90%

**Finding (2011-2012) - Target: Met**

Quality Assurance Review Compliance for Health Center professionals = 94%

This was a quality assurance review focused on administrative compliance related to complete documentation, timely completion of treatment notes, compliance with rules and regulations regarding completion of consent and release of information forms, and the inclusion of diagnoses and treatment plans as appropriate in treatment documentation.

**Connected Document**

[FY12 Health Center - Quality Assurance Review results and form](#)

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

**Address mandates on Health Care Reform (Affordable Care Act)**

*Established in Cycle: 2012-2013*

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

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

**M 22: Provide a preventative health educational program**

The Health Center will provide one new preventative health educational program for students.

Source of Evidence: Activity volume

**Target:**

The Health Center will provide one new preventative health educational program for students.  
Target =>50 students participate in program

**Finding (2011-2012) - Target: Met**

In October of 2011, the Health Center staff offered a new preventative health education program at the Paint the Island Pink Expo. Program focused on teaching students how to do self-exams for breast/testicular cancer. Training models were available to students for examination and practice. Approximate number of students exposed to program = 50. This is a new preventative health educational program. New feature is availability of models and information on testicular cancer. Met goal of reaching over 12 students (approximate attendance = 50)

**Connected Documents**

[FY12 Health Center - Community Health Resources](#)  
[FY12 Health Center - Outreach ABCs of Breast Health](#)  
[FY12 Health Center - Outreach Birth Control & Gynecological Services](#)  
[FY12 Health Center - Outreach Do Breast Self-Exam Monthly](#)  
[FY12 Health Center - Outreach Learn to Give Yourself Breast Examinations](#)

**Related Action Plans (by Established cycle, then alpha):****Increase use of technology and social media for marketing, outreach, data collection and general interaction with students**

*Established in Cycle:* 2011-2012

Increase use of technology and social media for marketing, outreach, data collection and general interaction with students.

**Improve method collecting assessment data from students**

*Established in Cycle:* 2012-2013

Improve method of collecting assessment data from students.

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

**O/O 7: Provide quality educational services.**

Provide quality educational services with a focus on counseling, health and wellness topics.

**Relevant Associations:**

CAS – Council for the Advancement of Standards in Higher Education

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

Southern Association of Colleges and Schools

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

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.3 Promote lifelong learning and global citizenship.

1.4 Provide a supportive and safe campus environment

**Related Measures****M 21: Provide Suicide Prevention Training to TAMUCC students**

Provide Kognito Suicide Prevention Training to various campus students and student groups.

Source of Evidence: Activity volume

**Target:**

Number of students who completed Kognito program => 150 students

**Finding (2011-2012) - Target: Met**

Total number of students who complete Kognito course = 95 (total number students who attempted Kognito course = 107)

**Connected Documents**

[FY12 Counseling Center - Kognito email confirming participants](#)  
[FY12 Counseling Center - Kognito poster](#)

**M 22: Provide a preventative health educational program**

The Health Center will provide one new preventative health educational program for students.

Source of Evidence: Activity volume

**Target:**

The Health Center will provide one new preventative health educational program for students.  
Target =>50 students participate in program

**Finding (2011-2012) - Target: Met**

In October of 2011, the Health Center staff offered a new preventative health education program at the Paint the Island Pink Expo. Program focused on teaching students how to do self-exams for breast/testicular cancer. Training models were available to students for examination and practice. Approximate number of students exposed to program = 50. This is a new preventative health educational program. New feature is availability of models and information on testicular cancer. Met goal of reaching over 12 students (approximate attendance = 50)



## Connected Documents

[FY12 Health Center - Community Health Resources](#)  
[FY12 Health Center - Outreach ABCs of Breast Health](#)  
[FY12 Health Center - Outreach Birth Control & Gynecological Services](#)  
[FY12 Health Center - Outreach Do Breast Self-Exam Monthly](#)  
[FY12 Health Center - Outreach Learn to Give Yourself Breast Examinations](#)

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

#### **Increase use of technology and social media for marketing, outreach, data collection and general interaction with students**

*Established in Cycle:* 2011-2012

Increase use of technology and social media for marketing, outreach, data collection and general interaction with students.

