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Executive Summary

The highlight of the Dean of Students Office (DOS) in 2011-2012 was the abundance of quality services delivered to develop students. After its establishment in 2009-2010 and hiring two staff members to manage it in 2010-2011, this year the Leadership Institute held the second Leadership Institute Annual Conference for 100 more participants than last year as well as implemented both a Leadership Film Series and a Leadership Workshop Series. Student Emergency Services assisted 305 students (a 55% increase from last year), especially during the Central Texas Wildfires, when replacing textbooks and finding funding for necessities was vital. DOS continued to expand staff this year to maintain services for the increased student population by hiring a full-time Conduct Officer and a half-time Attorney. The Leadership Institute and Student Emergency Services are good examples of the increased amount of educational events and services that all areas in DOS provided to support the university community this year. Each area in DOS has a detailed annual report in the pages following this overall summary for the entire office.

Major Accomplishments/Retention Initiatives 2011-2012

1. Administrative Support for the Central Office provided 100 students with notary services, responded to 12,425 persons by phone and in person, 525 emails, and notified 89 students who received a noise/host responsibility citation.
2. Administrative Support for the Central Office scheduled and coordinated 72 staff members for Sexual Harassment Training and 211 staff members for EEO Training.
3. Associated Student Government, with the support of DOS, awarded a total of $355,400 scholarship awards for 205 students.
4. Associated Student Government (ASG), with the support of DOS, implemented the annual student body election and had 3,430 students (10% of the student body) participate this year, an 18% increase from last year, as well as hosted a First Amendment Rights panel discussion for Constitution Day, the Texas State Roundtable, Community Roundtable, and ASG Office Open House.
5. Attorney for Students assisted 1,058 students by appointment and over 400 students through presentations.
6. Attorney for Students hired a half-time attorney to assist the one full-time attorney and one half-time attorney.
7. Behavior Assessment Team consulted with two faculty members, assessed 37 reported incidents, produced a brochure, and provided eight presentations to the university community.
8. Leadership Institute conducted the second Leadership Institute Annual Conference with 300 students participating, a Leadership Film Series: with 106 students participating, and a Leadership Workshop Series with 180 students participating.

9. Leadership Institute funded and sent 24 students to the Second Annual LBJ Presidential Library and Museum Trip and 32 students to state and national student leadership conferences.

10. Student Emergency Services assisted 276 students with Absence Notifications by contacting 1,355 faculty members about student absences.

11. Student Emergency Services distributed $7,800 in Student Affairs Emergency Grants to 20 students who experienced emergencies or crisis and $5,169 in Short-Term Crawford Loans to 9 students for short term financial emergencies.

12. Student Foundation, with support by DOS, organized two large annual events to have 750 people attend the Veterans Day Ceremony and 220 people attended the Bobcat Pause Memorial Service.

13. Student Justice investigated and adjudicated cases involving a total of 668 students, which was a 24% increase from last year.

14. Student Justice hired a permanent, full-time Conduct Officer to assist the Assistant Dean of Students for Student Justice who is the only other dedicated Conduct Officer.

15. Alcohol and Drug Compliance Services provided opportunities for 5660.25 community service hours to be completed by 564 individuals, which was a 53% increase of participants from last year.

16. Alcohol and Drug Compliance Services provided the Marijuana 101 program for 141 students and 27 Alcohol Education Program for Minors classes that educated 501 individuals, an increase of 10 classes and 163 individuals from last year.

17. Alcohol and Drug Compliance Services held 406 meetings with 172 students for alcohol/drug assessments and course completion.

18. Student Ombudsman Services assisted 37 students in person, a 42% increase from last year, and 104 students by phone and email.

19. The Dean of Students Office web site received 44,439 visits for searches such as Dean of Students, dining halls, student handbook, alcohol awareness class, and student justice.

**Progress on 2004-2012 Administrative Support Plan**

Below is the overall progress made to the current department strategic plan this year. Each DOS area’s progress may be found in the respective area’s annual report in the following pages.

**Department Goal 1:**
Facilitate student success, development and affinity for Texas State through advising, mentoring programs and student leadership training opportunities which focus on the needs of a diverse student population.

**Department Objective 1.A:**
Increase collaboration with faculty, staff, and students throughout the university in order to provide leadership opportunities that will integrate ethics/integrity, excellence, social responsibility, inclusivity, civic engagement, and empowerment.
Student Affairs Goal: III. Develop effective co-curricular programs, services, and partnerships with faculty, other staff, and external constituents to increase the learning, retention and success of students

Department Strategy 1.A.1
Develop and implement a comprehensive set of activities for a multi-tiered Texas State Leadership Institute.
Beg FY: FY11 End FY: FY12
Status: This year the Institute expanded its programming substantially beyond the Leadership Institute Annual Conference. The Institute worked incredibly hard during the summer of 2011 to unveil the Leadership Workshop Series and Leadership Film Series during the 2011-2012 academic year including offering a total of six workshops and two films. A graduate intern from the Student Affairs in Higher Education master’s program was selected to work on the curriculum and marketing plan for a Freshman Cohort program. In addition, the Institute received a donation that will provide materials for overnight retreats.

Department Strategy 1.A.2
Create the Texas State Leadership Institute Advisory Board.
Beg FY: FY11 End FY: FY12
Status: Due to the importance of increasing programmatic offerings by the Leadership Institute and priorities to sustain the quality associated with the Leadership Institute Annual Conference, a decision was made at the beginning of the fall semester to postpone the formal creation of this body until the 2012-2013 fiscal year. Significant progress was made in building partnerships with units within the Division of Student Affairs along with other university departments including the Alumni Association, University College, Honors College, College of Fine Arts and Communications, and College of Education.

Department Strategy 1.A.3
Implement the LeaderShape program at Texas State.
Beg FY: FY11 End FY: FY12
Status: The Leadership Institute was able to send seven students during the summer to national sessions offered in Illinois and California. After these sessions, the student leaders were brought in to discuss the future of this program and steps that should be next. The group unanimously agreed that progress should continue to be made to bring a campus-based version of this program to Texas State. As a result, a planning committee comprised of students, faculty, staff, and alumni was established, and their first meeting was held in November 2011. In addition, resources were again committed to send nine students to national sessions offered during the summer of 2012.

Department Strategy 1.A.4
Connect the Dean of Students Office’s chartered student organizations (Associated Student Government and Student Foundation) to the Texas State Leadership Institute.

**Beg FY:** FY11  
**End FY:** FY12  
**Status:** Staff from the Leadership Institute conducted presentations at a general meeting of both organizations to outline our strategic plan and seek their involvement with programming. The Student Body President was selected during the summer of 2011 to attend a LeaderShape national session. Associated Student Government (ASG) and Student Foundation (SF) were both invited to select student leaders to attend state leadership conferences including the Texas Student Leadership Forum on Faith and Values, the Hatton W. Sumners Undergraduate Student Leadership Conference, and the LBJ Presidential Library and Museum Trip for Texas State Student Leaders. ASG and SF members were also selected to serve as small group facilitators for the Leadership Institute Annual Conference. Select ASG and SF leaders were also speakers at workshops and conference breakout sessions offered during the year.

**Department Strategy 1.A.5**
Revise and continue implementing the Housley/Texas State Leadership Institute Capstone program.

**Beg FY:** FY11  
**End FY:** FY12  
**Status:** A decision was made in late October to discontinue support for the externally supported and funded Housley Principled Leadership Program. It conflicted with the strategic plans for the Leadership Institute which had fully intended for the Institute professional and student staff to offer an Advanced Leader Capstone Program and an Emerging Leader Cohort Program. The Texas State Leadership Capstone Program will begin during the fall 2012 semester. Curriculum development, marketing, outreach, and selection of participants will be completed during the summer 2012.

**Department Strategy 1.A.6**
Create Leadership Institute Endowment.

**Beg FY:** FY11  
**End FY:** FY12  
**Status:** The funds from the Verizon Partnership with the Division of Student Affairs were all dedicated towards the creation of an endowment fund. Efforts will continue during the next fiscal year to grow this endowment before any funds will be used.

**Strategy 1.A.7**
Create website portal that provides a clearinghouse of all campus leadership programs and activities.

**Beg FY:** FY11  
**End FY:** FY12  
**Status:** The Leadership Institute made substantial progress during the summer of 2011 to increase its web presence. A decision was made to apply through ITAC for a separate domain name. This allowed the Institute to completely redesign the site which showcased the annual conference, tiered programming model, and the
program offerings for the 2011-2012 academic year. The clearinghouse aspect of the website still needs to be developed. Unfortunately there was insufficient time available with other demands to dedicate resources to this. As a result, a decision was made to request funding for a Graduate Research Assistant who will have as one of its responsibilities the task of creating the clearinghouse. In addition, the new Division of Student Affairs Leadership Programs Advisory Team began convening during the summer of 2012. One of its roles will be to develop a master calendar of all of the leadership development programs going on throughout an academic year. These two actions should help make it possible to make substantial progress on this objective during the next year.

**Department Objective 1.B:**
Increase student sustainability and success, both academically and personally, by providing satisfactory and appropriate programming that encourages healthy decision making, relating to alcohol and drugs, as well as personal responsibility.

**Student Affairs Goal:**

III. Develop effective co-curricular programs, services, and partnerships with faculty, other staff, and external constituents to increase the learning, retention and success of students

**Department Strategy 1.B.1**
Complete relocation of Alcohol and Drug Compliance Services office to a permanent location, clearly identified for efficient access of students, by or prior to beginning of fall semester 2011.
Beg FY: FY11
End FY: FY12
Status: This relocation (strategy) is complete. The workspace is far from ideal and has operational challenges that will be monitored as will opportunities for a subsequent relocation/modification.

**Department Goal 2:**
Manage the physical, fiscal and technological office resources required to efficiently and effectively meet the demands of a growing student, faculty and staff population as well as promote professional development and opportunities for staff through ongoing staff development workshops, conferences and work life issues.

**Department Objective 2.A:**
Utilize informational technology to improve achievement of department core functions.

**Student Affairs Goal:**

V. Develop and manage financial, physical and technological resources effectively and efficiently.

**Department Strategy 2.A.1**
Incorporate Adirondack System department-wide.
Beg FY: FY11 End FY: FY12
Status: Progress was made in the discipline component of Adirondack but the software has not yet been rolled out and the finalization of implementing Adirondack for use by Student Justice is a goal for 2012-2013.
Department Objective 2.B
Create a comprehensive review and response process for addressing reported student emergencies.

Student Affairs Goal: IV. Foster an environment that is safe, responsive and supportive of a diverse community

Department Strategy 2.B.1:
Hire a full-time staff person to coordinate emergency services for common/routine emergencies often experienced by students.

Beg FY: FY11        End FY: FY12
Status: This strategy was modified this year to delay it and a Graduate Assistant was hired in the interim to help the Associate Dean with emergency services.

Department Strategy 2.B.2:
Develop comprehensive written processes for responding to student emergencies brought to the attention of the Dean of Students Office.

Beg FY: FY11        End FY: FY12
Status: The strategy of developing a comprehensive written process for responding to student emergencies brought to the attention of the Dean of Students Office was completed; however with the implementation of a new Student Information System the steps for processing short term Crawford loans had to be modified.

Department Goal 3:
Promote awareness of legal issues affecting students through direct educational programs by collaborative efforts with academic and other departments as well as professional training opportunities for students.

Department Objective 3.A:
Increase staff to manage growing programs and services while maintaining office and student safety

Student Affairs Goal: II. Recruit, develop, support and retain high quality, diverse staff

Department Strategy 3.A.1:
Research and implement addition of full time receptionist

Beg FY: FY09        End FY: FY11
Status: Because there is a high turnover in student workers and due to the complexity and serious nature of the calls taken by this office, it continues to be our objective to obtain a full-time administrative assistant to help answer calls, schedule clients in the office and perform notary services. As in years past, we have had several clients with critical issues who have called the office and encountered student workers who were uncomfortable handling such matters.
While this office takes great care to train its student workers to do the best job possible, with the low wages offered, sporadic hours and high turnover, it is difficult to prepare them for such eventualities. Also because of the complexity and high stress of the position, we have learned over the years that it is best if we focus on hiring upperclassmen for our student worker positions who can be relied on to better handle the challenging cases that come through. Unfortunately, there has been a reduction in the number of students available in the work study pool (we are down to two part-time (typically 8-10 hours/week) work study positions). Our Administrative Assistant II supervises all the student workers, handles purchasing and other bookkeeping for the office (resolve conflicts with SAP), coordinates travel, performs notarizations, takes appointments and assists all attorneys. With the additional of a second part-time attorney, the work load for this position has increased and devoting a significant portion of her day to receptionist duties makes her position all the more challenging.

Department Objective 3.B:
Increase part-time staff to manage growing programs and maintain high level of customer service

Student Affairs Goal: II. Recruit, develop, support and retain high quality, diverse staff

Department Strategy 3.B.1:
Research & implement addition of part time attorney

Beg FY: FY10  End FY: FY11

Status: This strategy was successfully implemented on September 1, 2011 with the hiring of an additional half-time attorney. This new half-time attorney also has a half-time appointment with the University of Texas at Austin in their legal services office and thus brings important experience to this office. The new employee is proving to be a valuable asset to the office both in student advising and various outreach projects ranging from posters to videos and group presentations.

Assessments for 2011-2012

The Dean of Students Office conducted thirteen assessments this year plus smaller event evaluations. Tracking and demographic analysis was conducted by the Administrative Support for the Central Office and the Attorney for Students areas as well as each program evaluation. The Student Emergency Services area conducted benchmarking of its services with comparable universities from around the nation. All areas with the exception of the Administrative Support for the Central Office area conducted satisfaction surveying of their customers served. Outcomes assessments were completed for the Alcohol and Drug Compliance Services area with a pre-test/post-test of the Alcohol Education Program for Minors course and for Associated Student Government and Student Foundation the Student Leadership Skills Proficiency Observations. Below is a summary of each assessment’s results. The details of each DOS area’s assessments may be found in the respective area’s annual report in the following pages.
Administrative Support for the Central Office Customer Contacts Tracking

The Administrative Support for the Central Office conducted customer tracking during 2011-2012 for both in person and over the phone assistance the Dean of Students Office reception area staff provided. A total of 12,425 contacts were made for the year with the greatest number of contacts in October and April due to mid-terms and registration. A majority of calls were for general questions, visitor appointments, and Student Justice.

Alcohol and Drug Compliance Services Alcohol Education for Minors Program Pre-Test/Post-Test

Alcohol and Drug Compliance Services (ADCS) utilizes the state mandated pre-test/post-test, provided by the Alcohol Education Program for Minors (AEPM) curriculum, as the tool to determine learning outcomes (including knowledge increase) for each AEPM class facilitated. Per state mandate, the pre-test is completed by each student as part of the registration process prior to the beginning of the class. Per state mandate, the post-test is completed by each student at the conclusion of the course. Successful completion of the course is determined by a post-test score of at least 70%. For this assessment period of 2011-2012, 27 AEPM/MIP classes were conducted with 501 participants successfully completing the course with an overall “knowledge increase” of 54%. When compared to the previous assessment period of 2010-2011, in which 17 classes were conducted and 338 students successfully completed the course with an overall knowledge increase of 58%, there was a slight decrease in the “knowledge increase.” However, this decrease is not significant and the overall class “knowledge increase” is still well above the targeted 10%. For this assessment period, an average of at least a 10% increase of knowledge to be demonstrated by program participants” was surpassed as evidenced by the 54% overall “knowledge increase.”

Alcohol and Drug Compliance Services Alcohol Education Program for Minors Course Evaluation

Alcohol and Drug Compliance Services (ADCS) utilizes the state mandated Course Evaluation tool, provided by the Alcohol Education Program for Minors (AEPM) curriculum, as a method of identifying student satisfaction with the course, program and instructor strengths as well as areas needing improvement within the realm of flexibility allowed by the Texas Department of State Health Services (DSHS) and course curriculum creators. The Course Evaluation tool utilizes a combination of Likert Scale and qualitative measurements through participant written response as methods of gathering evaluative data. The Course Evaluation is completed, voluntarily, by participants at the conclusion of each course. All evaluations are reviewed and data calculated by AEPM program administrator. For the purpose of this assessment, Course Evaluations will demonstrate that at least 75% of respondents will give an “Overall Rating of Course” and an “Overall Rating of Instructor” measurement a score of 8 or higher on a 1-10 scale, with 10 being the highest.

For this assessment period of 2011-2012, 27 AEPM/MIP classes were conducted, 501 students successfully completed the course and 496 students completed the Course Evaluation tool (only 5 students chose not to complete the evaluation tool). In the category of “Overall Rating of Course” 447 participants (90%) gave a score of 8 or higher (70 gave an “8”, 119 gave a “9” and 258 gave a “10”). In the category of “Overall Rating of Instructor” 489 (98.5%) gave a score of 8 or higher (13 gave an “8”, 59 gave a “9” and 417 gave a “10”). These results indicate that participants in the AEPM/MIP course, although state mandated to complete the course as a compliance sanction, overall were satisfied with the experience.
Associated Student Government Satisfaction Survey
An email with the satisfaction survey was sent to eight (8) Associated Student Government (ASG) leaders on April 2, 2012 and a reminder was sent April 16, 2012. The ASG leaders were asked to complete the survey and return it to the Dean of Students Office to maintain anonymity. Three (3) of the eight (8) surveys were returned via paper to the Dean of Students Office resulting in a 38% return rate.

100% of respondents strongly agreed that Dean of Students Office staff were available, accessible, knowledgeable and supportive. Respondents’ comments supported their ratings indicating they were highly satisfied with the advising by the Dean of Students Office staff. In order to improve the return rate, the survey instrument will be changed to an on-line form to enhance the anonymity of the survey respondents by eliminating the need to return the survey in person.

Associated Student Government Student Leadership Skills Proficiency Observations
Advisors in the Dean of Students Office observed day to day interactions with student leaders and used a student leadership rubric to determine the student leaders’ level of leadership skills proficiency. The rubric includes potential observed skills at various levels of leadership. Advisors determined the level of proficiency based on observing student leaders demonstration of all skills in the appropriate proficiency level. Advisors observed eight (8) student leaders from the Associated Student Government during fall 2011 and spring 2012.

All ASG leaders increased their leadership skills proficiency and moved up to a higher level during 2011-2012. 25% of the ASG leaders moved from leadership skills proficiency level Volunteer/Contributor in fall 2011 to the Coordinator level in spring 2012, 37.5% moved from the Coordinator level in fall 2011 to the Organizational Veteran level and another 37.5% moved from Organizational Veteran level in fall 2011 to the Visionary level in spring 2012.