#### **Improve method collecting assessment data from students**

*Established in Cycle:* 2012-2013

Improve method of collecting assessment data from students.

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

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

### **Develop a 5 year strategic plan for the Counseling and Health Centers**

Develop a 5 year strategic plan for the Counseling and Health Services

**Established in Cycle:** 2011-2012

**Implementation Status:** In-Progress

**Priority:** Medium

**Implementation Description:** Develop a 5 year strategic plan for the Counseling and Health Centers

**Projected Completion Date:** 08/2017

**Responsible Person/Group:** Executive Director, Counseling and Health Services

**Additional Resources:** None

**Connected Documents**

[FY13 Counseling Center CAS Action Plan\\_final](#)

[FY13 Counseling Center CAS Ratings\\_final](#)

### **Develop services for distance learning students**

Develop services for distance learning students

**Established in Cycle:** 2011-2012

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Graduating Student Survey - Quality of Care received by Counseling Center |

**Outcome/Objective:** Provide quality counseling services to TAMUCC students.

**Measure:** Graduating Student Survey - Quality of Care received by Health Center | **Outcome/Objective:** Provide quality health care services to TAMUCC students.

**Measure:** Kognito program pre and post surveys | **Outcome/Objective:** Demonstrate increased knowledge of strategies to help distressed students.

**Measure:** Noel Levitz Survey - Service Excellence | **Outcome/Objective:** Provide quality health care services to TAMUCC students.

**Implementation Description:** Develop services for distance learning students

**Projected Completion Date:** 11/2015

**Responsible Person/Group:** Associate Directors, Counseling and Health Centers

**Additional Resources:** Training for professional staff

**Budget Amount Requested:** \$0.00 (no request)

### **Develop Training Programs in Counseling and Health Services**

Develop Training Programs in Counseling and Health Services. Initially will research process and feasibility of implementing training programs in the Counseling and Health Centers.

**Established in Cycle:** 2011-2012

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Noel Levitz Survey - Service Excellence | **Outcome/Objective:** Provide quality health care services to TAMUCC students.

**Implementation Description:** Initially will research process and feasibility of implementing training programs in the Counseling and Health Centers.

**Projected Completion Date:** 08/2014

**Responsible Person/Group:** Associate Directors, Counseling and Health Services

**Additional Resources:** Money to fund program and students - \$50,000

**Budget Amount Requested:** \$50,000.00 (recurring)

**Connected Document**

[FY13 Counseling Center - Pre-doctoral intern job posting](#)

### **Finalize collaborative treatment protocol for students seeking ADD/ADHD treatment**

Finalize collaborative treatment protocol for students seeking AD/HD Treatment

**Established in Cycle:** 2011-2012

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Graduating Student Survey - Quality of Care received by Counseling Center |

**Outcome/Objective:** Provide quality counseling services to TAMUCC students.

**Measure:** Graduating Student Survey - Quality of Care received by Health Center | **Outcome/Objective:** Provide quality health care services to TAMUCC students.

**Measure:** Noel Levitz Survey - Service Excellence | **Outcome/Objective:** Provide quality health care services to TAMUCC students.

**Implementation Description:** Finalize collaborative treatment protocol for students seeking ADD/ADHD treatment

**Projected Completion Date:** 07/2014

**Responsible Person/Group:** Executive Director, Counseling and Health Services

**Additional Resources:** Funds for additional training for Professional Staff

**Budget Amount Requested:** \$0.00 (no request)

**Connected Document**

[FY13 UHC AD/HD policy](#)

#### **Increase staff in Health and Counseling Services**

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

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Noel Levitz Survey - Service Excellence | **Outcome/Objective:** Provide quality health care services to TAMUCC students.

**Implementation Description:** Increase staff through normal budget process. Research the development of training programs in Counseling and Health Services to provide more clinical hours in clinics.

**Projected Completion Date:** 06/2014

**Responsible Person/Group:** Executive Director, Counseling and Health Services

**Additional Resources:** Additional money for staff positions - \$60,000 for nurse, \$60,000 for a counselor, \$40,000 for UHC receptionist. Money to develop training program in both clinics - \$50,000 (2 positions)

**Budget Amount Requested:** \$260,000.00 (recurring)

**Connected Document**

[FY13 Counseling Center - Pre-doctoral intern job posting](#)

#### **Increase use of technology and social media for marketing, outreach, data collection and general interaction with students**

Increase use of technology and social media for marketing, outreach, data collection and general interaction with students.

**Established in Cycle:** 2011-2012

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Graduating Student Survey - Quality of Care received by Counseling Center |

**Outcome/Objective:** Provide quality counseling services to TAMUCC students.

**Measure:** Graduating Student Survey - Quality of Care received by Health Center | **Outcome/Objective:** Provide quality health care services to TAMUCC students.

**Measure:** Kognito program pre and post surveys | **Outcome/Objective:** Demonstrate increased knowledge of strategies to help distressed students.

**Measure:** Noel Levitz Survey - Service Excellence | **Outcome/Objective:** Provide quality health care services to TAMUCC students.

**Measure:** Provide a preventative health educational program | **Outcome/Objective:** Provide quality educational services.

| Provide quality health care services to TAMUCC students.

**Implementation Description:** Increase use of technology and social media for marketing, outreach, data collection and general interaction with students.

**Projected Completion Date:** 11/2015

**Responsible Person/Group:** Associate Directors, Counseling and Health Services

**Additional Resources:** Training for professional staff; purchase of equipment and software necessary to utilize technology and social media.

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

#### **Address mandates on Health Care Reform (Affordable Care Act)**

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

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

**Projected Completion Date:** 11/2014

**Responsible Person/Group:** Executive Director, Counseling and Health Services

#### **Address mandates on Health Care Reform (Affordable Care Act)**

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

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Quality Assurance Review of Counseling Services | **Outcome/Objective:** Provide quality counseling services to TAMUCC students.

**Measure:** Quality Assurance Review of Health Services | **Outcome/Objective:** Provide quality health care services to TAMUCC students.

**Implementation Description:** Monitor, and form plan to address, Federal mandates on Health care and Health Care

Reform (Affordable Care Act).

**Projected Completion Date:** 11/2014

**Responsible Person/Group:** Executive Director, Counseling and Health Services

**Improve method collecting assessment data from students**

Improve method of collecting assessment data from students.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Health Provider interview after treatment visit - Understanding risk of side effects of one's birth control method. | **Outcome/Objective:** Demonstrate knowledge of responsible health choices.

**Measure:** Provide a preventative health educational program | **Outcome/Objective:** Provide quality educational services.

| Provide quality health care services to TAMUCC students.

**Measure:** Student Survey - Family Planning question | **Outcome/Objective:** Demonstrate knowledge of responsible health choices.

**Implementation Description:** Many students did not answer one of the Health Center's open-ended learning outcome questions on student survey (answers were symbols, not text). It is unclear if students did not have an answer to question or if they chose not to participate. Need to change method/presentation of assessment to encourage students to participate. Will change administration of survey so that 1) it is given in Health Center waiting room and 2) questions are designed so that students are more likely to participate.

**Projected Completion Date:** 05/2014

**Responsible Person/Group:** Associate Director

**Additional Resources:** None

## Detailed Assessment Report 2013-2014 University Housing

*As of: 4/30/2014 03:01 PM CST*

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

### Mission / Purpose

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The Department of University Housing at Texas A&M University - Corpus Christi strives for excellence in student housing through on-campus programs and off-campus referral services. The department endeavors to facilitate the educational mission of the University by creating living environments where students are engaged learners.

### Goals

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**G 1: Provide an excellent on-campus residential experience where students are engaged learners.**

Provide an excellent on-campus residential experience where students are engaged learners. An excellent residential experience includes quality facilities and services as well as opportunities for residents to grow, develop and become engaged in the learning process.