Attorney for Students Client Satisfaction Survey
Surveys for 2011-2012 utilized an overall satisfaction scale ranging from exceptionally satisfied to not at all satisfied. Surveys completed by 583 clients leaving their session indicated a high degree of satisfaction with the service they received during their consultations (96% were either highly satisfied or exceptionally satisfied). More specifically, of the 580 clients responding to the question “Would you use our office again or recommend it to another student in the future?” 98% answered “yes.” These results comport with the Dean of Students Office assessment target of having a minimum of 85% satisfaction rate. Assessments continued to reflect a desire by students for additional staff to provide more consultation opportunities, which was not a survey question but spontaneous responses at the end of the survey.

Leadership Institute Annual Conference Evaluation
A paper survey was provided to all student participants during the 2012 Leadership Institute Annual Conference. This survey was provided to 300 students (272 from Texas State and 28 from other participating universities) on Saturday, February 18, 2012 at the end of the conference and was collected from 202 individuals with a response rate of 67.33%.
Major findings of the assessment showed that 97% of respondents agreed or strongly agreed their overall experience at the conference was positive. 97% of respondents agreed or strongly agreed that the conference was well organized, and 94.5% of respondents stated they would recommend the Leadership Institute Annual Conference to another student.

Assessment data also illustrates the need to be more intentional or descriptive of the relationship between the Common Experience theme and that of the conference. While 90% of respondents agreed or strongly agreed that their small group facilitator helped them to understand the connection between the First Amendment (Common Experience and conference theme) and effective leadership, data from the Saturday lunchtime addresses was less successful with 70.3% of respondents who agreed or strongly agreed that the address helped them to understand the connection between the Common Experience and leadership development. In addition, 63.36% of respondents found Saturday’s closing remarks helped them to understand the value of the First Amendment in a global context, only 0.9% disagreed and 6.4% neither agreed nor disagreed. The remaining 29.2% of respondents either selected Not Applicable (21.8%) or did not answer at all (7.4%).

Based on this year’s assessment, we plan to provide detailed descriptions of the breakout sessions for easy access during the registration process (descriptions were online but on a different page than the registration form). We will provide a more clear description of the Common Experience theme and its relationship to the conference, also being clear that not all sessions will relate to the theme, but may be general leadership tracks. We will again revisit the length and pace of the conference to ensure engaged student participation, and will brainstorm potential solutions to reducing the cancellation and no-show rates, allowing for more efficient small group assignments, participation and use of conference resources.

Student Emergency Services Benchmarking
A total of nine universities across the nation were reviewed for information about each schools’ component of emergency services for students, if an area of these services existed at the institution. Three of the nine schools (Kent State, UT-San Antonio and Texas Tech) do not have an emergency services component. Universities with funds dedicated to emergency services indicated that they have a budget for these services but were not comfortable sharing actual amounts. The types of programs vary in terms of staff size, resources and what they consider to be emergencies. The University of Texas at Austin probably had the most comprehensive emergency services program for students out of all of the universities reviewed.

Student Emergency Services Satisfaction Survey
An electronic assessment was e-mailed to 271 students who requested notification to faculty that they were experiencing an emergency or crisis which prevented them from attending class on specific days. There was an overall response rate of 16.6%, a 9.6% increase from FY11.

Overall, students who utilized the system either agreed or strongly agreed that they were satisfied with the service, the service was helpful to them, and it assisted them with continuing their education. For the fall semester there were a total of 113 students utilizing the service with 19 students responding to the assessment. During the spring there were 158 students utilizing the service and 26 students responding to the assessment.
We learned through some of the comments that some students would have liked for the notifications to have been forwarded earlier, but notifications will not be forwarded unless the student provides appropriate documentation. Exceptions are made if there is an emergency and a student has to travel (i.e. home for a sick parent, or emergency which requires immediate departure) and later ascertain documentation upon arrival to their destination or after the completion of funerals; in those circumstances a notification may be sent immediately.

**Student Foundation Student Leadership Skills Proficiency Observations**

Student Foundation Advisors evaluated the leadership skills proficiency of ten Student Foundation Officers and Directors in the fall 2011 and ten in the spring 2012 semesters. Not all of the students evaluated during the academic year were in the same leadership position from fall to spring. Between the fall and the spring semester, there were changes in leadership for the positions of President, Executive Vice President, Director of Communications and Marketing, and Director of Leadership Development.

In fall 2011, three (30%) Leadership Team members were at the *Organization Veteran* level, five (50%) Leadership Team members were at the *Coordinator* level, and two (20%) Leadership Team members were at the *Volunteer/Contributor* level. In the spring 2012 five (50%) Leadership Team members were at the *Organization Veteran* level, four (40%) Leadership Team members were at the *Coordinator* level, and one (10%) Leadership Team member was at the *Volunteer/Contributor* level.

The results from the Student Leadership Skills Proficiency Assessment indicate that retreats for the Leadership Team (consisting of the advisors, officers, and directors) for transition in May and planning for the academic year should continue to be offered and include team building, budgeting, event planning, assessment, communication, recordkeeping and university policies and procedures. While members (including officers and directors) perceive themselves as advanced leaders, the results of this assessment continues to show that leadership development opportunities and meetings and retreats should continue to be offered and the curriculum more closely guided by the organization’s advisors. It was also helpful to include the committee directors who are responsible for major Student Foundation programs and now interact regularly with the Dean of Students Office staff in this assessment and this practice should be included next year.

**Student Foundation Satisfaction Survey**

An email with the satisfaction survey was sent to the four (4) Student Foundation (SF) elected officers and the six (6) directors at the beginning of April 2012 followed by a reminder in the middle of April and end of the spring 2012. The officers and directors were asked to complete the survey and return it anonymously to the Dean of Students Office. Three (3) of the ten officers and directors chose to return a completed survey (30% return rate). Demographic information for survey respondents was not requested from respondents. Dean of Students Office satisfaction survey completed by Student Foundation Executive Council demonstrates a desire from the officers for more leadership training and DOS support during officer transition.

All SF respondents self-reported that they “strongly agreed” or “agreed” with three of the items of the instrument including that Dean of Students staff were available, accessible, knowledgeable, and
provided sufficient administrative support. Two of the three respondents “strongly agreed” or “agreed” that DOS staff members supported their leadership development with the third responding “neutral” to the question. The remaining question regarding the degree to which DOS staff members respected decisions of the organization leadership produced one “agree”, one “neutral” and one “disagree”.

The advisors will play a more direct role in articulating the purpose of the organization and expectations of members. DOS staff members will spend the summer revising the charter articulation agreement under SA/PPS 05.02 including revised governing documents, structure, and expectations to better aligned with current department mission and goals.

Additionally, greater emphasis will be placed on offering refresher leadership development opportunities on teambuilding, budgeting, event planning, assessment, communication, recordkeeping and university policies and procedures. The advisors will continue to focus on ways to improve diversity and eliminate elitism and exclusivity through the recruitment process, regular communication, offering of developmental programs, and the charter redefinition process.

**Student Justice Satisfaction Survey**

This assessment involved providing a satisfaction survey to students adjudicated during the long semesters of FY12 for Code of Student Conduct violations. An approximate total of 450 surveys were handed out. 58 were completed and returned in fall 2011; 37 of them in spring 2012 for an overall response rate of 21%. Students rank 12 statements in the survey from 1-4, with 1 being the most positive response and 4 the least positive response, specifically, 1=Very true, 2=Somewhat true, 3=Not so true and 4=Not true at all. Overall, satisfaction with the Student Justice process remains positive. However, the findings show a slight decrease in the overall satisfaction rating (total survey average was 1.49 in fall and 1.56 compared to the previous year in which the average was 1.36 in fall and 1.40 in spring).

Of all surveys completed, 86% in fall and 81% in spring averaged a positive response (1.00-2.00), a slight decrease from the previous year. All question averages were positive. The question showing the least satisfactory responses in fall was 1a regarding the timeliness of the initial contact (1.79); in the spring it was question 1b regarding the timeliness of being seen upon arrival for appointment (1.81). From the time this survey was first administered, the questions with the least satisfactory responses consistently related to the timeliness of the adjudication process (first contact from the time of the incident and the time students waited to be seen for their appointment).

Student Justice is engaged with DHRL in implementing the use of software that will help record and track conduct violations. Once fully implemented, it is expected that the time from the occurrence of an incident to the time a student is summoned to Student Justice will be decreased since DHRL and Student Justice will use the same system. This system will also automate electronic contact with students.

Regarding the time a student waits to be seen for their appointment, at times, particularly during peak times when several students may be scheduled back-to-back, if a student appointment runs late, it can delay with a domino effect subsequent appointments. In an effort to alleviate this and
see if the rating for question 1b improves, FY13 Student Justice appointments will be scheduled for 45 minutes (increased from 30 minutes).

**Student Ombudsman Services Satisfaction Survey**

An electronic survey was e-mailed to all students who visited the Dean of Students Office for Ombudsman Services; a follow-up phone call by the graduate assistant was initiated to all non-responders. For the fall semester there were 19 cases and 18 cases for the spring with a total of 37 cases during the long semesters.

There was a response rate of 37% (7) during the fall and 39% (7) for the spring, for an overall 38% (14 of 37) response rate for FY12. 100% of respondents indicated that they were satisfied with Ombudsman Services, which achieved the target of at least 80% of respondents who will be satisfied.

Although 21% of the respondents disagreed that the service was neither helpful to them nor assisted them with continuing their education, 100% indicated that they agreed or strongly agreed that they were satisfied with the Ombudsman services provided to them. This is more than likely an indication that the outcome of their case (not determined by the Ombudsman) may not have been what they hoped for, but the effort and services provided to address their concerns through the Ombudsman were 100% satisfactory which exceeds the targeted 80% of responders would indicate they were satisfied with the services provided to them.

**Presentations presented by Department Staff**

This year the following 47 presentations were conducted by Dean of Students staff to reach well over 1,000 individuals comprised of faculty, staff, other professionals and students at Texas State and across the nation.

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<td>Alcohol Education Program for Minors (4 classes)</td>
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<td>Dr. Erik D. Malmberg &amp; Ashley A. Jones</td>
<td>Leadership Institute Overview</td>
<td>student members of Student Organization Council Presidents</td>
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</tr>
<tr>
<td>Iliana Melendez</td>
<td>VIDERE! &amp; Vision</td>
<td>155 RAs/Staff Assistants, 9</td>
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<tr>
<td>person</td>
<td>presentation title</td>
<td>audience</td>
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<tr>
<td>Iliana Melendez</td>
<td>Building: (Team building &amp; formulating a vision)</td>
<td>Graduate Students &amp; 12 Residence Hall Directors</td>
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<td>Iliana Melendez</td>
<td>The Importance of Vision: Turning Dreams Into Reality</td>
<td>17 students in Emerging Leaders Leadership Workshop Series</td>
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<tr>
<td>Iliana Melendez</td>
<td>Allies Training (Fall RA Training)</td>
<td>35 student RAs</td>
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<td>Iliana Melendez</td>
<td>Allies Training (Student Program)</td>
<td>15 San Jacinto Hall student residents</td>
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<td>Iliana Melendez</td>
<td>Allies Training (E-SAC)</td>
<td>76 staff members of Student Affairs</td>
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<td>Iliana Melendez</td>
<td>Study Abroad Presentation (Student Justice)</td>
<td>20 Students participating in a 2012 Study Abroad Program in Japan</td>
<td>Texas State</td>
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<tr>
<td>Ismael Amaya</td>
<td>New UPD Officer Orientation (Student Justice)</td>
<td>New UPD Officer</td>
<td>Texas State</td>
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<td>Kathryn Weiser</td>
<td>Behavior Assessment Team</td>
<td>Faculty of developmental mathematics courses</td>
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<td>Kathryn Weiser</td>
<td>Behavior Assessment Team</td>
<td>Dept. Chair &amp; Faculty for History Department</td>
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<td>Dean &amp; Dept. Chairs for College of Business</td>
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<tr>
<td>Laramie McWilliams</td>
<td>Student Foundation Alumni Panel</td>
<td>student members of Student Foundation</td>
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<td>Milena Christopher</td>
<td>Wills, Trusts &amp; Estate Issues</td>
<td>faculty/staff</td>
<td>Texas State</td>
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<td>Milena Christopher/Shannon Fitzpatrick</td>
<td>Renting Issues for Students</td>
<td>professional local Apartment Managers</td>
<td>San Marcos, TX</td>
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<tr>
<td>Shannon Fitzpatrick</td>
<td>Pride and Traditions of Student Foundation</td>
<td>student members of Student Foundation</td>
<td>Texas State</td>
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<tr>
<td>Shannon Fitzpatrick</td>
<td>Student Leadership</td>
<td>student members of Student Foundation</td>
<td>Texas State</td>
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<tr>
<td>person</td>
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<tr>
<td>Shannon Fitzpatrick</td>
<td>Historical Leadership in San Marcos</td>
<td>professional members of Leadership San Marcos</td>
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<tr>
<td>Stacy Batts</td>
<td>Alcohol Education Program for Minors (6 classes)</td>
<td>class participants</td>
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<td>Stacy Batts</td>
<td>Diagnosing Substance Abuse in the DSM-TR</td>
<td>student in social work graduate program</td>
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<td>Sylvia Holmes</td>
<td>Apartment Renting 101</td>
<td>student residents of San Marcos Hall</td>
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<td>Sylvia Holmes</td>
<td>Apartment Renting 101</td>
<td>student residents of San Jacinto Hall</td>
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<td>student residents of Beretta Hall</td>
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<td>Sylvia Holmes &amp; Shannon Fitzpatrick</td>
<td>Expunction Issues for Students at Texas State</td>
<td>professionals of the Hays County District Attorney’s Office</td>
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<td>professional members of Broaden Hall</td>
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<td>Sylvia Holmes &amp; Shannon Fitzpatrick</td>
<td>Apartment Renting 101</td>
<td>student residents of Jackson Hall</td>
<td>Texas State</td>
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<tr>
<td>Sylvia Holmes &amp; Shannon Fitzpatrick</td>
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<td>student residents of Tower Hall</td>
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<td>Sylvia Holmes &amp; Shannon Fitzpatrick</td>
<td>Renting issues for Texas state students</td>
<td>professional members of ACT</td>
<td>Texas State</td>
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<td>Sylvia Holmes, Milena Christopher &amp; Shannon Fitzpatrick</td>
<td>New Statutes in Housing, Family Law and Criminal Law</td>
<td>professionals of Texas Attorneys for Students</td>
<td>University of Texas - Austin</td>
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<td>Sylvia Holmes, Milena Christopher &amp; Shannon Fitzpatrick</td>
<td>Legal Issues Impacting Students at Texas State</td>
<td>professionals of Regional Attorney for Students Offices</td>
<td>San Diego, CA</td>
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<tr>
<td>Sylvia Holmes, Milena Christopher &amp; Shannon Fitzpatrick</td>
<td>Alternative Dispute Resolution</td>
<td>student participants of 2nd annual Leadership conference</td>
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<tr>
<td>Vincent E. Morton</td>
<td>Pathways to Administration</td>
<td>faculty and staff</td>
<td>Texas State</td>
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<tr>
<td>Vincent E. Morton</td>
<td>Our Social Contract: Student Organization Rights and Responsibilities</td>
<td>participants of Leadership Institute Annual Conference</td>
<td>Texas State</td>
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<tr>
<td>Vincent E. Morton</td>
<td>Representing Texas State</td>
<td>student Orientation Leaders</td>
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<tr>
<td>Vincent E. Morton</td>
<td>Leadership and Ethics</td>
<td>student leaders of Associated Student Government</td>
<td>Texas State</td>
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</tbody>
</table>
Special Recognitions for Department and/or Staff

DOS had two staff members recognized for each of their 20 years of service to the university. One staff member was honored as an outstanding alumnus from one of the university’s chartered student organizations. A staff member and DOS earned appreciation awards from two different Student Affairs Division offices.

<table>
<thead>
<tr>
<th>person</th>
<th>recognition</th>
<th>organization recognition from</th>
</tr>
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<tbody>
<tr>
<td>Cheryl Harper</td>
<td>Certificate of Appreciation</td>
<td>Student Health Center – Health Promotion Services</td>
</tr>
<tr>
<td>Cheryl Harper</td>
<td>20 years of service</td>
<td>Texas State</td>
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<tr>
<td>Dean of Students Office</td>
<td>Friends of the Multicultural Student Affairs Award</td>
<td>Multicultural Student Affairs Office</td>
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<tr>
<td>Laramie A. McWilliams</td>
<td>Outstanding Young Alumna Award</td>
<td>Student Foundation</td>
</tr>
<tr>
<td>Vincent E. Morton</td>
<td>20 years of service</td>
<td>Texas State</td>
</tr>
</tbody>
</table>

Major Objectives for 2011-2012

Below is the progress of the objectives DOS set for 2011-2012.

Objective 1
Create endowment for Leadership Institute and fundraise for major Institute programs, including the annual Leadership Institute Annual Conference.

Objective 1 Status
The funds from the Verizon Partnership with the Division of Student Affairs were all dedicated towards the creation of an endowment fund. Efforts will continue during the next fiscal year to grow this endowment before any funds will be used. While the partnership agreement ends in mid-June, efforts are in the works to see if Verizon may be interested in a kiosk in the LBJ Student Center that will yield additional funds for this endowment.

Objective 2
Create Leadership Institute Advisory Board consisting of students, faculty, staff and alumni representatives.

Objective 2 Status
Due to the importance of increasing programmatic offerings by the Leadership Institute and priorities to sustain the quality associated with the Leadership Institute Annual Conference, a decision was made at the beginning of the fall semester to postpone the formal creation of this body until the 2012-2013 fiscal year. Significant progress was made in building partnerships with units within the Division of Student Affairs along with other university departments including the Alumni Association, University College, Honors College, College of Fine Arts and Communications, and College of Education.
Objective 3
Create Student Leadership Team to assist full-time staff in the development and implementation of Institute programs.

Objective 3 Status
This year the Student Leadership Team, an important component of the Leadership Institute, had its inaugural recruitment event by participating in the Student Organization Center (SOC) Organization Fair in September. This and other efforts resulted in 12 founding members who actively participated in bi-weekly meetings during the academic year and two half-day retreats; served as small group facilitators for the Leadership Institute Annual Conference; and assisted with outreach, planning and implementation of the Leadership Film and Workshop Series. Several members were selected, because of their hard work, to participate in state and national leadership conferences. They will also begin assisting with the planning for LeaderShape-Texas State by attending national sessions. Hopefully with the addition of permanent funding for the Institute, additional peer educators can be hired to conduct additional recruitment and outreach.

Objective 4
Develop an automated system module for Sexual Harassment training.

Objective 4 Status
This objective was not completed, but continues to be researched on ways to implement.

Objective 5
Develop and implement methods of sharing information with the university community about how to address concerns about students related to safety and behavior.

Objective 5 Status
This objective was moved forward this year by the Behavior Assessment Team Chair in collaboration with the Assistant Vice-President for Academic Services. They reached out to faculty and administrators. This is an ongoing project.

Objective 6
Develop and implement programming for a multi-tiered leadership development program.

Objective 6 Status
This year the Institute expanded its programming substantially beyond the Leadership Institute Annual Conference. The Institute worked incredibly hard during the summer of 2011 to unveil the Leadership Workshop Series and Leadership Film Series during the 2011-2012 academic year including offering a total of six workshops and two films. A graduate intern from the Student Affairs in Higher Education master’s program was selected to work on the curriculum and marketing plan for a Freshman Cohort program. In addition, the Institute received a donation that will provide some community-building materials for overnight retreats. A decision was made in late October to discontinue support for the externally supported and funded Housley Principled Leadership Program. It conflicted with the strategic plans for the Leadership Institute which had fully intended for the Institute professional and student staff to offer an Advanced Leader Capstone Program and an Emerging Leader Cohort Program. The Texas State Leadership Capstone Program
will begin during the fall 2012 semester. Curriculum development, marketing, outreach, and selection of participants will be completed during the summer 2012.

Objective 7
Develop and implement targeted fundraising strategies for alumni and other donors wishing to support Student Foundation programs and endowed scholarships.

Objective 7 Status
The organization made the decision due to the stressed financial status of the organization at the beginning of the fall semester to conduct poster sales both in the fall and spring which brought in about $2,000. A majority of the membership also voted at the second meeting of the semester to require annual dues in the amount of $50. At the end of the fall semester, a decision was made to dissolve the Student Foundation Alumni Advisory board and focus relationship building and fundraising efforts with all Texas State alumni. Alumni of the organization were sent “Save the Date” cards for the major events throughout the year and select alumni were invited to participate in the fall and spring retreats. There are ongoing discussions about the health of the scholarship endowments and appropriate procedures for awarding these funds. As a result, a decision was made not to award the scholarships during the 2011-2012 academic year.

Objective 8
Hire and train a new part-time Attorney for Students.

Objective 8 Status
This strategy was successfully implemented on September 1, 2011 with the hiring of an additional half-time attorney. This new half-time attorney also has a half-time appointment with the University of Texas at Austin in their legal services office and thus brings important experience to this office. The new employee is proving to be a valuable asset to the office both in student advising as well as various outreach projects ranging from posters to videos and group presentations.

Objective 9
Implement a comprehensive recruitment and training program for Student Justice Judicial Board members.

Objective 9 Status
Progress was made and the program will be further developed and formalized so that it can be sustained as new board members are appointed to replace graduating or unavailable ones.

Objective 10
Implement a transition program for the Associated Student Government President and Vice-President.

Objective 10 Status
This objective is two-thirds completed. A written timeline for elections was established and all other checklists were used to coordinate annual events. A table of contents for a manual was created for what is needed in the manual and information is being collected.
Objective 11
Move towards the implementation of a more effective (web-based) judicial process & records software (Adirondack) in order to facilitate case tracking, data analysis, and record retention.

Objective 11 Status
Progress was made but the software has not yet been rolled out.

Major Objectives for 2012-2013

1. Implement a half day retreat to train new student workers.
2. Train student workers to assist with absence notifications.
3. Create a comprehensive manual to aid Associated Students Government officer transition.
4. Increase visibility of Attorney for Students by improving web site, increasing use of social media, and speaking to larger groups.
5. Create a Behavior Assessment. Team website as a resource for the university community.
6. Create Leadership Institute Advisory Board consisting of students, faculty, staff and alumni.
7. Implement programming for a multi-tiered leadership development program.
8. Implement the Texas State Leadership Capstone Program: Step Forward, Give Back.
9. Create the Pathfinder: Texas State Emerging Leaders Cohort Program.
10. Develop marketing plans for the Leadership Institute and Student Emergency Services.
11. Implement leadership development for Student Foundation members through summer retreat and internal committee involvement.
12. Finalize rollout of Adirondack for use by DHRL & DOS.
13. Improve Student Justice Hearing process by finalizing Hearing Board training curriculum; appoint more non-traditional and graduate students to the Hearing Board and pre-schedule hearing dates.
14. Conduct a review of all department assessments for effectiveness to create new or revised methods as necessary.
15. Implement an improved system for tracking tobacco policy violations by students.

Major Trends/Challenges for 2012-2013

This year’s accomplishments of increasing amounts of customers assisted, services provided, and new events held is also the challenges faced by all areas within the Dean of Students Office. Below are two items that provide an overall summary of these trends and challenges. The specific trends and challenges of each DOS area may be found in the respective area’s annual report in the following pages.

1. The continued increase in the student population initiates a rising demand for services that creates the need for more resources, such as funding, physical space and staff, to merely maintain quality services for more customers.
2. As the demands for services continues to rise and funding does not increase, one challenge is educating the university community about DOS services that will result in appropriate use of services and efficient use of the available resources.
Accomplishments/Retention Initiatives 2011-2012

1. Assisted a total of 12,425 customers throughout the year.
2. Provided 100 students with notary services.
3. Notified 69 students that received a noise/host responsibility citation from the university or San Marcos Police Department as a part of Achieving Community Together (ACT).
4. Scheduled and coordinated 72 staff members for Sexual Harassment Training and 211 staff members for EEO Training.
5. Responded to 525 emails from the Dean of Students Office email mailbox.
6. Coordinated notification for the seven Texas State students that passed away this academic year.
   a. Emailed deceased students’ current faculty
   b. Emailed university departments to initiate refund process
   c. Followed-up on refunds due to the next of kin
   d. Prepared and sent sympathy letters to next of kin
7. The student worker handbook was reviewed in Spring 2012 to insure all information is accurate and meets the criteria established by Texas State University.


n/a

Assessments for 2011-2012

Customer tracking was conducted during 2011-2012 for both in person and over the phone assistance the Dean of Students Office reception area staff provided. A total of 12,425 contacts were made for the year. The graphs below represent the breakdown of contacts made during the 2011 fall and 2012 spring semesters.
The Dean of Students Office Fall 2011 Call Log graph (below) is a breakdown of the calls handled in the reception area. As shown, a majority of calls were for general questions, visitor appointments, and Student Justice. Spring 2012 resembled what was represented in Fall 2011.

The Fall 2011 Total Number of Contacts graph (left) shows the number of contacts during the semester remained around the 1,200 mark except for the months of October, when the greatest number of contacts was 1,556, and December, when the lowest number of contacts was 497. October may have the highest number of contacts due to mid-term and registration issues in contrast to December when the steep decline may be due to winter break.

The Spring 2012 Total Number of Contacts graph (right) shows the number of contacts during the semester remained around the 1,200 mark except for the months of April, when the greatest number of contacts was 1,343, and May, when the lowest number of contacts was 503. April may have the higher number of contacts due to mid-term and registration in contrast to May when the steep decline may be due to summer break.

The Dean of Students Office Fall 2011 Call Log graph (below) is a breakdown of the calls handled in the reception area. As shown, a majority of calls were for general questions, visitor appointments, and Student Justice. Spring 2012 resembled what was represented in Fall 2011.
Presentations presented by Area Staff

n/a

Special Recognitions for Area Staff

n/a

Objectives for 2011-2012

Objective 1
Develop an automated system module for Sexual Harassment training.

Objective 1 Status
This objective was not completed, but continues to be researched on ways to implement.

Objective 2
The student workers are the primary point-of-telephone contact at the Dean of Students Office. Continue to provide the student workers training and expand it with possible scenarios that may occur during the year.

Objective 2 Status
This objective was achieved this year with an implemented training of student workers and regular meetings between the student workers and new supervisor.

Objectives for 2012-2013

1. Implement a half-day retreat to train new student workers.
2. Improve communication between student workers and supervisors.
3. Train student workers to assist with absence notifications.

Trends/Challenges for 2012-2013

The trends/obstacles for 2012-2013 will continue to be maintaining coverage of the reception area when the student workers call in sick. This is an issue that will need to be addressed every year, therefore, we will continue to implement new student worker training and meetings with the student workers when needed.
Accomplishments/Retention Initiatives 2011-2012

The Associated Student Government (ASG) chartered student organization under the Dean of Students Office was successfully co-advised this year by the Dean of Students and Assistant Dean of Students. This year, in order to enhance the supportive relationship between the Dean of Students Office and ASG student leaders, the Assistant Dean of Students organized a social mixer in early September for the office staff and ASG student leaders to meet. As in the past two years, the co-advisors supported the ASG student leaders with their half-day officer training and senator overnight retreat. This year, the House of Graduate Representatives was invited to the retreat in order to continue fostering the relationship between the Graduate House, the Senate, and the Executive branch.

The House of Graduate Representatives was more active and hosted two events. Like last year, the House of Graduate Representatives hosted a social in March for the Representatives and Senators to meet. The event was well attended and allowed those from both legislative bodies to become acquainted. Many Representatives and Senators stated that having the event earlier in the fall semester may encourage them to write legislation together. In April, the House of Graduate Representatives hosted a meet and greet event for all Texas State graduate students. This new event was well attended, but they agreed that it would be most productive earlier in the year.

The Executive branch organized four other events through the year. As in the past, ASG hosted a Constitution Day event. In September, ASG, along with the Political Science Department, arranged a panel discussion about First Amendment Rights, which honored the Common Experience theme and celebrated Constitution Day. The Political Science Department agreed to coordinate the future Constitution Day events with ASG. ASG again held the “Texas State Roundtable” to allow students to get information and answers through conversations with university administrators in an informal setting. A similar event was also held in March for community leaders, such as the Mayor of the City of San Marcos, Fire Department Chief and City Planner, to informally speak with students. The Executive branch advertised an open house of the ASG office during February to further educate the students about the organization.

The continued effort to advertise the ASG organization may have contributed to the increase in voter participation during this year’s student election. Voting in the election at two official polling locations in the LBJ Student Center and in the Quad, as well as on-line on personal computers, from 8 a.m. on April 3, 2012 to 5 p.m. on April 4, 2012 captured participation of 3430 students, which was 10% of the student body. This year’s voter participation was an 18% increase from last
year. The Election Commission’s management of this annual event resulted in its successful and positive participation.

In addition to the election, ASG conducted a student referendum during the election voting days for the student body to approve amending the ASG Constitution. The student body approved the ASG Constitution amendment with a vote of 250 to 78. The student referendum was conducted for the C.A.S. 2011-2012/2 “Senate Reapportionment Act of 2012,” which the ASG Senate passed to amend the ASG Constitution by changing the categories of Senate seats from four categories of Academic Colleges, At-Large, On-Campus, and Off-Campus to two categories of Academic Colleges and At-Large.

The two ASG legislative bodies passed a total 23 pieces of legislation, 20 from the Senate and three from the Graduate House. The Senate passed seven hills that were student-centered. This student-centered legislation included two pieces to the San Marcos City Council and others about academics, financial aid, student organizations, and athletics. Other bills passed included three ceremonial pieces and thirteen pieces that were internal to the ASG organization ranging from their budget to their governing documents.

As in years past, ASG awarded funds to students from the ASG Scholarship and the ASG/Bookstore Scholarship for the 2012-2013 academic year. This year, however, ASG requested and received an additional $100,000 in scholarship funds to award. Student Affairs Technology staff continued to support the online application for both scholarships, which contributed to a record number of applications received this year. This year 261 ASG Scholarship applications and 281 ASG/Bookstore Scholarship applications were received. The ASG Scholarship Review Committee awarded 189 ASG Scholarship applicants with a total of $350,000 and 16 ASG/Bookstore Scholarship applicants with a total of $5,400.

In addition to the $100,000 one-time funding increase to the ASG Scholarship, ASG accomplished four other major initiatives during the year. The initiative with the widest impact was the LBJ Student Center Feasibility Study, which included a professional company investigating, analyzing, and recommending possibilities to serve the future needs of students within the LBJ Student Center physical facility. Two other initiatives that had a large impact in serving students was ASG reestablishing a relationship with the university’s food service company and reinventing tailgating at home athletic events. The positive relationship between ASG and food service may have been a contributing factor that provided a milkshake bar, more vegetarian options and free range meat. The ASG Athletic Liaison this year instituted more structure and made tailgate a self-sustaining project through the sale of vendor and student organization tailgate spots. ASG also established more structure in their internal operations of revising their governing documents by the creation of a Governing Documents Committee comprised of representatives from both the Senate and Graduate House. This new structure provided an efficient process and uniformity to the organization’s governing documents.

**Progress on 2004-2012 Administrative Support Plan / Strategic Plan 2011-2012**

**Department Goal 1:**
Facilitate student success, development and affinity for Texas State through advising, mentoring programs and student leadership training opportunities which focus on the needs of a diverse student population.

**Department Objective 1.A:**
Increase collaboration with faculty, staff, and students throughout the university in order to provide leadership opportunities that will integrate ethics/integrity, excellence, social responsibility, inclusivity, civic engagement, and empowerment.

**Student Affairs Goal:**
III. Develop effective co-curricular programs, services, and partnerships with faculty, other staff, and external constituents to increase the learning, retention and success of students.

**Department Strategy 1.A.4**
Connect the Dean of Students Office’s chartered student organizations (ASG and Student Foundation) to the Texas State Leadership Institute.
Beg FY: FY11  End FY: FY12
Status: This strategy was achieved in a variety of ways. This year, 21 ASG representatives attended and 14 served as small group facilitators in the Leadership Institute Annual Conference. Three ASG leaders attended the LBJ Presidential Library and Museum Trip, organized by the Leadership Institute. The Leadership Institute also funded a total of 7 ASG representatives to attend 4 of the 6 off-campus leadership conferences including Leader Shape National Sessions, Inside Washington, Hatton W. Sumners Undergraduate Student Leadership Conference and the Texas Leadership Forum on Faith and Values.

**Assessments for 2011-2012**

Two assessments were conducted with ASG during 2011-2012. One assessment was an electronic satisfaction survey at the end of the academic year. The second assessment was observation throughout the academic year of ASG student leaders’ leadership skills proficiency.

**ASG Satisfaction Survey**
An email with the satisfaction survey was sent to eight (8) Associated Student Government (ASG) leaders on April 2, 2012 and a reminder was sent April 16, 2012. The ASG leaders were asked to complete the survey and return it to the Dean of Students Office to maintain anonymity. Three (3) surveys were returned via paper in the Dean of Students Office resulting in a 38% return rate.

The 38% return rate this year in comparison to the 50% return rate last year was a 12% decrease in response rate. However, last year only four (4) surveys were distributed versus the eight (8) surveys distributed this year. Last year two (2) surveys were returned of the four (4) surveys distributed versus three (3) surveys returned this year of the eight (8) surveys distributed.
100% of ASG respondents strongly agreed that Dean of Students Office staff were available, accessible, knowledgeable and supportive. Respondents’ comments supported their ratings indicating they were highly satisfied with the advising by the Dean of Students Office staff. The only comment suggesting any improvement was “be more hands on in helping day to day responsibilities such as reserving rooms.” This comment for a suggested improvement may indicate a need to provide more education to the ASG leaders about (1) the advisors’ roles, (2) the student leaders’ roles, or (3) how to effectively communicate when specific help is needed.

The ASG Advisors will continue to provide ASG leaders training in the summer or early fall before the academic year begins. During this training, ASG Advisors will provide information to the ASG leaders about the advisors’ roles and how these roles relate to the ASG leaders’ roles. The information that the ASG Advisors provide to the ASG leaders during training will be reviewed this summer determine the information and the outline of information needed to provide to the ASG leaders.

In order to improve the return rate of the survey, we will enhance the anonymity of the respondents by eliminating the need to return the survey in person to the Dean of Students Office. The process will be changed to a completely electronic process by changing the survey instrument from a Word document to an online GATO form. The link to the on-line survey instrument will be emailed to the ASG leaders. The ASG leaders may be able to complete and submit the survey online, which will be easier and quicker for respondents than the current method of completing, printing, and delivering the survey. Also, the on-line form will provide all completed and submitted survey results to be typed making result reporting quicker and easier.

ASG Student Leadership Skills Proficiency
Advisors in the Dean of Students Office observed day to day interactions with student leaders and used a student leadership rubric to determine the student leaders’ level of leadership skills proficiency. The rubric includes potential observed skills at various levels of leadership. Advisors determined the level of proficiency based on observing student leaders demonstration of all skills in the appropriate proficiency level. Advisors observed eight (8) student leaders from the Associated Student Government during fall 2011 and spring 2012.

In fall 2011 the eight ASG leaders demonstrated their leadership skills proficiency between the Organizational Veteran (second to highest) level and Volunteer/Contributor (second to lowest) level. 37.5% of the ASG leaders were at the Organizational Veteran level, another 37.5% were at the Coordinator level, and 25% were at the Volunteer/Contributor level. At these levels of leadership skills proficiency, all ASG leaders demonstrated at least the following skills:

- contribute
- brainstorm
- follow-through

In spring 2012 the eight ASG leaders demonstrated their leadership skills proficiency between Visionary and Coordinator levels, which ranged from the highest to the middle level of leadership skills proficiency. 37.5% of the ASG leaders were at the VISIONARY level and another 37.5% were at the Organizational Veteran level, which is a total of 75% of the ASG leaders at the top two
levels. 25% of the ASG leaders were at the Coordinator level. All ASG leaders demonstrated at least the following skills:

- delegate
- network intentionally
- manage priorities

75% of the ASG leaders in the two highest levels of leadership skills proficiency in spring 2011 demonstrated more complex leadership skills such as the following:

- coach and be resource to others
- distinguish doing things right from doing the right thing
- good public speaking, writing, and presenting skills,

The ASG Leadership Skills Levels table below shows the progress in 2011-2012 in comparison to 2010-2011.

<table>
<thead>
<tr>
<th>ASG Leadership Skills Levels</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
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<tbody>
<tr>
<td>Member (lowest level)</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Volunteer/Contributor</td>
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<td>0</td>
<td>50%</td>
<td>0</td>
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<tr>
<td>Coordinator</td>
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<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Organizational Veteran</td>
<td>37.5%</td>
<td>37.5%</td>
<td>0</td>
<td>25%</td>
</tr>
<tr>
<td>Visionary (highest level)</td>
<td>0</td>
<td>37.5%</td>
<td>0</td>
<td>25%</td>
</tr>
</tbody>
</table>

All ASG leaders increased their leadership skills proficiency and moved up to a higher level during 2011-2012. 25% of the ASG leaders moved from leadership skills proficiency level Volunteer/Contributor in fall 2011 to the Coordinator level in spring 2012, 37.5% moved from the Coordinator level in fall 2011 to the Organizational Veteran level and another 37.5% moved from Organizational Veteran level in fall 2011 to the Visionary level in spring 2012.

75% of ASG leaders were in the two highest levels of leadership skills proficiency in spring 2012 in comparison to 50% in spring 2011. However, 25% of ASG leaders were in the two lowest levels in fall 2011 in comparison to 50% in fall 2010.