**G 2: Provide effective programs and services to meet the needs of an expanding student population.**

Provide effective programs and services to meet the needs of an expanding student population. To assist students with off-campus housing needs through community apartment referral services and meeting transportation challenges through bus services.

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

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**SLO 4: Identify and act upon choices for healthy living**

Residents will be able to identify and act upon choices for healthy living by the end of the first year.

Relevant Associations:

**Standard Associations**

**CAS- Council for the Advancement of Standards in Higher Education**

2.1 knowledge acquisition, integration, construction, and application

2.2 cognitive complexity

2.6 practical competence

14 Assessment and Evaluation

**Southern Association of Colleges and Schools**

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

3.3.1.3 Educational Support Services

**Strategic Plan Associations**

**Texas A&M-Corpus Christi**

1.3 Promote lifelong learning and global citizenship.

1.4 Provide a supportive and safe campus environment

Related Measures

**M 9: Residence Life Survey - Healthy Lifestyle**

Residence Life Satisfaction Survey - Student Learning and Development Outcome Domain (SLDOD) - Healthy Lifestyle Questions: Do you believe living on campus has provided exposure to information regarding a healthy lifestyle (fitness, nutrition, wellness, personal safety, etc.) and IF YES: Do you believe that exposure to these opportunities has encouraged you to live a healthier lifestyle? (study performed by the Office of Planning and

Source of Evidence: Evaluations

**Target:**

Residence Life Survey - Healthy Lifestyle Questions:

Do you believe living on campus has provided exposure to information regarding a healthy lifestyle (fitness, nutrition, wellness, personal safety, etc.)  $\geq$  60%

IF YES: Do you believe that exposure to these opportunities has encouraged you to live a healthier lifestyle  $\geq$  70%

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

The Residence Life Survey is conducted only in odd cycles.

**M 13: Prevention program healthy choices outcome results**

Healthy choices outcome results for pre/post test of students who participate in the annual large scale prevention program.

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

**Target:**

Students who participate in the annual prevention program will demonstrate learning through a pre-test/post-test analysis. Scores will improve from pre to post on 2 of 2 analysis questions. Also, students will self-report an overall improvement in understanding and an intent to make better choices in the post analysis.

**Finding (2011-2012) - Target: Met**

The 2011 Pre/Post test analysis of students who participated in the "Party House" alcohol and drug prevention program indicated that students improved on 2 of 2 scores in the post test analysis and 95% of students who drink reported that they experienced a positive change in understanding and intent to make better choices. 95.9% of students were able to correctly identify the symptoms of alcohol poisoning in the post test analysis (3.7% improvement). 86% of students were able to identify 3 or more protective behaviors in the post test analysis (57.7% improvement).

**Connected Document**

**SLO 5: Identify safe behaviors**

Residents will be able to identify safe behaviors after one semester of living on campus.

**Relevant Associations:**

**Standard Associations**

**CAS- Council for the Advancement of Standards in Higher Education**

2.1 knowledge acquisition, integration, construction, and application

2.2 cognitive complexity

2.6 practical competence

14 Assessment and Evaluation

**Southern Association of Colleges and Schools**

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

3.3.1.3 Educational Support Services

**Strategic Plan Associations**

Texas A&M-Corpus Christi

1.4 Provide a supportive and safe campus environment

**Related Measures**

**M 10: Residence Life Survey - Safe Behaviors**

Residence Life Satisfaction Survey - Student Learning and Development Outcome Domain (SLDOD) - Safe Behaviors (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

Source of Evidence: Evaluations

**Target:**

Residence Life Survey - Safe Behaviors Question  $\geq$  70%

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

The Residence Life Survey is conducted only in odd cycles.

**M 14: Prevention program safe behaviors outcome results**

Identifying safe behaviors outcome results for pre/post test of student who participate in the annual large scale prevention program.