**Presentations presented by Area Staff**

n/a

**Special Recognitions for Area Staff**

n/a

**Objectives for 2011-2012**
Below is a list of three objectives that were set to be achieved in 2011-2012.

Objective 1
1. Implement a transition program for the ASG President and Vice-President
   a. Create a comprehensive manual
   b. Establish a written timeline for elections
   c. Implement checklists for annual events and processes

Objective 1 Status
This objective is two-thirds completed. A written timeline for elections was established and all other checklists were used to coordinate annual events. A table of contents for a manual was created for what is needed in the manual and information is being collected.

Objective 2
2. Provide leadership development
   a. Support Officer and Senator training
   b. Encourage participation in leadership conferences
   c. Use the leadership skills proficiency rubric to evaluate development needs

Objective 2 Status
This objective was fully completed this year. The ASG co-advisors participated in both officer and senator training events. This year 21 ASG representatives attended and 14 served as small group facilitators in the Leadership Institute Annual Conference. The ASG leaders met with one of the ASG Advisors in the fall to create leadership development goals and met again in spring to assess their progress in achieving their goals. All ASG leaders increased their leadership skills proficiency and moved up to a higher level during 2011-2012.

Objective 3
3. The ASG President and Vice-President plan to achieve the following initiatives in 2011-2012:
   1. Connecting
      1. Create monthly student focus groups to discuss issues directly to the ASG President and Vice President.
      2. Complete a week-long philanthropy project each semester by each Senate committee, Freshman Council, the Graduate House and the Executive Board.
      3. Post weekly video reports from the ASG President and Vice President from their offices on Facebook, Twitter and the ASG website.
      4. Establish a permanent committee to work with the State Legislature when they are both in and out of session for a more coherent legislative agenda during the bi-annual legislative session.
      5. College senators and On-campus senators host (twice a semester) sessions to allow feedback from the students that they represent.
      6. Senators in Outreach Committee attend US1100 classes and Capstone classes.
      7. Assign Senators to three student organizations twice a semester.
      8. Allow student organizations to sign up online for a Senator to attend their meetings for feedback and suggestions.
9. Allow University Committees to have once a month open door meetings for the student body.
10. Invite the major community members to an open forum with the student body around the same time as Administration Open Forum.

2. Learning
   1. Create outline of plan to slowly increase the admission standards, GPA reform (GPA requirements as a transfer student and higher SAT/ACT scores for freshman), and have a more specific plan to add additional degree programs.
   2. Establish a standardized grade appeals process for all the colleges and have this information published as a standard in class syllabus.
   3. Enroll students on Dean’s list (3.5 or above) in the Gold Standard Program to receive Faculty/Staff discount (20% off merchandise and 10% off textbooks).
   4. Invite outstanding professors to an ASG dinner. These professors will be given an award and listed on the ASG webpage.

3. Serving
   1. Partner with the SOC, Organizations retreat for each student organization executive boards to provide networking and training on such topics as LBJSC building layout, available resources, and how to be an effective leader.
   2. Assess changes to policy on supplemental class materials and return policy from 15 days to 30 days to allow book returns after 30 days.
   3. Open LBJSC Meeting rooms during Final Exam week.
   4. Help the Go Local program advertise and add more local vendors to their list.
   5. Close superfluous establishments around campus during home football games.
   6. Partner with local vendors to bring in talents, create incentives for the best tent, encourage recycling, etc.
   7. Address topics of free range meat and dairy products with Chartwells.
   8. Create a milkshake bar in Jones.
   9. Make a committee that receives money to decide on speakers.
   10. Add a member to the ASG President’s Executive Cabinet to represent the students of that campus.

Objective 3 Status
The ASG President and Vice-President accomplished many of the initiatives that they set out to achieve plus a few others items that they had not included in their objectives. As in past years, the ASG Vice-President requested Senators to volunteer to speak to University Seminar classes. This year one of the committees organized the Senators to go to speak at student organization meetings. The ASG President and Vice-President regularly recorded and posted video updates for Texas State students. In addition to the Texas State Roundtable of university administrators, ASG hosted the Community Roundtable of City of San Marcos leaders.

Additionally, many of the initiatives that the ASG President and Vice-President accomplished were not a part of their established platform. The ASG President was a driving force to have the LBJ Student Center Feasibility Study conducted, which included a professional company investigating, analyzing, and recommending possibilities to serve the future needs of students within the LBJ Student Center physical facility. Both the ASG President and Vice-President championed ASG reestablishing a relationship with the university’s food service company and reinventing tailgating.
at home athletic events. The positive relationship between ASG and food service may have been a contributing factor that provided a milkshake bar, more vegetarian options and free range meat. The motivation of the ASG President empowered the ASG Athletic Liaison this year to institute more structure for tailgating that made it a self-sustaining project through the sale of vendor and student organization tailgate spots. The ASG President also appointed and gave charge to an ASG Governing Documents Committee, comprised of representatives from both the Senate and Graduate House, which established the structure of an efficient process for ASG to revise their governing documents and provided uniformity to the organization’s governing documents.

Objectives for 2012-2013

1. Continue to implement a transition program for ASG President, Vice-President and others
   a. Finish creating a comprehensive manual
   b. Create an ASG Advisors Manual
   c. Create agenda for training ASG Election Commission and Supreme Court
2. The ASG President and Vice-President plan to achieve the following initiatives in 2012-2013:
   1. Enriching Academics
      a. Provide students with a resource that helps to select professors who cater to their academic excellence
      b. Explore beneficial graduate and doctoral degrees that the University does not currently offer to advance Texas State to a tier one research institution
      c. Increase the amount of student research by creating an incentive program
   2. Engaging Students
      a. Collaborate with Admissions to increase student participation in developing innovative recruitment efforts
      b. Reallocate space in LBJ to accommodate various aspects of student life
      c. Establish and foster meaningful relationships with alumni to utilize opportunities for students in order to create a stronger Bobcat community
      d. Advocate the importance of higher education issues by actively engaging in state legislative sessions and Board of Regents meetings
   3. Enhancing National Recognition
      a. Increase admissions standards to better recognize our academic advancements and competitiveness amongst other universities
      b. Work to show the recent advancements of our university by advertising them across the state
      c. Increase marketing of Bobcat merchandise
      d. Continue to move Texas State forward by promoting campus pride and traditions

Trends/Challenges for 2012-2013

The trends/obstacles for 2012-2013 will continue to be “a new generation starting over.” This is an issue that will need to be addressed every year. We will continue to implement a transition program for ASG President, Vice-President and other members of ASG. This is also a legislative year in Texas so ASG will need additional support with current topics in the legislature.
Accomplishments/Retention Initiatives 2011-2012

The Attorney for Students hired a third, part-time attorney on September 1, 2011. In 2011-2012 this office served 1,058 students by appointment and over 400 students through presentations to organizations, classrooms and similar programs, doubled from the previous year even though the newly-hired attorney was not fully seeing clients until well into October because of the position’s half time status. Students continue to comment that the consultation with one of the attorneys has relieved them of the stress of dealing with their legal issues and allowed them to focus on their education. Increasing our student contacts increases our retention numbers whether through direct consultation or through large scale programming efforts.

The Attorney for Students continues to work with the Department of Political Science in providing internship opportunities for those students completing a master’s degree in Paralegal Studies. Due to space and staffing restrictions, only one internship position per semester has been typically offered, but due to exceptional needs, two were accepted for the spring semester and an additional two for the summer of 2012. This involves being creative with scheduling, such as alternating days, like the staff attorneys, and spreading out the workload of supervision, but the Political Science Department has expressed gratitude for our flexibility and is a firm long-term partner for such experiences.

The office completely remodeled its website, assisted in the development of a free mobile application for first-time renters and added social media such as Facebook to find more answers on the topic of renting. All three attorneys have worked with a Graduate Research Assistant in the Campus Activities and Student Organizations Office on surveys to determine exactly where the students are at in terms of their understanding of how the renting process works.

As the campus has grown and on-campus housing has become more limited, the issues surrounding where and how students live and interact with the community have likewise become more challenging. The issues this office handles regarding student housing range anywhere from moldy carpet and landlord lockouts to drug issues to noise complaints to assault/family violence. That said, many of the freshmen who reside on campus their first year are the most underprepared to sign a multi-thousand dollar contract for housing. This office continues to work with Campus Activities and Student Organizations and Off Campus Student Services to provide better education to those first-time renters through electronic media, helping to better structure the Off Campus Housing Fair, and general presentations to students in the residence halls throughout the fall and spring semesters.
2011-2012 was the fourth year to use the paperless intake system and, with the help of our Student Affairs Information Technology staff, more demographic information has been able to be accessed. The primary weakness of the current intake system continues to be the size limits of attachments and records to each student’s file. This is often a challenge with many students having a variety of documents that need to be retained.

Late last summer, the university moved to the Banner Student Information System which we had hoped would make the current intake system obsolete without significant alterations. Due to a limitation on staff availability to make such upgrades, the office began exploring alternatives which ranged from returning to a paper-and-pencil system to a professionally created (and more expensive) system designed just for law offices. This past fall we were invited to explore the possible use of the Adirondack module that was purchased for the Department of Housing and Residential Life, which had a student conduct component that might be able to be modified for our use at no cost. Unfortunately due to programming delays, the conduct module (which would be adapted for our use) is not anticipated to be available until the fall of 2012 at the earliest. The good news in all of this is that the Student Affairs Information Technology staff was able to quickly help us refine the existing program to access demographics from Banner. While we look forward to the additional capacity promised by Adirondack, we are confident that we can maintain our current standards for another year.

**Progress on 2004-2012 Administrative Support Plan / Strategic Plan 2011-2012**

**Department Goal 3:**
Promote awareness of legal issues affecting students through direct educational programs by collaborative efforts with academic and other departments as well as professional training opportunities for students.

**Department Objective 3.A:**
Increase staff to manage growing programs and services while maintaining office and student safety

Student Affairs Goal: II. Recruit, develop, support and retain high quality, diverse staff

**Department Strategy 3.A.1:**
Research and implement addition of full time receptionist

Beg FY: FY09      End FY: FY11

Status: Because there is a high turnover in student workers and due to the complexity and serious nature of the calls taken by this office, it continues to be our objective to obtain a full-time administrative assistant to help answer calls, schedule clients in the office and perform notary services. As in years past, we have had several clients who had critical issues who called the office and encountered student workers who were uncomfortable handling such matters. While this office takes great care to train its student workers to do the best job possible, with the low wages offered, sporadic hours and high turnover, it is difficult to prepare them for such eventualities. Also, because of the complexity and high stress of the position, we have learned over the years that it is best if we focus
on hiring upperclassmen for our student worker positions who can be relied on to
to better handle the challenging cases that arise. Unfortunately, there has been a
reduction in the number of students available in the work study pool (we are down
to two part-time (typically 8-10 hours/week) work study positions). Our
Administrative Assistant II supervises all the student workers, handles purchasing
and other bookkeeping for the office (resolve conflicts with SAP), coordinates
teaching, performs notarizations, takes appointments and assists all attorneys. With the
additional of a second part-time attorney, the work load for this position has
increased and devoting a significant portion of her day to receptionist duties makes
her position all the more challenging.

**Department Objective 3.B:**
Increase part-time staff to manage growing programs and maintain high level of customer
service

**Student Affairs Goal:** II. Recruit, develop, support and retain high quality, diverse staff

**Department Strategy 3.B.1:**
Research & implement addition of part time attorney
Beg FY: FY10 End FY: FY11
Status: This strategy was successfully implemented on September 1, 2011 with the hiring of an additional half-time attorney. This new half-time
attorney also has a half-time appointment with the University of Texas at Austin in
their legal services office and thus brings important experience to this office. The
new employee is proving to be a valuable asset to the office both in student
advising and various outreach projects ranging from posters to videos and group
presentations.

**Assessments for 2011-2012**

The Attorney for Students Office had two primary mechanisms for measuring student response to
our program: a Client Satisfaction Survey and Customer Tracking Data that we could extricate
from our client intake software which is linked to Banner. This is the first year we have had access
to significant demographics and it will thus establish a baseline for better understanding our
clientele.
Customer Tracking Data:

According to our customer tracking data within our intake system, forty-seven percent (47%) were male and 28 were veterans. The ethnicity of students (53% white, 25% Hispanic, 9% African-American, and 4% Asian) who visited the office tends to mirror our student population as a whole and may be seen illustrated (right) in Bar Graph 1. The remaining 9% did not indicate race.

Client Satisfaction Survey

Surveys for 2011-2012 utilized an overall satisfaction scale ranging from exceptionally satisfied to not at all satisfied. The majority of students who responded to our survey were seniors (28%), followed by juniors (23%), freshmen (21%), sophomores (18%) and grad students (10%).

Surveys completed by 583 clients leaving their session indicated a high degree of satisfaction with the service they received during their consultations, which may be seen (left) in Pie Chart 1. 96% were either highly satisfied or exceptionally satisfied.

More specifically, of the 580 clients responding to the question “Would you use our office again or recommend it to another student in the future?” 98% answered “yes.” These results comport with the Dean of Students assessment target of having a minimum of 85% satisfaction rate. Assessments continued to reflect a desire by students for additional staff to provide more consultation opportunities, which was not a survey question but spontaneous responses at the end of the survey.
When asked in an Client Satisfaction Survey if our service was helpful in allowing that student to stay focused on his or her academics, 73% agreed ($n=579$), a two percent improvement over the 2010-2011 survey. The results of this survey question may be seen (right) in Pie Chart 2.

More specifically to the issue of retention, when these same students were asked, “did this service help you in deciding to stay at Texas State?” 41% responded “yes” ($n=583$), a response rate that was consistent with the 2010-2011 survey and exceeds the assessment target of 20%. Pie Chart 3 (left) shows the results of this question.

These are students who may very well have withdrawn from this university but for the services provided by this organization as part of the Dean of Students Office in the Division of Student Affairs. The students report that the service served to reduce their stress and made them feel that their problems were not insurmountable. Each year students are saved tens of thousands of dollars in attorney fees, unneeded court costs, improper charges and other costs by visiting the Attorney for Students office. In addition, they get life-long skills that help them avoid costly mistakes in the future.

**Presentations presented by Area Staff**

All three attorneys made presentations on campus to both undergraduate and graduate level students on varied issues such as renting an apartment, risk management for student organizations, leadership and legal liabilities for different professions. This year, with the help of our new staff attorney, our office doubled the presentations we gave last year and spoke to over 400 students on a variety of topics.

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<th>presentation title</th>
<th>audience</th>
<th>location</th>
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<td>Sylvia Holmes &amp; Shannon</td>
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<tr>
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Special Recognitions for Area Staff

n/a

Objectives for 2011-2012

1. Maintaining student satisfaction over 80% was accomplished this year.
2. Hire a part-time staff attorney to assist in the number of presentations offered by the Attorney for Students Office. The number of students who attended presentations by our office increased by 50% from the previous year.
3. Hire a full-time receptionist. This goal was not met due to a change in strategy to pick up a third half-time attorney. We will continue to pursue this objective for the reasons listed in greater detail below, but due to economic conditions this position may not be available as soon as we would prefer.
4. Collaborate with off-campus housing offices to assist them in developing tools to help students identify adequate housing. This goal was accomplished and is ongoing. All three attorneys worked closely with the ACT alliance (Achieving Community Together) to help improving renting conditions in the community through speaking engagement, assisting in the development of the Off-Campus Housing Guide and other strategies to improve the renting process for students.
5. Improve electronic intake through the Adirondack system. This was not accomplished due to technical difficulties at the design level. That being said, we were able to work with the Student Affairs Information Technology staff to improve the limited data we were receiving out of the current AFS system which should help us to tailor more specific programs in the future.

Objectives for 2012-2013

1. Assist at least 100 additional clients in person and 400 additional individuals in group presentations.
2. Maintain a satisfaction rate of at least 90% of highly or exceptionally satisfied clients.
3. Accomplish changeover from current client intake system to the Adirondack system,
4. Create assessment tool for interns to help determine success of this program with the Department of Political Science

Trends/Challenges for 2012-2013

The biggest accomplishment of 2011 was hiring a second half-time attorney position beginning in September. The new position focuses on landlord/tenant issues as well as insurance and personal injury matters and has allowed our office to return to speaking to groups (being proactive), start several new video projects and additional advertising programs to reach a wider audience. Students had consistently requested additional services so we are confident that the new staff attorney position will help deliver that additional level of service.
With an additional attorney however, comes a greater need for space and support staff. Because of the need to rotate schedules, there is rarely a time when all three attorneys are able to sit in a room and discuss office matters. The outer office/waiting area/grad student space at only 252 square feet is a significant challenge as it is not uncommon to have two clients at the front door, a student worker at the receptionist’s desk, the office manager at her desk and the grad student at his or her space all sharing that limited area. The noise and confidentiality issues are present as well so we are hopeful we will be able to expand our footprint in a few years. With that additional attorney comes an increased burden on our lone administrative assistant. While she does a good job now, her work with the office is limited to administrative tasks such as answering the phones, budgeting, purchasing, the supervision of student workers, notary services and other receptionist duties. If at some point in the future we would be able to have a dedicated receptionist, this would free up the current administrative assistant to be able to help with legal matters which in turn would make the office more productive.
Accomplishments/Retention Initiatives 2011-2012

This year the Behavior Assessment Team met nine times during the academic year through regularly scheduled meeting once per month from August through May. The Team consulted with two faculty members and assessed 37 reported incidents involving 34 students of concern.

During the June 2011 retreat the Team reviewed and suggested revisions to the University Policy and Procedure Statement (UPPS 07.10.04), which establishes the team. This UPPS is in its final review and approval stage as of May 18, 2012.

The Team began implementing its plan for educational outreach to the university community. A brochure was created in summer 2011, edited throughout fall 2011 and published in January 2012. The brochure was distributed during presentations given during the spring 2012. A total of eight presentations about the Behavior Assessment Team were given during spring 2012.


n/a

Assessments for 2011-2012

Statistics about the reported students of concerns were tracked this year. The Team discussed a total of 34 students of concern from 37 incidents reported from the university community. Fall 2011 included 62% of incidents reported and 38% of incidents were reported in spring 2012. Junior and Senior level students were the highest reported students of concern at 26% and 23% respectively for the year.

Presentations presented by Area Staff

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<td>Kathryn Weiser &amp; Dr. Ron Brown</td>
<td>Behavior Assessment Team</td>
<td>Dean &amp; Dept. Chairs for College of Health Professions</td>
<td>Texas State</td>
</tr>
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Special Recognitions for Area Staff

n/a

Objectives for 2011-2012

1. The goal to educate the university community about the Team, which was accomplished this year through the eight presentations conducted throughout the year.

Objectives for 2012-2013

1. The Team will continue educating the university community through presentations as needed and review if outreach to other areas is needed.
2. The Team will continue establishing itself as a resource for faculty by creating a website.
3. The Team Chair will continue to track numbers of students that the Team discusses and will provide a yearly comparison.
4. The Team Chair will create a website with resources for the university community about disruptive behavior in the classroom and threatening behavior.

Trends/Challenges for 2012-2013

The Team is seeing more incidents in the classroom of student behaviors that distracts or interrupts the instruction and education of the class, but does not rise to the level of potentially threatening behavior. This trend of increased disruptive behavior in the classroom relates to the trend of more education is needed for faculty about their authority and tools to manage their classrooms.
Accomplishments/Retention Initiatives 2011-2012

1. Conducted a successful Second Annual Leadership Institute Annual Conference February 17-18, 2012 with 300 students and 98 volunteers participating.


3. Sent 32 students to state and national student leadership conferences through the DOS Student Leadership Travel Fund including:
   a. Sent four (4) students to the Fifteenth Annual University of Houston-Clear Lake Student Leadership Conference in November 2011.
   b. Sent one (1) student to the National Hispanic Professional Organization Collegiate Leadership Conference in December 2011.
   d. Sent eight (8) students to the Hatton W. Sumners Undergraduate Student Leadership Conference in February 2012.
   e. Sent nine (9) students to the Texas Student Leadership Forum on Faith and Values in March 2012.
   f. Sent two (2) Multicultural Greek Council student leaders through Campus Activities and Student Organizations to the Association of Fraternal Leadership and Values (AFLV) LeaderShape National Session in July 2012.
   g. Sent seven (7) students to LeaderShape National Sessions in July 2012.

4. Conducted a Leadership Film Series: Dinner and a Movie event during both the fall 2011 and spring semesters 2012 with 106 students participating.

5. Conducted seven workshops as part of the Leadership Workshop Series (four in the fall 2011 and three in the spring 2012) with 180 students participating.

6. Successfully applied for and received approval for $18,000 in permanent Student Service Fee funding for Maintenance and Operations (M&O).

7. Created the Student Leadership Team component of the Leadership Institute and recruited 12 founding members who actively
   a. participated in bi-weekly meetings during the academic year and two half-day retreats;
   b. served as small group facilitators for the Leadership Institute Annual Conference; and
   c. assisted with outreach, planning and implementation of the Leadership Film and Workshop Series.
8. Continued to make progress in incorporating LeaderShape into the Leadership Institute’s multi-tiered programming by
   a. forming a planning committee and holding our first meeting;
   b. attending the National LeaderShape Program Coordinators meeting in October 2011; and
   c. sending seven (7) students to national sessions during the summer of 2012.
9. Designed and implemented the Leadership Institute website that details Institute programming as well as provides a clearinghouse of campus-wide leadership programs and activities.

**Progress on 2004-2012 Administrative Support Plan / Strategic Plan 2011-2012**

**Department Goal 1:**
Facilitate student success, development and affinity for Texas State through advising, mentoring programs and student leadership training opportunities which focus on the needs of a diverse student population.

**Department Objective 1.A:**
Increase collaboration with faculty, staff, and students throughout the university in order to provide leadership opportunities that will integrate ethics/integrity, excellence, social responsibility, inclusivity, civic engagement, and empowerment.

**Student Affairs Goal:** III. Develop effective co-curricular programs, services, and partnerships with faculty, other staff, and external constituents to increase the learning, retention and success of students

**Department Strategy 1.A.1**
Develop and implement a comprehensive set of activities for a multi-tiered Texas State Leadership Institute.
Beg FY: FY11 End FY: FY12
Status: This year the Institute expanded its programming substantially beyond the Leadership Institute Annual Conference. The Institute worked incredibly hard during the summer of 2011 to unveil the Leadership Workshop Series and Leadership Film Series during the 2011-2012 academic year including offering a total of six workshops and two films. A graduate intern from the Student Affairs in Higher Education program was selected to work on the curriculum and marketing plan for a Freshman Cohort program. In addition, the Institute received a donation that will provide materials for overnight retreats.

**Department Strategy 1.A.2**
Create the Texas State Leadership Institute Advisory Board.
Beg FY: FY11 End FY: FY12
Status: Due to the importance of increasing programmatic offerings by the Leadership Institute and priorities to sustain the quality associated with the Leadership Institute Annual Conference, a decision was made at the beginning of the fall semester to postpone the formal creation of this body until the 2012-2013
fiscal year. Significant progress was made in building partnerships with units within the Division of Student Affairs along with other university departments including the Alumni Association, University College, Honors College, College of Fine Arts and Communications, and College of Education.

Department Strategy 1.A.3
Implement the LeaderShape program at Texas State.
Beg FY: FY11   End FY: FY12
Status: The Leadership Institute was able to send seven students during the summer to national sessions offered in Illinois and California. After these sessions, the student leaders were brought in to discuss the future of this program and steps that should be next. The group unanimously agreed that progress should continue to be made bringing a campus-based version of this program to Texas State. As a result, a planning committee made up of students, faculty, staff, and alumni were created and their first meeting was held in November. In addition, resources were again committed to send nine students to national session offered during the summer of 2012.

Department Strategy 1.A.4
Connect the Dean of Students Office’s chartered student organizations (ASG and Student Foundation) to the Texas State Leadership Institute.
Beg FY: FY11   End FY: FY12
Status: Staff from the Leadership Institute conducted presentations at a general meeting of both organizations to outline our strategic plan and seek their involvement with programming. The Student Body President was selected during the summer of 2011 to attend a LeaderShape national session. Associated Student Government and Student Foundation were both invited to select student leaders to attend state leadership conferences including the Texas Student Leadership Forum on Faith and Values, the Hatton W. Sumners Undergraduate Student Leadership Conference, and the LBJ Presidential Library and Museum Trip for Texas State Student Leaders. ASG and SF members were also selected to serve as small group facilitators for the Leadership Institute Annual Conference. Select ASG and SF leaders were also speakers at workshops and conference breakout sessions offering during the year.

Department Strategy 1.A.5
Revise and continue implementing the Housley/Texas State Leadership Institute Capstone program.
Beg FY: FY11   End FY: FY12
Status: A decision was made in late October to discontinue support for the externally supported and funded Housley Principled Leadership Program. It conflicted with the strategic plans for the Leadership Institute which had fully intended for the Institute professional and student staff to offer an Advanced Leader Capstone Program and an Emerging Leader Cohort Program. The Texas State Leadership Capstone Program will begin during the fall 2012 semester. Curriculum
development, marketing, outreach, and selection of participants will be completed during the summer 2012.

**Department Strategy 1.A.6**  
Create Leadership Institute Endowment.  
Beg FY: FY11  
End FY: FY12  
**Status:**  
The funds from the Verizon Partnership with the Division of Student Affairs were all dedicated towards the creation of an endowment fund. Efforts will continue during the next fiscal year to grow this endowment before any funds will be used.

**Strategy 1.A.7**  
Create website portal that provides a clearinghouse of all campus leadership programs and activities.  
Beg FY: FY11  
End FY: FY12  
**Status:**  
The Leadership Institute made substantial progress during the summer of 2011 to increase its web presence. A decision was made to apply through ITAC for a separate domain name. This allowed the Institute to completely redesign the site which showcased the annual conference, tiered programming model, and the program offerings for the 2011-2012 academic year. The clearinghouse aspect of the website still needs to be developed. Unfortunately there was insufficient time available with other demands to dedicate resources to this. As a result, a decision was made to request funding for a Graduate Research Assistant who will have as one of its responsibilities the task of creating the clearinghouse. In addition, the new Division of Student Affairs Leadership Programs Advisory Team began convening during the summer of 2012. One of its roles will be to develop a master calendar of all of the leadership development programs going on throughout an academic year. These two actions should help make it possible to make substantial progress on this objective during the next year.

**Assessments for 2011-2012**

**LBJ Presidential Library and Museum Trip for Texas State Student Leaders**  
The Leadership Institute coordinated the Second Annual LBJ Presidential Library and Museum Trip for Texas State Student Leaders commemorating the 46th Anniversary of the signing of the Higher Education Act of 1965. This official university event occurred on Wednesday, November 9, 2011 at the LBJ Library in Austin, Texas and continues to represent a wonderful collaboration between the LBJ Presidential Library and Texas State University-San Marcos.

It was a day-long event in which 24 student leaders from our campus engaged in activities and discussions with experts on the life and legacy of Lyndon Baines Johnson and the various initiatives that he championed, including the Higher Education Act. Each attendee was given a copy of the book “Connections: Lyndon B. Johnson in San Marcos” as a gift from Vice President for Student Affairs that they were asked to read prior to the trip. Guest speakers for this event included Dr. Denise M. Trauth (Texas State University-San Marcos President), Harry Middleton
(Speechwriter for LBJ & Former LBJ Library Director), Luci Baines Johnson (daughter of President Lyndon B. Johnson), and Mark Updegrove (Director of the LBJ Presidential Library and Museum). We strongly believe that the opportunity for our students to listen and connect with leaders who worked with and were inspired by one of our most distinguished graduates will have a profound impact on them.

Active members of the Leadership Institute's Student Leadership Team were given strong preference for participation in this official university event. Other participants are selected through a nomination process that involves partnerships with various student affairs and academic departments from across campus that supports leadership development and education at Texas State. The 2011-2012 LBJ Presidential Library and Museum Trip Delegate Nominations and the 2011-2012 LBJ Presidential Library and Museum Trip Delegate Demographics tables below indicate the results of the nomination process for participants and the demographics of the participants.

| 2011-2012 LBJ Presidential Library and Museum Trip Delegate Nominations |
|--------------------------|---------------------------------|
| **Amount** | **Delegate Department Name** |
| 5 | Multicultural Student Affairs |
| 10 | Dean of Students Office-Leadership Institute |
| 2 | University Honors Program |
| 2 | Associated Student Government |
| 2 | Student Foundation |
| 2 | Housing and Residential Life |
| 1 | Veterans Alliance |
| 1 | Campus Recreation |

<p>| 2011-2012 LBJ Presidential Library and Museum Trip Delegate Demographics |
|--------------------------|---------------------------------|
| <strong>Attendance Summary</strong> | |
| Participants | 24 |
| Semester | Fall 2011 |
| Enrolled Students | 24 (100%) |
| Non-Students | 0 (0%) |
| <strong>Ethnicity</strong> | |
| Unassigned | 0 (0%) |
| White (Non-Hispanic) | 12 (50%) |
| Black (Non-Hispanic) | 5 (20.83%) |
| Hispanic | 6 (25%) |
| Asian/Pacific Islander | 0 (0%) |
| Native Hawaiian or Pacific Islander | 1 (4.17%) |
| <strong>Gender</strong> | |
| Female | 17 (70.83%) |
| Male | 7 (29.17%) |
| <strong>Classification</strong> | |</p>
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Count (Percentage)</th>
</tr>
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<tbody>
<tr>
<td>Freshman</td>
<td>5 (20.83%)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>3 (12.5%)</td>
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<tr>
<td>Junior</td>
<td>4 (16.67%)</td>
</tr>
<tr>
<td>Senior</td>
<td>11 (45.83%)</td>
</tr>
<tr>
<td>Graduate</td>
<td>1 (4.17%)</td>
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An electronic survey with seven questions was sent to the participants the day following the trip. Three follow up reminders were sent and 20 of 24 students completed the evaluation form yielding an 83.33% response rate.

The average rating of the LBJ Presidential Library and Museum Trip for Texas State Student Leaders was a 4.75 on a scale of 1 to 5. 80% of respondents rated the overall event at a 5. Three participants rated the event 4 out of 5 and one student rated it a 3 out of 5. 100% of respondents would recommend the conference to another student. Major themes identified through the assessment included enjoying the time they got to spend hearing personal stories from amazing guests and getting a personal lunch with Luci Baines Johnson. Another major theme that emerged is that many students felt that the tour was too short and that the overall time at the library was too short. One student who summarized the overall experience said the trip was a “life changing experience that will make you rethink your perception of the university. It's not only to learn about the life changing student, but to understand the university's groundbreaking impact on education. In the midst with Luci Baines Johnson, she gave you an inside look to the esteemed presidential life and a touch of real reality.”

The results from the assessment indicate that more time should be allotted to the overall trip; this year was approximately six hours. It also indicates that students wanted to spend more time touring the library because several of the students had never been there before. Also Dean of Students Office staff members should determine each participant’s meal preference and share that with the library staff prior to arrival. Most importantly, the findings clearly indicate that students want this tradition to continue in the future.

Leadership Workshop Series
The Leadership Workshop Series provides speakers, interactive sessions, panels, and other activities throughout the semester designed to help students develop a strong foundation of leadership beyond the classroom setting. Three to four workshops are offered each long semester and offer students the opportunity to discuss important leadership concepts and issues associated with the Institute’s core values. The goals of the series include:

- developing an understanding of leadership concepts and practices,
- reflecting on and developing their personalized leadership styles,
- understanding the ethical/moral responsibilities of leaders,
- articulating a vision statement and developing achievable goals as a leader, and
- learning to incorporate social responsibility and inclusivity into their leadership.

These workshops serve as an opportunity for student leaders to further develop their own personal leadership skills and interact with other students, faculty and staff in a small setting. Workshops are free and open to any members of the Texas State community.
On Wednesday, September 28, 2011, 6:00-8:00 p.m., the Leadership Institute held its inaugural Leadership Workshop series event titled “Striving and Thriving: How campus involvement plants seeds of success”, which sought to assist incoming students in succeeding and becoming involved on campus. Corey Wheeler, Student Body Vice President Tiffany Roemer and Abel Valencia led the panel and gave their advice on getting involved on campus and finding your niche. It was followed by a presentation and game by Dr. Erik D. Malmberg, Coordinator of the Leadership Institute on discerning between myths and facts about leadership.

On Tuesday, October 11, 2011, 1:00-3:00 p.m., the Leadership Institute offered the “Vision in Leadership: Turning dreams into reality” workshop in LBJ Student Center. It included Mr. Robert Doerr who was Associated Student Government (ASG) President when the university changed its name from Southwest Texas State University to Texas State University-San Marcos; and Mr. Nathan McDaniel, a student worker in the Leadership Institute and current ASG Chief of Staff, who had the opportunity to attend LeaderShape last summer and discover his vision. The idea behind this duo was to have one presenter who had achieved his vision and the other who recently discovered his vision and passion and how participants could do the same. These speakers were followed by an interactive presentation and group activity from Dr. Erik D. Malmberg, Coordinator of the Leadership Institute and Ms. Iliana Burciaga-Melendez, Student Conduct Officer, to help participants begin to articulate their personal vision statement.

On Thursday, October 13, 2011, 6:00-8:00 p.m., the Leadership Institute offered the “Finding Your Zen: Stress-free event planning” workshop for emerging student leaders to assist them in facilitating their event planning. Melinda Keller, a professional event planner and Texas State alumnae, advised students on how to better structure events and stressed the importance of keeping in contact with vendors for networking purposes. Mrs. Keller stressed the importance of creating a ‘Master Check List’ and detailed budget for each event. Her presentation included a packet of materials that participants could begin using right away to develop the necessary planning documents for their next event.

On Thursday, February 2, 2012, 5:00-6:00 p.m., the Leadership Institute offered a workshop in LBJ Student Center 3-3.1 entitled “Effective Communication: Say What You Mean and Mean What You Say”. It was presented by Dr. Richard Cheatham who addressed important topics including speaking efficiently and clearly to diverse audiences, understanding how to read an audience and use appropriate communication strategies, and overcoming fears when speaking in front of others. He also connected the importance of communication skills in improving leadership abilities and aiding students in being more marketable.

On Wednesday, February 29, 2012, 5:00-6:30 p.m., the Leadership Institute invited Associate Director of the LBJ Student Center Lanita Legan to present on the topic of “Leadership Transition: Developing the next generation”. The general purpose of this workshop was to ensure that students are capable of finding and cultivating talent in others. This workshop was specifically offered during the early part of the spring semester to help get students leadership to think about how to reach out to their peers to help develop them so that the organization would grow and sustain itself. Lanita also shared with students how
to mentor emerging leaders and developing a transition plan for their organization, particularly officer transitions.

On Friday, April 6, 2012, 2:00-4:00 p.m. the Leadership Institute offered its final workshop of the year on “Authentic Networking: How to be More Than Facebook Friends”. Reagan Pugh, former Associated Student Government President, was the invited guest speaker. The general purpose of this workshop was to ensure that students, in a world that focuses more on technology for communication, would learn the importance of meeting people face to face and expanding their real life networks and not just their online communities. In addition, this session to the concept of networking further by encouraging students to build genuine relationships with others by caring about people, avoiding selfish motivations, and seeking mutual benefit.

A paper survey was provided to student participants at each of the leadership workshops conducted during the fall and spring semesters.

9/28/2011: Striving and Thriving: How campus involvement plants seeds of success – Survey provided to 27 participants and collected from 15 individuals at the end of the workshop with a response rate of 55.55%.

<table>
<thead>
<tr>
<th>Attendance Summary</th>
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<tbody>
<tr>
<td>Participants</td>
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<tr>
<td>Semester</td>
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<tr>
<td>Enrolled Students</td>
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<td>Non-Students</td>
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<th>Ethnicity</th>
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</table>
93.33% of respondents agreed (1 individual) or strongly agreed (13 individuals) that the presenters were knowledgeable, with one respondent feeling neutral. All respondents agreed or strongly agreed that the activities were fun and engaging and that the material will be beneficial to them as a leader. Respondents had mixed views on their expectation of the workshop with 46.67% being neutral or disagreeing that the workshop was what they expected and 53.33% agreeing or strongly agreeing that the workshop was what they expected. All respondents agreed or strongly agreed that the time/place and length of the workshop was appropriate.

10/11/2011: Vision in Leadership: Turning dreams into reality – Survey provided to 17 individuals and collected from 10 with a response rate of 58.82%.

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<th>Attendance Summary</th>
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<td>Participants</td>
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<td>Semester</td>
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<tr>
<td>Enrolled Students</td>
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<td>Non-Students</td>
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<td>White (Non-Hispanic)</td>
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<td>Black (Non-Hispanic)</td>
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<td>Asian/Pacific Islander</td>
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<th>Classification</th>
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<td>Freshman</td>
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<td>Sophomore</td>
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<td>Junior</td>
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<td>Graduate</td>
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100% of respondents agreed (1 individual) or strongly agreed (9 individuals) that the presenters were knowledgeable. 90% agreed or strongly agreed (with 10% being neutral) the activities were fun and engaging and that the material will be beneficial to them as a leader. Respondents also reported that the workshop was what they expected with 90% agreeing/strongly agreeing and one respondent remaining neutral.