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

**Target:**

Students who participate in the annual prevention program will demonstrate learning through a pre-test/post-test analysis. Scores on the question related to identifying safe choices will improve from pre to post by 40% or more.

**Finding (2011-2012) - Target: Met**

The 2011 Pre/Post test analysis of students who participated in the "Party House" alcohol and drug prevention program indicated that students improved by 57.7% on the question related to the identification of safe behaviors. 86% of students were able to identify 3 or more protective behaviors in the post test analysis (57.7% improvement). 10.4% of students identified 2 or more protective behaviors in the post test analysis (28.3% decrease). 3.6% of students identified 1 or more protective behaviors in the post test analysis (20.7% decrease). All students identified one or more protective behaviors in the post-test whereas 8.7% were unable to identify any in the pre-test analysis.

**Connected Document**

**SLO 6: Demonstrate awareness of diverse cultures and lifestyles**

Residents will demonstrate awareness of diverse cultures and lifestyles after the first year of residency.

### Relevant Associations:

Student Affairs Domain - Diversity

#### **Standard Associations**

##### **CAS- Council for the Advancement of Standards in Higher Education**

- 2.1 knowledge acquisition, integration, construction, and application
- 2.4 interpersonal competence
- 2.5 humanitarianism and civic engagement
- 8 Diversity
- 14 Assessment and Evaluation

##### **Southern Association of Colleges and Schools**

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

#### **Strategic Plan Associations**

##### **Texas A&M-Corpus Christi**

- 1.3 Promote lifelong learning and global citizenship.
- 1.6 Commitment to student diversity and quality.
- 1.8 Build & sustain mutually supportive relationships.

### Related Measures

#### **M 6: Residence Life Survey - Diversity**

Residence Life Satisfaction Survey - Student Learning and Development Outcome Domain (SLDOD) - Become More Aware of People From Different Cultures/Backgrounds (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

Source of Evidence: Professional standards

##### **Target:**

Residence Life Survey - Become More Aware of People From Different Cultures/Backgrounds  $\geq$  70%

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

The Residence Life Survey is conducted only in odd cycles.

#### **M 7: Residence Life Sur.-Diverse Communication**

Residence Life Satisfaction Survey - Student Learning and Development Outcome Domain (SLDOD) - Effectively Communicate with People of a Different Culture/Background (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

Source of Evidence: Professional standards

##### **Target:**

Residence Life Survey - Effectively Communicate with People of a Different Culture/Background  $\geq$  70%

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

The Residence Life Survey is conducted only in odd cycles.

#### **M 11: NSSE Crosstab - Diversity**

National Survey of Student Engagements (NSSE) Crosstab of Residents to Non-Residents. Percentage Reporting That TAMUCC Encourages Contact Among Students of Different Backgrounds.

Source of Evidence: Benchmarking

##### **Target:**

Number of residents reporting that they were encouraged to have contact with others of diverse cultures and lifestyles  $\geq$  non-residents.

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

The NSSE is conducted only in odd cycles.

#### **M 15: Diversity Program Outcome Data**

Diversity Program Outcome Data. Pre/Post test analysis of a diversity awareness/education program to determine if students learned from the program experience.

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

##### **Target:**

Diversity Program Outcome Data Results = students will demonstrate an increase in knowledge about the subject matter from pre-test to post test analysis

##### **Finding (2011-2012) - Target: Met**

African American Heritage program on spoken word poetry: Pre-test average scores = 15.4% and Post -test average scores = 78.9%. When asked to identify the reasons for the creation of spoken word poetry (purpose) no students were able to correctly identify all 8 items on the pre-test and 6 were able to do so on the post-test. Also, 3 students correctly identified 7 reasons on the pre and 6 students were able to do so on the post. All students either "agreed" or "strongly agreed" that the program helped them gain knowledge to better understand people of a different background than their own. Projected attendance for this event was 50+ students but due to extremely foul weather, only 19 students attended. 13 of these students were present for both the pre-test and post-test administration. Six students walked in after the pre-test was administered but before the educational portion of the program. Their post-test results are not included in this analysis but can be viewed in the complete findings report.

##### **Connected Document**

#### **SLO 7: Self Reliance in Life Skills**

Residents will be able to practice self reliance in life skills at the end of the first year living on campus.

### Relevant Associations:

SES Learning Domain - Life Skills

## Standard Associations

### **CAS- Council for the Advancement of Standards in Higher Education**

2.6 practical competence

### **Southern Association of Colleges and Schools**

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

3.3.1.3 Educational Support Services

## Strategic Plan Associations

### Texas A&M-Corpus Christi

1.3 Promote lifelong learning and global citizenship.

## Related Measures

### **M 4: Residence Life Survey - Independence**

Residence Life Satisfaction Survey - Student Learning and Development Outcome Domain (SLDOD) - Become More Independent (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

Source of Evidence: Professional standards

#### Target:

Residence Life Survey - Become More Independent  $\geq 70\%$

### **M 5: Residence Life Survey - Life Skills**

Residence Life Satisfaction Survey - Student Learning and Development Outcome Domain (SLDOD) - Become Self-Sufficient in Life Skills (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

Source of Evidence: Professional standards

#### Target:

Residence Life Survey - Become Self-Sufficient in Life Skills  $\geq 70\%$

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

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### **O/O 1: Build a residential environment of engaged learning.**

Build a residential environment of engaged learning that contributes to student success.

#### Relevant Associations:

## Standard Associations

### **CAS- Council for the Advancement of Standards in Higher Education**

1 Mission

2.1 knowledge acquisition, integration, construction, and application

2.2 cognitive complexity

2.3 intrapersonal development

2.4 interpersonal competence

2.5 humanitarianism and civic engagement

2.6 practical competence

14 Assessment and Evaluation

### **Southern Association of Colleges and Schools**

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

3.3.1.3 Educational Support Services

## Strategic Plan Associations

### Texas A&M-Corpus Christi

1.3 Promote lifelong learning and global citizenship.

1.4 Provide a supportive and safe campus environment

1.6 Commitment to student diversity and quality.

## Related Measures

### **M 4: Residence Life Survey - Independence**

Residence Life Satisfaction Survey - Student Learning and Development Outcome Domain (SLDOD) - Become More Independent (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

Source of Evidence: Professional standards

### **M 5: Residence Life Survey - Life Skills**

Residence Life Satisfaction Survey - Student Learning and Development Outcome Domain (SLDOD) - Become Self-Sufficient in Life Skills (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

Source of Evidence: Professional standards

### **M 8: Residence Life Sur. - Learn and Grow**

Residence Life Satisfaction Survey - Student Learning and Development Outcome Domain (SLDOD) - Encourage you to Learn and Grow as an Individual (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

Source of Evidence: Professional standards

#### Target:

Residence Life Survey - Encourage you To Learn and Grow as an Individual  $\geq 70\%$

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

The Residence Life Survey is conducted only in odd cycles.

**M 12: NSSE - Engagement Scores of Residents to Non-Residents**

NSSE crosstab of residents v. non-residents. Resident students will report equal or higher levels of engagement than non-resident students

Source of Evidence: Benchmarking

**Target:**

Resident students will report equal or higher levels of engagement on 3 of 5 items.

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

The NSSE is conducted only in odd cycles.

**O/O 2: Provide quality on-campus housing options.**

Provide quality on-campus housing options that are attractive to students.

**Relevant Associations:****Standard Associations****CAS- Council for the Advancement of Standards in Higher Education**

- 1 Mission
- 9 Organization and Management
- 13 Facilities and Equipment
- 14 Assessment and Evaluation

**Southern Association of Colleges and Schools**

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

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

- 1.4 Provide a supportive and safe campus environment
- 1.10 Manage resources efficiently and effectively.