10/13/2011: Finding Your Zen: Stress-free event planning – Survey provided to 28 individuals and collected from 24 with a response rate of 85.71%.
Attendance Summary

<table>
<thead>
<tr>
<th>Participants</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>Enrolled Students</td>
<td>28 (93.33%)</td>
</tr>
<tr>
<td>Non-Students</td>
<td>2 (6.67%)</td>
</tr>
</tbody>
</table>

Ethnicity

| Unassigned | 2 (6.67%) |
| White (Non-Hispanic) | 17 (56.67%) |
| Black (Non-Hispanic) | 4 (13.33%) |
| Hispanic | 5 (16.67%) |
| Asian/Pacific Islander | 2 (6.67%) |

Gender

| Female | 22 (73.33%) |
| Male | 8 (26.67%) |

Classification

| Freshman | 17 (56.67%) |
| Sophomore | 5 (16.67%) |
| Junior | 1 (3.33%) |
| Senior | 4 (13.33%) |
| Graduate | 1 (3.33%) |

95.83% of respondents agreed or strongly agreed that the presenter was knowledgeable with 4.17% being neutral. 87.5% agreed or strongly agreed the activities were fun and engaging and that the material will be beneficial to them as a leader. 62.5% of respondents agreed/strongly agreed that the workshop was what they expected, with 37.5% disagreeing or reporting neutrality. One respondent who reported disagreeing the workshop was what he/she expected also commented that the program was “a lot more interesting than I expected!” 66.67% agreed/strongly agreed the length of the program was appropriate with 20.83% of respondents disagreeing/strongly disagreeing.

2/2/2012: Effective Communication: Say what you mean and mean what you say – Survey provided to 26 attendees and collected from 21 individuals with a response rate of 80.77%.

Attendance Summary

<table>
<thead>
<tr>
<th>Participants</th>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>Enrolled Students</td>
<td>27 (93.1%)</td>
</tr>
<tr>
<td>Non-Students</td>
<td>2 (6.9%)</td>
</tr>
</tbody>
</table>

Ethnicity

| Unassigned | 3 (10.34%) |
| White (Non-Hispanic) | 7 (24.14%) |
100% of respondents agreed (1 individual) or strongly agreed (20 individuals) that the presenter was knowledgeable, and all respondents also agreed or strongly agreed that the activities were fun and engaging. 94.24% agreed or strongly agreed that the material will be beneficial to them as a leader. 71.43% agreed or strongly agreed the workshop met their expectations and 28.57% either disagreed or remained neutral. However, comments for the ‘disagree’ rating included “It was so much more!” and “Not what [I expected] but more.”

2/29/2012: Leadership Transition: Developing the next generation – Survey provided to 34 individuals and collected from 29 with a response rate of 85.29%.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unassigned</td>
<td>1 (2.86%)</td>
<td></td>
</tr>
<tr>
<td>White (Non-Hispanic)</td>
<td>5 (14.29%)</td>
<td></td>
</tr>
<tr>
<td>Black (Non-Hispanic)</td>
<td>3 (8.57%)</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>22 (62.86%)</td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>3 (8.57%)</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>1 (2.86%)</td>
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<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11 (37.93%)</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>18 (62.07%)</td>
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</tbody>
</table>
100% of respondents agreed or strongly agreed that the presenter was knowledgeable, and that the material will be beneficial to them as a leader. 96.55% of respondents agreed or strongly agreed the activities were fun and engaging. 79.31% agreed or strongly agreed that the workshop was what they expected, and 20.69% of respondents disagreed, strongly disagreed or felt neutral about the workshop meeting their expectations. All respondents reported that the length of the workshop was appropriate, and 96.55% agreed or strongly agreed that the time and place of the workshop was appropriate (with one respondent remaining neutral).

**4/6/4012: Authentic Networking: Becoming more than Facebook friends** – Survey provided to 30 individuals and collected from 29 with a response rate of 96.67%.

<table>
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<tr>
<th>Attendance Summary</th>
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<tbody>
<tr>
<td>Participants</td>
<td>32</td>
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<tr>
<td>Semester</td>
<td>Spring 2012</td>
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<tr>
<td>Enrolled Students</td>
<td>31 (96.88%)</td>
</tr>
<tr>
<td>Non-Students</td>
<td>1 (3.12%)</td>
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<th>Ethnicity</th>
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<tbody>
<tr>
<td>Unassigned</td>
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<tr>
<td>White (Non-Hispanic)</td>
<td>7 (21.88%)</td>
</tr>
<tr>
<td>Black (Non-Hispanic)</td>
<td>4 (12.5%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15 (46.88%)</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>5 (15.62%)</td>
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<thead>
<tr>
<th>Gender</th>
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<tbody>
<tr>
<td>Female</td>
<td>20 (62.5%)</td>
</tr>
<tr>
<td>Male</td>
<td>12 (37.5%)</td>
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<table>
<thead>
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<th>Classification</th>
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<tbody>
<tr>
<td>Freshman</td>
<td>5 (15.62%)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>11 (34.38%)</td>
</tr>
<tr>
<td>Junior</td>
<td>3 (9.38%)</td>
</tr>
<tr>
<td>Senior</td>
<td>11 (34.38%)</td>
</tr>
<tr>
<td>Graduate</td>
<td>1 (3.12%)</td>
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<table>
<thead>
<tr>
<th>Male</th>
<th>6 (17.14%)</th>
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<tr>
<th>Classification</th>
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</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>3 (8.57%)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>14 (40%)</td>
</tr>
<tr>
<td>Junior</td>
<td>8 (22.86%)</td>
</tr>
<tr>
<td>Senior</td>
<td>8 (22.86%)</td>
</tr>
<tr>
<td>Graduate</td>
<td>1 (2.86%)</td>
</tr>
</tbody>
</table>
100% of respondents agreed or strongly agreed that the presenter was knowledgeable, the activities were fun and engaging, and the material will be beneficial to them as a leader. 96.55% of respondents agreed or strongly agreed the length of the workshop was appropriate, and 79.31% agreed or strongly agreed the time and place was appropriate. The workshop was held on Good Friday afternoon, and one respondent expressed wishing it had been on a different date so more people would have been able to attend and benefit from the presentation. 82.76% agreed or strongly agreed that the workshop was what they expected with 17.24% either disagreeing or strongly disagreeing with this statement.

Based off this assessment, the Leadership Institute has been very successful in selecting knowledgeable speakers and providing fun and engaging activities for student participants. We found that we may need to be clearer in our program description advertising as well as raising students expectations about the caliber and quality of the Leadership Institute (as several students reported that the programs were better/more than what they were expecting). We also will include questions about specific learning outcomes for each workshop on the evaluation forms and ensure questions are clear and concise.

Also based off assessment, comments, attendance and other feedback, the Institute will continue to offer workshop lengths that are less than two hours to maintain student engagement and interest. We also plan to host them in the early evening so not compete with the typical class schedule of our student participants. We made adjustments to our schedule for the spring and achieved higher attendance rates. Also we will create a master planning calendar and event list with confirmed registrations during the summer before the academic year they are offered.

Leadership Film Series

The Leadership Film Series provides an opportunity for students to watch movies which reveal aspects of leaders appearing throughout the history of cinema. The Leadership Film Series offers an opportunity to observe leadership in action and relate it to one's own leadership style. Following each film, a panel of students, faculty, and staff will engage the audience in a discussion of the film's leadership lessons and implications. The goals of the series include:

- exploring what ethical leadership means to different people in different historical periods,
- critiquing leadership qualities of characters found in popular and historical films, and
- identifying leadership strategies that result in positive social change either locally and/or globally.

Screenings are free and open to any member of the Texas State community until capacity is reached. The series is offered once each long semester.

On Thursday, November 17, 2011 from 6-8:30 p.m. the Leadership Institute hosted its inaugural Leadership Workshop Series: Dinner and a Movie. The event included a brief introduction followed by dinner and watching the movie “Young@Heart.” The film follows the unlikely story of elderly men and women who performed rock hits in a chorus with each other. Everything from the practices, the live events, and the sometimes tragic personal stories of these men and women are documented in this movie. After the movie the facilitator who suggested the movie, Dr. Rebecca Bell-Metereau, lead a discussion about the various leadership messages in the movie.
On March 29, 2012, 5:00-7:00 p.m., the Leadership Institute had its second Leadership Workshop Series: Dinner and a Movie. The event included a brief introduction followed by dinner and watching the movie “Iron Ladies of Liberia” which followed Liberia’s first female president taking office after a brutal 14 year civil war and her attempts to battle government corruption and prevent future battles. Dr. Rebecca Bell-Metereau led the discussion after the movie which focused on the themes of leadership that were portrayed in the film.

A paper survey was provided to student participants at each of the film series events conducted during the fall and spring semesters.

**11/17/2011: Dinner and a Movie, screening Young@Heart** – Survey provided to 63 individuals and collected from 51 individuals at the end of the workshop with a response rate of 80.95%.

<table>
<thead>
<tr>
<th>Attendance Summary</th>
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<tbody>
<tr>
<td>Participants</td>
<td>69</td>
</tr>
<tr>
<td>Semester</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>Enrolled Students</td>
<td>59 (85.51%)</td>
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<tr>
<td>Non-Students</td>
<td>10 (14.49%)</td>
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<td>3 (4.35%)</td>
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<tr>
<td>White (Non-Hispanic)</td>
<td>24 (34.78%)</td>
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<tr>
<td>Black (Non-Hispanic)</td>
<td>10 (14.49%)</td>
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<tr>
<td>Hispanic</td>
<td>27 (39.13%)</td>
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<tr>
<td>Asian/Pacific Islander</td>
<td>4 (5.8%)</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>1 (1.45%)</td>
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<thead>
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<tbody>
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<td>Female</td>
<td>51 (73.91%)</td>
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<tr>
<td>Male</td>
<td>18 (26.09%)</td>
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<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>26 (37.68%)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>8 (11.59%)</td>
</tr>
<tr>
<td>Junior</td>
<td>11 (15.94%)</td>
</tr>
<tr>
<td>Senior</td>
<td>10 (14.49%)</td>
</tr>
<tr>
<td>Graduate</td>
<td>4 (5.8%)</td>
</tr>
</tbody>
</table>

96.08% of respondents agreed or strongly agreed that the presenter was knowledgeable (the one individual who selected neutral had to leave the program before the presenter spoke). 100% of respondents agreed or strongly agreed that the activities were fun and engaging. 98.03% of respondents agreed or strongly agreed that the material will be beneficial to them as a leader. 86.27% agreed or strongly agreed that the length of the program was
appropriate with 13.73% of respondents disagreeing or feeling neutral. The most disparity in the evaluation centered on participants’ expectations of the workshop. 58.82% agreed or strongly agreed the workshop was what they were expecting, 21.57% disagreed or strongly disagreed, and 19.61% remained neutral or chose not to answer. Some of the comments of those who disagreed or strongly disagreed illustrated their experience was better than they expected.

**3/29/2012: Dinner and a Movie, screening Iron Ladies of Liberia** – Survey provided to 37 individuals and collected from 27 with a response rate of 72.97%.

<table>
<thead>
<tr>
<th>Attendance Summary</th>
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<tbody>
<tr>
<td>Participants</td>
<td>37</td>
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<tr>
<td>Semester</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>Enrolled Students</td>
<td>33 (89.19%)</td>
</tr>
<tr>
<td>Non-Students</td>
<td>4 (10.81%)</td>
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</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>White (Non-Hispanic)</td>
<td>8 (21.62%)</td>
</tr>
<tr>
<td>Black (Non-Hispanic)</td>
<td>5 (13.51%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>21 (56.76%)</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>3 (8.11%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>27 (72.97%)</td>
</tr>
<tr>
<td>Male</td>
<td>10 (27.03%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classification</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>7 (18.92%)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>11 (29.73%)</td>
</tr>
<tr>
<td>Junior</td>
<td>7 (18.92%)</td>
</tr>
<tr>
<td>Senior</td>
<td>7 (18.92%)</td>
</tr>
<tr>
<td>Graduate</td>
<td>1 (2.7%)</td>
</tr>
</tbody>
</table>

96.30% of respondents agreed or strongly agreed that the presenter was knowledgeable (one individual did not respond), and that the material will be beneficial to them as leaders (one individual reported feeling neutral). 100% of respondents agreed or strongly agreed that the activities were fun and engaging, and that the time and place of the workshop was appropriate. 85.19% agreed or strongly agreed that the length of the program was appropriate, with 14.81% of respondents disagreeing or feeling neutral. 81.48% of respondents agreed or strongly agreed that the workshop was what they expected. Of those dissenting, 14.81% reported feeling neutral, and one respondent disagreed but clarified by explaining the event was actually “much better” than he/she expected.

Based off evaluations, the lowest rated item concerned workshop expectation verses the actual experience and the length of the program. To address the disparity in the statement about event expectation, the Leadership Institute should either be more clear in the description and learning.
outcomes for the event, create a more clear and concise evaluation form, or raise awareness of the high quality and caliber of programming as many students report the program was better than what they were expecting.

While more than 80% felt the length of the program was appropriate, Institute staff will make efforts next year to select films with run-time no longer than 90 minutes to allow time to view the film and still have a meaningful discussion about the leadership concepts associated with the film and how the connect with improving the attendees’ leadership development. The films screened in the fall and spring semesters were somewhat lengthy and did not provide as much time for students to engage in dialogue following the film.

Leadership Institute Annual Conference
Each year the Leadership Institute holds an annual conference based on the Common Experience theme and Core Values of the Leadership Institute. The conference was held on February 17-18, 2012 on the Texas State University-San Marcos campus in the LBJ Student Center Ballroom. This year’s conference theme was “The First Amendment: Freedom, Democracy and Social Responsibility.” Student participants are selected through a delegate process from departments across the Texas State campus as well as each registered student organization. There were 397 participants at this year’s conference, and the total cost of the conference is $21,750 (66.79% of which is obtained through fundraising).

The primary purpose of the conference is to bring together students from diverse backgrounds to learn leadership skills, engage students in values-based activities that foster ethical leadership development, build a unified community, cultivate social responsibility, and inspire students to adopt a new way of life while expanding their leadership potential. The learning outcomes for this year’s conference were:

- Students will be able to articulate the elements of the First Amendment that contribute to effective leadership
- Students will understand the obligation of leaders to be actively engaged in their local and global communities
- Students will build a context of understanding through communication with other individuals
- Students will demonstrate respect for the viewpoints of other individuals

The conference includes two keynote speakers – one for Friday evening and one for Saturday morning and a number of breakout sessions. Twenty (20) sessions were offered this year in the areas general leadership development, the core value associated with the conference theme (“Social Responsibility”), and the Common Experience theme (“The First Amendment”).

Participants are divided into small groups of 6-8 students which are led by experienced student leaders who come from the Student Leadership Team, Associated Student Government, and Student Foundation. These small group leaders serve as guides for students throughout the conference. Each small group met three times during the conference and conducted the following guided activities:

- Introductions/Purpose/Expectations along with the Cross the Line exercise and reflection
- Checking in/First Amendment Exhibit discussion
- Conference Experience reflection and discussion of what they’ve learned and how they will utilize these skills or lessons

The planning committee for the conference is intentional about finding ways to integrate the conference theme into all aspects. Students were encouraged to “tweet” throughout the conference, which allowed them to comment on keynote speeches and breakout sessions, as well as connect and network with their small groups and other conference participants. In addition, a First Amendment exhibit was created by the Student Leadership Team using photography related to First Amendment issues. Conference participants were encouraged to engage in reflection, discussion, and shared responses using post-it notes. Small group leaders also used the exhibit during the second small group meeting.
A paper survey was provided to all student participants during the 2012 Leadership Institute Annual Conference. This survey was provided to 300 students (272 from Texas State and 28 from other participating universities) on Saturday, February 18, 2012 at the end of the conference and was collected from 202 individuals with a response rate of 67.33%.

Major findings of the assessment showed that 97% of respondents agreed or strongly agreed their overall experience at the conference was positive. 97% of respondents agreed or strongly agreed that the conference was well organized, and 94.5% of respondents stated they would recommend the Leadership Institute Annual Conference to another student.

The assessment also provided valuable feedback related to the keynote speakers. 93% of respondents agreed/strongly agreed that Sarah Weddington’s session was engaging, and 91.5% found her session relevant to First Amendment issues (with 3.5% not attending her session). 92.5% of respondents agreed/strongly agreed that Mr. Tim Swain’s session was engaging with 89.6% finding his session relevant to First Amendment issues.

Assessment data also illustrates the need to be more intentional or descriptive of the relationship between the Common Experience theme and that of the conference. While 90% of respondents agreed or strongly agreed that their small group facilitator helped them to understand the connection between the First Amendment (Common Experience and conference theme) and effective leadership, data from the Saturday lunchtime addresses was less successful with 70.3% of respondents who agreed or strongly agreed that the address helped them to understand the connection between the Common Experience and leadership development. In addition, 63.36% of respondents found Saturday’s closing remarks helped them to understand the value of the First Amendment in a global context, only 0.9% disagreed and 6.4% neither agreed nor disagreed. The remaining 29.2% of respondents either selected Not Applicable (21.8%) or did not answer at all (7.4%).

The previous assessment allowed us to significantly improve the process for the 2012 Leadership Institute Annual Conference. We utilized an online registration process for both the conference and breakout sessions. We also adjusted the timeline based off the assessment and provided greater
quality and quantity of food. We completed volunteer assignments and training at an earlier date and created a more efficient and accurate check-in process.

Based on this year’s assessment, we plan to provide detailed descriptions of the breakout sessions for easy access during the registration process (descriptions were online but on a different page than the registration form). We will provide a more clear description of the Common Experience theme and its relationship to the conference, also being clear that not all sessions will relate to the theme, but may be general leadership tracks. We will again revisit the length and pace of the conference to ensure engaged student participation, and will brainstorm potential solutions to reducing the cancellation and no-show rates, allowing for more efficient small group assignments, participation and use of conference resources.

Student Leadership Conference Travel

Leadership development conferences are important opportunities for student leaders in chartered student organizations to network with other student leaders, learn successful practices from peers, and develop their personal and leadership skills. Yet very few student organizations are able to adequately invest in their student leadership. The Dean of Students Office requested financial assistance from the Student Service Fee Committee to support student travel for leadership development. As part of a comprehensive leadership development program, student travel is an important aspect in delivering experiential learning opportunities.

Student travel is a highly beneficial endeavor. Student leaders able to travel for leadership development conferences benefit directly from the experience with enhanced leadership skills. Furthermore, the entire organization benefits from the ideas, energy, motivation, and renewed focus those students often share upon return from leadership conferences. This will enable the organization to better serve the student body. A more cohesive student organization is better able to recruit and retain students in the organization, leading to increased involvement. The Student Service Fee Committee recognized the important of student travel and agreed to fund $15,000 for the Leadership Institute to send students to leadership development opportunities.