**Related Measures****M 1: Noel Levitz Survey Results - Living Condition**

Noel Levitz Survey Results - Living Condition Score

Source of Evidence: Benchmarking

**Target:**

Living Condition score >= national score

**Finding (2011-2012) - Target: Partially Met**

2012 Noel Levitz Living Condition score = .1 less than the national score but .2 greater than in 2010.

**Connected Documents**

[University Housing Strategic Plan 2020](#)

**Related Action Plans (by Established cycle, then alpha):****Implement the Housing Strategic Plan 2012-2020**

*Established in Cycle: 2011-2012*

Implement the Housing Strategic Plan 2012-2020

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

**M 3: Residence Life Survey - Room Condition**

Residence Life Satisfaction Survey - Room Condition (study performed by the Office of Planning and Institutional Effectiveness for University Housing)

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

**Target:**

Residence Life Satisfaction Survey - Room Condition >= 70% Satisfied

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

The Residence Life Survey is conducted only in odd cycles.

**O/O 3: Assist with the needs of off-campus students.**

Assist off-campus students with housing and transportation needs through referral services and agreements with Regional Transportation Authority.

**Relevant Associations:****Standard Associations****CAS- Council for the Advancement of Standards in Higher Education**

- 1 Mission
- 7 Equity and Access
- 10 Campus and External Relations

**Southern Association of Colleges and Schools**

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

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

- 1.4 Provide a supportive and safe campus environment
- 1.9 Expand University impact and stature.
- 1.10 Manage resources efficiently and effectively.

**Related Measures****M 2: RTA Ridership (WAVE shuttle) Satisfaction**

Satisfaction of students riding the RTA WAVE Shuttle.

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

**Target:**

Overall, RTA Ridership of The WAVE Shuttle  $\geq$  85% satisfied.

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

This survey will only be conducted in odd cycles. In recent years it was conducted more frequently to address areas of concern. As those issues have been resolved, this measurement will return to a two year cycle.

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

This survey will only be conducted in odd cycles. In recent years it was conducted more frequently to address areas of concern. As those issues have been resolved, this measurement will return to a two year cycle.

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

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**Implement the Housing Strategic Plan 2012-2020**

Implement the Housing Strategic Plan 2012-2020

**Established in Cycle:** 2011-2012

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Noel Levitz Survey Results - Living Condition | **Outcome/Objective:** Provide quality on-campus housing options.

**Projected Completion Date:** 08/2020

**Responsible Person/Group:** Director, Assessment and Housing and Camden Miramar

**Connected Document**

[University Housing Strategic Plan 2020](#)

**Plan and Build Phase IX of Housing**

Plan and build Phase IX of Housing to include up to 300 new beds.

**Established in Cycle:** 2011-2012

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** Contract with Camden to build the facility and oversee construction.

**Projected Completion Date:** 08/2013

**Responsible Person/Group:** VPSES, Director and Camden Miramar

**Customer Service Initiative for Camden Office Staff**

A customer service initiative will be created for the Camden Office Staff to address concerns identified in the 2013 Residence Life Survey.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Projected Completion Date:** 11/2013

**Responsible Person/Group:** Camden Miramar Director

**Develop and Measure Student Learning Outcomes for the Islander Leadership Seminar**

Develop and Measure Student Learning Outcomes for the Islander Leadership Seminar

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Projected Completion Date:** 12/2013

**Responsible Person/Group:** Executive Director of SEI and Assistant Director of Camden

**Implement Dining Plan**

Implement the dining plan requirement for all on-campus residents starting Fall 2014. This will require changes to renewal and new resident recruitment literature and training of staff to communicate the dining requirement.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Projected Completion Date:** 08/2014

**Responsible Person/Group:** Director of Camden with Executive Director of SEI

**Investigate Housing Options for the Momentum Campus**

Investigate Housing Options for the Momentum Campus.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Projected Completion Date:** 05/2015

**Responsible Person/Group:** Executive Director of SEI and VPSES

**Work with Outsourced Contractors to Improve Services**

Work with outsourced internet, pest control and cleaning service providers to address areas of concern identified in the 2013 Residence Life Survey.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Projected Completion Date:** 10/2013

**Responsible Person/Group:** Camden Miramar Director