University of Houston-Clear Lake Annual Student Leadership Conference
University of Houston-Clear Lake; Houston, TX
November 5, 2011
Number of Students: 4 students, 1 day

Every year, the University of Houston-Clear Lake hosts guest presenters from all over Texas who work within the realm of leadership development. Workshops are presented by professionals, faculty, student affairs educators, and students. Leadership topics vary every year. Programs are intentionally geared towards leaders at any level of development, whether a general student leader, a leader in the workplace, a student interested in diversity and leadership, or an advisor/staff member. Interest sessions are typically interactive, providing opportunities for hands-on experience and putting theory into application. Round-table discussion groups are also held to focus on specific topics regarding trends in leadership, campus programming, and leadership development.
National Hispanic Professional Organization’s (NPHO) Annual Collegiate Leadership Conference
Doubletree Hotel; Austin, TX
December 1-3, 2011
Number of Students: 1 student, 2 days

NHPO provides professional development, career opportunities and leadership training. It is rapidly expanding as a national organization with a visionary contemporary approach that gives members the knowledge, skills, acumen, awareness and professional networks to build their leadership potential throughout their careers – substantiated by pragmatic, on-the-ground, practical experience. This conference gathered college students who are stepping into their future leadership roles with Latino leaders who have achieved leadership roles in business, government, public service and in the corporate world, and partners who have worked collaboratively with Hispanics to build a strong Latino future.

The Washington Center for Internships and Academic Seminars
Washington, DC
January 4-8, 2012
Number of Students: 1 student, 5 days

The Washington Center for Internships and Academic Seminars is an independent, nonprofit organization serving hundreds of colleges and universities in the United States and other countries by providing selected students challenging opportunities to work and learn in Washington, D.C.

Hatton W. Sumners Student Leadership Conference
The University of Texas at Austin; Austin, TX
February 23-26, 2012
Number of Students: 8 students, 4 days

The Hatton W. Sumners Undergraduate Student Leadership Conference is a critical part of the Center for Ethical Leadership's educational mission to develop leaders for tomorrow. Leadership is a highly complex form of human behavior that requires the integration of knowledge and experience. Because the Center aims to contribute to the development of future leaders, not just to the science of leadership, they strive to bring educators and students into association with leaders from many settings who can share their experiences and insights. The purpose of the conference is to develop the leadership potential of current students in higher education.

Texas Student Leadership Forum on Faith and Values (state-level version of national forum)
Omni Southpark Hotel; Austin, TX
March 30-April 1, 2012
Number of Students: 9 students, 4 days
The purpose of the Texas Student Leadership Forum is to create an opportunity for today’s student leaders to discuss the leadership philosophy of Jesus of Nazareth with political, business and professional leaders for the ultimate benefit of our state, nation and world. The forum is not religious in nature and welcomes individuals of all faiths to participate and engage in a multigenerational dialogue about the faith and values that guide a leader’s actions.

**AFLV LeaderShape for Fraternity and Sorority Leaders**
University of Kansas; Lawrence, KS
July 15-20, 2012
Number of Students: 2 students, 6 days

LeaderShape consists of six intense days of dialogue and interactive self-discovery in a supportive Learning Community. The LeaderShape Institute challenges participants to lead with integrity while working towards a vision grounded in their deepest values. The Association of Fraternal Leadership and Values (AFLV) Session of LeaderShape will bring fraternity and sorority leaders from across North America together to explore these important personal and community-focused skills and philosophy all under the umbrella of shared fraternal value.

**LeaderShape National Session**
Atlanta, GA
July 22-27, 2012 or July 29-August 3, 2012
Number of Students: 7 students, 6 days

LeaderShape consists of six intense days of dialogue and interactive self-discovery in a supportive Learning Community. The LeaderShape Institute challenges participants to lead with integrity while working towards a vision grounded in their deepest values. Participants explore not only what they want to do, but who they want to be. The week is dynamic, challenging and exciting, and is intended to produce a breakthrough in the leadership capacity of participants – benefitting them individually, as well as their respective communities and the organizations they will go on to lead and serve in the future.

**Assessment**

A paper or electronic survey was provided to student participants upon their return at each of the following student leadership conferences. LeaderShape National Sessions – included in this report because students attended in summer 2011. Reporting on summer 2012 travel will be included in the 2012-2013 assessments.

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<tr>
<th>Attendance Summary</th>
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## Ethnicity

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<tr>
<th>Ethnicity</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (Non-Hispanic)</td>
<td>6 (20.69%)</td>
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<tr>
<td>Black (Non-Hispanic)</td>
<td>9 (31.03%)</td>
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<tr>
<td>Hispanic</td>
<td>11 (37.93%)</td>
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<tr>
<td>Asian/Pacific Islander</td>
<td>2 (6.90%)</td>
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## Gender

<table>
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<tr>
<th>Gender</th>
<th>Count (Percentage)</th>
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<tbody>
<tr>
<td>Female</td>
<td>17 (58.62%)</td>
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<tr>
<td>Male</td>
<td>12 (42.38%)</td>
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## Classification

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<th>Classification</th>
<th>Count (Percentage)</th>
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<td>5 (17.24%)</td>
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<tr>
<td>Sophomore</td>
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<td>Junior</td>
<td>7 (24.14%)</td>
</tr>
<tr>
<td>Senior</td>
<td>11 (37.93%)</td>
</tr>
</tbody>
</table>

**LeaderShape National Sessions** - 6/19-24/2011 - Sacramento, California - Paper survey provided to two individuals with a response rate of 50%; 7/24-29/2011 - Champaign, Illinois - Paper survey provided to five individuals with a response rate of 80%.

The average rating of the LeaderShape National Sessions was a 4.8 on a scale of 1 to 5. 80% of respondents rated the overall conference at a 5 (one actually selected 7, but was included in the percentage and average as a 5 rating). The remaining individual rated the conference a 4 out of 5. 100% of respondents would recommend the conference to another student. The sense of community/family atmosphere and opportunity to network and interact with other passionate students from across the world was a major theme in the comments about what respondents liked most about the conference. Comments in the assessment also illustrate that participants found the conference amazing, life-changing, unforgettable, and [deciding to go was] one of the best decisions of their lives.

**University of Houston-Clear Lake Annual Student Leadership Conference** - 11/5/2011 - Electronic survey provided to four individuals with a response rate of 25%.

The only respondent rated the overall conference as a 3 on a scale of 1 to 5 (with 5 being the highest) and indicated he/she would not recommend the conference to another student.

**Hatton W. Sumners Student Leadership Conference** - 2/23-26/2012 - Paper survey provided to 8 individuals with a response rate of 100%.

The average rating of the Hatton W. Sumners Student Leadership Conference was 4.74 on a scale of 1 to 5 (with 5 being the highest). 75% of respondents rated the overall conference as a 5 with the remaining 25% rating the conference as a 4. 100% of respondents would recommend the conference to another student. Major themes in the comments about what student attendees most enjoyed were the session
speakers and interacting/networking with other students from across the country. Participation in this conference affected the leadership development of participants by facilitating personal reflection (identified by 50% of respondents) and inspiring respondents to implement ideas and lessons learned at the conference into their own organizations or groups (identified by 33.33%, including one who respondent who has already put ideas into action within his/her organization).

**Texas Student Leadership Forum on Faith and Values** - 3/30-4/1/2012 - Paper survey provided to 9 individuals with a response rate of 100%.

The average rating of the Texas Student Leadership Forum on Faith and Values was a 4 on a scale of 1 to 5 (with 5 being the highest). 22.22% rated the conference at a 5, 55.56% rated the conference at a 4, and the remaining 22.22% at a 3 overall. 100% of respondents stated they would recommend the conference to another student. A major theme indicated in the comments about what student participants most enjoyed was participation in the small group sessions and discussion (identified by 77.78% of respondents). Respondents also indicated an appreciation of the service project within the Austin community (identified by 33.33% of respondents). A theme that emerged from the assessment regarding the component they least enjoyed (identified by 55.56% of respondents) was a portion regarding the *Life book*. It was characterized in the comments by being merely promotional and felt the session was trying to sell the program instead of being about leadership development.

**Improvements**

Decisions about student travel for the 2012-2013 fiscal year will be determined based on the findings in this assessment. The Institute will discontinue participation in conferences that were not highly rated or recommended, such as the University of Houston-Clear Lake Student Leadership Conference.

We also for the first year included a scholarship agreement form that specifically mentioned the requirement for a post-conference evaluation. While we were not entirely successful, we did find that electronic reminders and scheduling a post-trip meeting where successful methods for improving response rates.

**Presentations presented by Area Staff**

<table>
<thead>
<tr>
<th>person</th>
<th>presentation title</th>
<th>audience</th>
<th>location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Erik D. Malmberg</td>
<td>Avoiding Myths and Legends: Working Towards an Understanding of Leadership</td>
<td>Emerging Leaders as part of the Fall 2011 Leadership Workshop Series</td>
<td>Texas State</td>
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</tbody>
</table>
Dr. Erik D. Malmberg  | Vision in Leadership: Turning Dreams into Reality  | Emerging Leaders as part of the Fall 2011 Leadership Workshop Series  | Texas State
Dr. Erik D. Malmberg  | Overview of Leadership Institute  | Extended Student Affairs Council Meeting  | Texas State
Dr. Erik D. Malmberg  & Ashley A. Jones  | Overview of Leadership Institute  | Student Organization Council President’s Meeting  | Texas State
Dr. Erik D. Malmberg  | Overview of Leadership Institute  | Student Foundation General Meeting  | Texas State

**Special Recognitions for Area Staff**

<table>
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<tr>
<th>person</th>
<th>recognition</th>
<th>organization recognition from</th>
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<tbody>
<tr>
<td>Laramie A. McWilliams</td>
<td>Outstanding Young Alumna Award</td>
<td>Student Foundation</td>
</tr>
<tr>
<td>Nathan C. McDaniel</td>
<td>Elected Student Body President</td>
<td>Associated Student Government</td>
</tr>
</tbody>
</table>

**Objectives for 2011-2012**

**Objective 1**
Create endowment for Leadership Institute and fundraise for major Institute programs, including the annual Leadership Institute Conference

**Objective 1 Status**
The funds from the Verizon Partnership with the Division of Student Affairs were all dedicated towards the creation of an endowment fund. Efforts will continue during the next fiscal year to grow this endowment before any funds will be used. While the partnership agreement ends in mid-June, efforts are in the works to see if Verizon may be interested in a kiosk in the LBJ Student Center that will yield additional funds for this endowment.

**Objective 2**
Create Leadership Institute Advisory Board consisting of students, faculty, staff and alumni representatives

**Objective 2 Status**
Due to the importance of increasing programmatic offerings by the Leadership Institute and priorities to sustain the quality associated with the Leadership Institute Annual Conference, a decision was made at the beginning of the fall semester to postpone the formal creation of this body until the 2012-2013 fiscal year. Significant progress was made in building partnerships with units within the Division of Student Affairs along with other university departments including the
Alumni Association, University College, Honors College, College of Fine Arts and Communications, and College of Education.

Objective 3
Create Student Leadership Team to assist full-time staff in the development and implementation of Institute programs

Objective 3 Status
This year the Student Leadership Team, an important component of the Leadership Institute, had its inaugural recruitment event by participating in the Student Organization Center (SOC) Organization Fair in September. This and other efforts resulted in 12 founding members who actively participated in bi-weekly meetings during the academic year and two half-day retreats; served as small group facilitators for the Leadership Institute Annual Conference; and assisted with outreach, planning and implementation of the Leadership Film and Workshop Series. Several members were selected, because of their hard work, to participate in state and national leadership conferences. They will also begin assisting with the planning for LeaderShape-Texas State by attending national sessions. Hopefully with the addition of permanent funding for the Institute, additional peer educators can be hired to conduct additional recruitment and outreach.

Objective 4
Develop and implement programming for a multi-tiered leadership development program

Objective 4 Status
This year the Institute expanded its programming substantially beyond the Leadership Institute Annual Conference. The Institute worked incredibly hard during the summer of 2011 to unveil the Leadership Workshop Series and Leadership Film Series during the 2011-2012 academic year including offering a total of six workshops and two films. A graduate intern from the Student Affairs in Higher Education program was selected to work on the curriculum and marketing plan for a Freshman Cohort program. In addition, the Institute received a donation that will provide some community-building materials for overnight retreats. A decision was made in late October to discontinue support for the externally supported and funded Housley Principled Leadership Program. It conflicted with the strategic plans for the Leadership Institute which had fully intended for the Institute professional and student staff to offer an Advanced Leader Capstone Program and an Emerging Leader Cohort Program. The Texas State Leadership Capstone Program will begin during the fall 2012 semester. Curriculum development, marketing, outreach, and selection of participants will be completed during the summer 2012.

Objective 5
Develop marketing plan to promote the Leadership Institute incorporating the Institute website, technology and social media

Objective 5 Status
The Leadership Institute made substantial progress during the summer of 2011 to increase its web presence. A decision was made to apply through ITAC for a separate domain name. This allowed the Institute to completely redesign the site which showcased the annual conference, tiered programming model, and the program offerings for the 2011-2012 academic year. The
clearinghouse aspect of the website still needs to be developed. Unfortunately there was insufficient
time available with other demands to dedicate resources to this. As a result, a decision was made to
request funding for a Graduate Research Assistant who will have as one of its responsibilities the
task of creating the clearinghouse. In addition, the new Division of Student Affairs Leadership
Programs Advisory Team began convening during the summer of 2012. One of its roles will be to
develop a master calendar of all of the leadership development programs going on throughout an
academic year. These two actions should help make it possible to make substantial progress on this
objective during the next year.

Objective 6
Plan for funding and framework of a Texas State LeaderShape Program (to be implemented
January 2013)

Objective 6 Status
The Leadership Institute was able to send seven students during the summer to national sessions
offered in Illinois and California. After these sessions, the student leaders were brought in to
discuss the future of this program and steps that should be next. The group unanimously agreed that
progress should continue towards implementing a campus-based version of this program to Texas
State. As a result, a planning committee made up of students, faculty, staff, and alumni were
created and their first meeting was held in November. In addition, resources were again committed
to send nine students to national session offered during the summer of 2012.

Objectives for 2012-2013

1. Continue fundraising for the Leadership Institute endowment to support major Institute
   programs, including the Leadership Institute Annual Conference
2. Create Leadership Institute Advisory Board consisting of students, faculty, staff and alumni
   representatives
3. Continue development of the Student Leadership Team to assist full-time staff in the
development and implementation of Institute programs
4. Continue to develop and implement programming for a multi-tiered leadership development
   program
5. Continue planning and implementation of the Leadership Institute Annual Conference and
   convene regular meetings of the Conference Planning Committee
6. Create and implement the Texas State Leadership Capstone Program: Step Forward, Give
   Back
7. Create the Pathfinder: Texas State Emerging Leaders Cohort Program to be implemented in
   the 2013-2014 academic year
8. Continue to convene regular meetings of the Texas State LeaderShape Program Planning
   Committee to maintain progress toward future implementation
9. Develop marketing plan to promote the Leadership Institute incorporating the Institute
   website, technology, and print and social media

Trends/Challenges for 2012-2013

Challenges/Obstacles
1. Lack of sufficient permanent funding dedicated towards offering Institute signature programs including the Leadership Institute Annual Conference and the Texas State LeaderShape Program.

2. Lack of administrative support staff within the Institute to assist with frequent administrative tasks including purchasing, printing/copying, reimbursements, logistics for student leadership conference travel, completion of required university documents, reception area, and calendaring/scheduling.

3. Marketing the Leadership Institute in a way that accurately reflects the programs and encourages student participation while addressing student trends of apathy and feeling overwhelmed.

4. Marketing the Leadership Institute to students beyond those already involved in registered student organizations.

Trends

1. Leadership development programs at similar universities are incorporating social justice as a foundational piece to their leadership programs.

2. Additional themes for leadership development programs include: diversity, ethics, service, excellence, empowerment, & accessibility.

3. Leadership development programs at similar universities offer multi-tiered programs & experiences designed for various stages of development including a cohort program for entering students and a capstone program for advanced leaders.

4. Similar universities had one leadership center that housed a variety of leadership development programs and provided information to students on leadership opportunities.

5. Ten universities (Texas Christian University, University of Houston, St. Edward’s University, St. Mary’s University, Southern Methodist University, Texas A&M University, University of North Texas and the University of Texas at Austin, Pan America and San Antonio) in the state of Texas, up from eight institutions last year, are offering the LeaderShape program on their campus.
Accomplishments/Retention Initiatives 2011-2012

1) Assisted 276 students with Absence Notifications during the fall and spring semesters on behalf of students who were experiencing crisis and could not attend class.

2) Made 1355 faculty contacts for student absence notifications.

3) Distributed $7,800 through the Student Affairs Emergency Grants to 20 students who experienced emergencies or crisis, including eight students who were victims of the Central Texas wildfires.

4) Coordinated efforts between major university book publishers and the University Bookstore to assist students with the replacement of books lost in the Central Texas wildfires.

5) Collaborated with LBJ Student Center to make $20 Target gift cards available to fire victims in immediate need.

7) Distributed $5,169 in Short-Term Crawford Loans to nine students for short term financial emergencies.

8) Responded to 15 PAWS ALERTS directed to the Dean of Students Office.


Department Goal 2:
Manage the physical, fiscal and technological office resources required to efficiently and effectively meet the demands of a growing student, faculty and staff population as well as promote professional development and opportunities for staff through ongoing staff development workshops, conferences and work life issues.

Department Objective 2.B
Create a comprehensive review and response process for addressing reported student emergencies.

Student Affairs Goal: IV. Foster an environment that is safe, responsive and supportive of a diverse community
Department Strategy 2.B.1:
Hire a full-time staff person to coordinate emergency services for common/routine emergencies often experienced by students.
Beg FY: FY11  End FY: FY12
Status: This strategy was modified this year to delay it and a Graduate Assistant was hired in the interim to help the Associate Dean with emergency services.

Department Strategy 2.B.2:
Develop comprehensive written processes for responding to student emergencies brought to the attention of the Dean of Students Office.
Beg FY: FY11  End FY: FY12
Status: The strategy of developing a comprehensive written process for responding to student emergencies brought to the attention of the Dean of Students Office was completed; however with the implementation of a new Student Information System the steps for processing short term Crawford loans had to be modified.

Assessments for 2011-2012

Satisfaction Survey
An electronic assessment was emailed to 271 students who requested notification to faculty that they were experiencing an emergency or crisis which prevented them from attending class on specific days. There was an overall response rate of 16.6%, a 9.6% increase from FY11.

The assessment stated the following:
1) I was satisfied with the absence notification service provided to me.
2) The service I received was helpful to me.
3) The service I received assisted me with continuing my education.
4) What suggestions do you have to improve our Absence Notification services?
5) Additional comments?

Students were asked to rate the statements above, on a scale of 1-4, as either 1-Strongly Agree, 2-Agree, 3-Disagree or 4-Strongly Disagree. They were also asked to provide information which might improve the services and were also given a space for any additional comments they may have.

Overall, students who utilized the system either agreed or strongly agreed that they were satisfied with the service, the service was helpful to them, and it assisted them with continuing their education. For the fall semester there were a total of 113 students utilizing the service with 19 students responding to the assessment. During the spring there were 158 students utilizing the service and 26 students responding to the assessment.
We learned through some of the comments that some students would have liked for the notifications to have been forwarded earlier, but notifications will not be forwarded unless the student provides appropriate documentation. Exceptions are made if there is an emergency and a student has to travel (i.e. home for a sick parent, or emergency which requires immediate departure) and later ascertain documentation upon arrival to their destination or after the completion of funerals; in those circumstances a notification may be sent immediately.

1. I was satisfied with the absence notification service provided to me.
Response: 89% (40) of the respondents either agreed or strongly agreed that the notification to faculty was a helpful service, while 9% (4) disagreed and 2% (1) strongly disagreed.

2. The service I received was helpful to me.
Response: 98% (44) of the respondents either agreed or strongly agreed that the notification to faculty was a helpful service, while only one respondent disagreed.

3. The service I received assisted me with continuing my education.
Response: 98% (44) of the respondents either agreed or strongly agreed that the notification to faculty was a helpful service, while only one respondent disagreed.

1) None at this time
2) Give the instructors the absent notification quicker. They got the notification about a week or so after I had already returned so it did not really help.
3) Notify first time students of the way they can get back on track.
4) Keep up the awesome work!
5) I thought the system was flawless.
6) None, everything worked out great.
7) If students are ill with a doctor’s excuse, they should be able to make up an exam no matter what
8) Keep up with what TSU and you have done for students in past, current, and future. I am so blessed where I am right now and knowing I will complete my BS in Mathematics and Teacher certificate with confidence.
9) I was unable to receive the proper documentation before the event for which I was absent. By the time I'd received the documentation, my attendance had been noted. I'm not sure whether or not my professors counted my absences as excused or not. By the time I'd received an email showing the absence notification that went out to my teachers, about a whole week had gone by
10) Great Service
11) The notification was only mildly helpful. There were still miles to travel with my teachers to rectify the situation.
12) I received such great help from the Dean of Students office. Everything was handled very well and I have no complaints

**Benchmarking**
A total of nine universities across the nation were reviewed for information about each schools’ component of emergency services for students, if an area of these services existed at the institution. Three of the nine schools (Kent State, UT-San Antonio and Texas Tech) do not have an emergency services component. The other comparable school information is below in tables for both in-state and out-of-state schools. Universities with funds dedicated to emergency services indicated that they have a budget for these services but were not comfortable sharing actual amounts. The types
of programs vary in terms so staff size, resources and what they consider as emergencies. UT-Austin probably had the most comprehensive emergency services program for students of all of the universities reviewed.

<table>
<thead>
<tr>
<th>OUT-OF-STATE</th>
<th>Bowling Green</th>
<th>Illinois State</th>
<th>San Francisco State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Population</td>
<td>17,706</td>
<td>20,762</td>
<td>30,469</td>
</tr>
<tr>
<td>How long has the component existed?</td>
<td>Not sure</td>
<td>Not sure</td>
<td>Within the last few years began to establish an official program.</td>
</tr>
<tr>
<td>Annual Budget &amp; Other Resources</td>
<td>Depends on annual allocation.</td>
<td>Annual budget is the source of funding.</td>
<td>Each different program within the overall program has its own annual budget.</td>
</tr>
<tr>
<td>Number of Staff</td>
<td>3</td>
<td>1</td>
<td>Information unavailable</td>
</tr>
<tr>
<td>Types of Emergencies Responded to?</td>
<td>• COPES (Coordinator of Personal Emergency Services) - a designated BGSU staff person is on-call, 24/7, to respond to student emergencies or crises on behalf of Bowling Green State University. BGSU coordinates immediate and effective emergency action with on-campus and off-campus offices, such as the Office of Residence Life, the Counseling Center, academic colleges and offices, Campus Police, and the Office of the Bursar.</td>
<td>A critical incident is an adverse event that causes or has the potential to cause harm to an individual student, group of students, or the university, and requires immediate response. Critical incidents to which the Critical Incident Response Team may respond include:</td>
<td>Absence Notifications – Not through this program they only notify if it is an extended absence</td>
</tr>
<tr>
<td></td>
<td>• Facilitating communication between on- and off-campus students, their families and faculty, staff, community employers and others.</td>
<td>• Death of a student (on or off campus)</td>
<td>External Referrals – They do refer students to other programs throughout the division</td>
</tr>
<tr>
<td></td>
<td>• Coordination between BGSU and community</td>
<td>• Fire/explosion or significant damage to property</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communicable disease</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Life threatening injury or illness</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Missing person</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sexual assault</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Riot/campus disruption</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Natural disaster</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Since the list above may not cover all situations that warrant Critical Incident Response</td>
<td></td>
</tr>
</tbody>
</table>
offices and agencies such as the American Red Cross, counselors, area medical facilities and churches.

• Regular meetings among BGSU's crisis coordinators to evaluate current issues and situations.

• Post-crisis and resolution support for any students involved in emergencies

Team (CIRT) intervention, the CIRT staff on-call or the Vice President of Student Affairs will make a determination of whether or not a situation warrants the attention of CIRT or support or assistance from another campus or community resource.

<table>
<thead>
<tr>
<th>IN-STATE</th>
<th>UT-Austin</th>
<th>UNT</th>
<th>Texas A&amp;M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Population</td>
<td>51,145</td>
<td>33,422</td>
<td>49,861</td>
</tr>
<tr>
<td>How long has the component existed?</td>
<td>10 years</td>
<td>Not sure</td>
<td>Not sure</td>
</tr>
<tr>
<td>Annual Budget &amp; Other Resources</td>
<td>Have an annual budget as well as funding for emergency grants.</td>
<td>No fixed annual budget, but does have an emergency loan program.</td>
<td>Have an annual budget as well as funding for emergency grants.</td>
</tr>
<tr>
<td>Number of Staff</td>
<td>5</td>
<td>Varies depending on volunteers</td>
<td>2</td>
</tr>
<tr>
<td>Types of Emergencies Responded to?</td>
<td>• Apartment or House Fire&lt;br&gt;• Attempted Suicide&lt;br&gt;• Concerns about Academic Adjustment or Performance&lt;br&gt;• Death of a Relative&lt;br&gt;• Death of a Student or Former Student&lt;br&gt;• Family Emergency Impacting a Student's Campus Life&lt;br&gt;• Financial Problems</td>
<td>Assist in protecting the health, safety, and welfare of the students and members of the UNT community. Support student success. Provide a comprehensive response to students whose behavior is disruptive to themselves or the environment.</td>
<td>Referrals/resource connections – personal, academic, community Concerning behavior follow-up Student Welfare Checks Student Absence Notification Silver Taps/student death Veterans Services-Student Affairs Liaison Sexual Violence</td>
</tr>
<tr>
<td>Event Type</td>
<td>Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Violence or Stalking</td>
<td>Consultation regarding withdrawal from school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing Student</td>
<td>Assistance in coordinating family needs, in the event of an emergency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Disaster</td>
<td>Transition issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>General consultation-University rules, process, faculty concerns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Injury or Illness</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Presentations presented by Area Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Presentation Title</th>
<th>Audience</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vincent E. Morton</td>
<td>Pathways to Administration</td>
<td>Faculty and staff</td>
<td>Texas State</td>
</tr>
<tr>
<td>Vincent E. Morton</td>
<td>Our Social Contract: Student Organization Rights and Responsibilities</td>
<td>Leadership Institute Annual Conference attendees</td>
<td>Texas State</td>
</tr>
<tr>
<td>Vincent E. Morton</td>
<td>Representing Texas State</td>
<td>Orientation Leaders</td>
<td>Texas State</td>
</tr>
<tr>
<td>Vincent E. Morton</td>
<td>Leadership and Ethics</td>
<td>Associated Student Government Leaders</td>
<td>Texas State</td>
</tr>
</tbody>
</table>

**Special Recognitions for Area Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Recognition</th>
<th>Organization Recognition From</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vincent E. Morton</td>
<td>20 years of service to Texas State</td>
<td>Texas State</td>
<td></td>
</tr>
</tbody>
</table>

**Objectives for 2011-2012**

**Objective 1**
Utilize TRACS for automated assessments until the divisional technology team or new Student Information System can be utilized.

**Objective 1 Status**
TRACS was not utilized, the institution went to another Student Information System and its implementation limited the resources our divisional technology team had for Emergency Services; divisional priorities were prioritized and Emergency Services was not a top priority during the comprehensive implementation.
Objective 2
Benchmark Emergency Services with other peer institutions

Objective 2 Status
This objective was completed this year and information is in the Assessment section of this report.

Objectives for 2012-2013

1. Create a marketing plan to educate the campus community about Student Emergency Services provided through the Dean of Students Office.
2. Review current method and past results from students to determine effectiveness of information received regarding Student Emergency Services to achieve continuous improvement.

Trends/Challenges for 2012-2013

1. There continues to be an increase in the number of students utilizing email to address matters, rather than making an appointment for office visits. Assessing these students continues to be a challenge.

2. As college education and related expenses increase and student aid decreases, regularly planned expenses such as paying one’s rent has become much more of a challenge. Students are seeking aid for expenses that should routinely be budgeted in advance such as buying food, and paying utilities and rent.
Accomplishments/Retention Initiatives 2011-2012

1. Conducted a successful Veterans Day Ceremony on November 11, 2011 with 750 people attending the ceremony in the Quad and 200 people attending the reception in the LBJ Student Center Ballroom afterwards.

2. Conducted a successful Bobcat Pause Memorial Service on April 11, 2012 with 220 people attending the reception and service in the LBJ Student Center Ballroom.

3. Conducted Foundations of Excellence which included a nomination and selection process followed by an awards ceremony held in the LBJ Student Center Ballroom on March 22, 2012 attended by the ten (10) faculty and staff award recipients and their guests along with the Student Foundation advisors and student membership.

4. Through an invitation from the Leadership Institute area, thirty (30) members were selected as small group facilitators for the Leadership Institute Annual Conference held on February 17-18, 2012 in the LBJ Student Center.

5. Conducted membership recruitment process in the fall including three weeks of recruitment, another two weeks of interviews with all 37 applicants, selection and tapping, and finally the formal Induction Ceremony for 26 new members in the Cates Room of Old Main on October 21, 2011.

6. Conducted membership recruitment process in the spring including three weeks of recruitment, another two weeks of interviews with all 26 applicants, selection and tapping, and finally the formal Induction Ceremony for ten (10) new members in the Cates Room of Old Main on March 2, 2012.

7. Conducted fall retreat at Blanco State Park from October 21-23, 2011 with 39 members, four (4) alumni of the organization, and the organization advisors.

8. Conducted spring retreat at University Camp from March 2-4, 2012 with 51 members, four (4) alumni of the organization, and the organization advisors.

9. Held Winter Banquet at the home of Shannon Fitzpatrick, Director of the Attorney for Students Office, on December 4, 2011 and recognized four (4) members who were graduating.

10. Held Spring Banquet and Awards Ceremony in the Reed Parr Room in the JCK building on April 27, 2012, recognized seven (7) members who were graduating, four (4) Dean’s Leadership Award Scholarship winners, and presented the following awards:
    a. Committee Member of the Year (new award this year) – six (6) awarded
    b. Legatus Award (new award this year) – four (4) awarded
    c. Members of the Year – one (1) awarded
    d. Director of the Year – one (1) awarded
    e. Distinguished Alumnus Award – one (1) awarded
    f. Outstanding Young Alumna Award – two (2) awarded
11. Through an invitation from the Leadership Institute area, the organization selected two (2) members to attend the Second Annual LBJ Presidential Library and Museum Trip for Texas State Student Leaders held on November 9, 2011 to commemorate the anniversary of the signing of the Higher Education Act of 1965. An additional five (5) members also attended by being selected as delegates from other departments.

12. The Leadership Institute area, which administers the Dean of Students Student Leadership Conference Travel Fund, selected eight (8) Student Foundation members to attend one of the following state or national leadership conferences:
   a. Four (4) members attended LeaderShape National Sessions in June and July 2011.
   b. One (1) member attended the Inside Washington Seminar in January 2012.
   c. Two (2) members attended the Texas Student Leadership Forum on Faith and Values in March 2012.
   d. One (1) member will attend a LeaderShape National Session in July 2012.

13. Successfully applied for and received approval for $8,500 in permanent Student Service Fee funding for the Bobcat Pause Memorial Service and Veterans Day Ceremony.

Veterans Day Ceremony
Each year Student Foundation helps sponsor the Texas State Veterans Day Ceremony and Observance on the Quad. Planning for this intensive program is a year-round process that begins just weeks after the previous Veterans Day Ceremony. The Director of Veterans Day and members of the Veterans Day Committee are involved with DOS staff members and the university planning committee throughout the year including designing and mailing invitations, distributing posters and ribbons around campus and in the community, preparing and printing programs, arranging for speakers and music, room and equipment reservations and arranging for exhibitions. The Veterans Day Ceremony is a presidential event open to the entire campus and San Marcos community. This year’s event cost approximately $1875 with 750 people attending the ceremony in the Quad and 200 people attending the reception in the LBJ Student Center Ballroom afterwards.

Student Foundation members escort veterans and their families from designated parking areas to the seating in the Quad, hand out programs and provide assistance to visiting dignitaries and the University President as needed. The ceremony began with the posting of the colors by the United States Air Force ROTC wing stationed on the Texas State University campus. It is followed by the national anthem and an invocation.

This year’s keynote address was given by Brigadier General (Ret.) F. Randall Starbuck. His remarks helped connect the experience of veterans and all citizens with this year’s Common Experience theme – the First Amendment – and emphasized the difference between Memorial Day and Veterans Day. He was followed by the Texas State Marching Band performing the Armed Forces Medley, a flyover by the Commemorative Air Force and cannon firing by the United States Army ROTC detachment assigned to the campus. At the conclusion of the ceremony, a new feature was included in which wreaths were laid in the Veterans Garden on campus. A reception in the LBJ Student Center followed the ceremony with a Military History Exhibit provided by the Commemorative Air Force.
The challenges to plan and execute this program are legion. Seeing that everyone possible is included is a daunting and time-consuming task – a task that proved difficult for members to complete on their own. Student Foundation worked incredibly hard on this year’s event including a major outreach campaign to raise awareness about the event and distribute ribbons to students, faculty, and staff across campus. Staff in the Dean of Students Office committed countless hours to assist Student Foundation in compiling the list of students, faculty, and staff veterans and coordinating the ceremony and reception. Every effort was made to enhance collaboration for this event; representatives from the following departments were invited to play an active role on the university planning committee: Campus Activities & Student Organizations, Chartwells, Counseling Center, Human Resources, Parking Services, University Police Department, Office of Disability Services, Provost Office, Veterans Affairs Office, Multicultural Student Affairs and University Advancement. The Dean of Students Office convened this committee in hopes of sharing the responsibility for this major university event, yet much of the responsibility remained with Student Foundation and the Dean of Students Office.

Bobcat Pause Memorial Service
On April 11, 2012 the Dean of Students and Student Foundation hosted the 25th Annual Bobcat Pause Memorial Service in the LBJ Student Center Ballroom. The purpose of the event is to honor current students, faculty, staff, and retired faculty/staff of the university who have passed away within the past year. Planning for this intensive program is a year-round process that begins just weeks after the previous Bobcat Pause Memorial Service. The Director of Bobcat Pause and members of the Bobcat Pause Committee are involved with DOS staff members and the university planning committee throughout the year including designing and mailing invitations, distributing posters and ribbons around the campus, preparing and printing programs, arranging for speakers and music, room and equipment reservations and purchasing roses that are presented to the family of the deceased. Members serve as ushers, ceremony announcers and presenters, as well as organize the entire event. The Bobcat Pause Memorial Ceremony is a presidential event open to the entire campus and costs approximately $2610 for the reception and service.

The LBJ Ballroom continues to serve as an appropriate venue for both the reception and ceremony. Family and friends were invited to bring photos or other mementos of their loved ones to display during the reception. The event also included a slideshow containing photos of those being honored submitted by their family and friends, designated tables for setting up memorial displays during the ceremony, and a website with an online guestbook for tributes to the honorees. This year’s ceremony hosted approximately 220 guests and received a host of accolades for the slideshow, reception, program, and hospitality of Student Foundation members. Another soaring hit of the ceremony was the touching performance by VocaLibre. Members worked with the VocaLibre Director, Craig Aamot, in the months preceding the event. The poignant ceremony concluded in singing the alma mater and tolling of the bells 25 times.

The challenges to plan and execute this program are legion. Seeing that everyone possible is included is a daunting and time-consuming task – a task that proved difficult for members to complete on their own. Student Foundation worked incredibly hard on this year’s event including a major outreach campaign to raise awareness about the event and distribute ribbons to students, faculty, and staff all over campus. Staff in the Dean of Students Office committed countless hours to assist Student Foundation in compiling the list of honorees, contact closest living relatives, and
coordinating the reception. Every effort was made to enhance collaboration for this event; representatives from the following departments were invited to play an active role on the university planning committee: Campus Activities & Student Organizations, Chartwells, Counseling Center, Human Resources, Parking Services, University Police Department, Provost Office, Retired Faculty & Staff Association, Office of Disability Services and University Advancement. The Dean of Students Office convened this committee in hopes of sharing the responsibility for this major university event, yet much of the responsibility remained with Student Foundation and the Dean of Students Office.

Foundations of Excellence
The purpose of the event is to honor faculty and staff members who have made exceptional contributions to their educational experience at Texas State and served as a foundation to a member in achieving their goals and ambitions in life. The event was planned and executed by the Director of Foundations of Excellence along with the Foundations of Excellence Committee with the support of the organization’s officers and advisors. Out of 26 faculty and staff members nominated by Student Foundation members, ten (10) were selected to be honored at the awards dinner held on March 22, 2012. This event is a long-standing tradition in Student Foundation so there was a great deal of excitement when this tradition was restored. The event had an approximate cost of $2650 which included room reservations, awards, catering, decorations, printing, outreach, publicity, etc. With this year’s event, the planning committee made the decision to invite relevant deans, chairs, and department heads associated with the ten winners as a means of raising awareness of their honor. Efforts were also made to connect Foundations of Excellence honorees with other Student Foundation events through personal invitations to Bobcat Pause and the Spring Banquet. Finally, the Web pages associated with this event were revised and a complete archive of past winners is displayed.

Winter Banquet and Holiday Social
For the last event of the fall semester, Student Foundation members, advisors, alumni, and guests gather to celebrate the semester’s accomplishments and upcoming holiday season, recognize graduates, and listen to inspirational speakers. The event was planned and executed by the Director of Membership along with the Membership Committee with the support of the organization’s officers and advisors. This year’s event had a total cost of $340 and was held on December 4, 2011 from 7:00-9:30 p.m. at the home of Shannon Fitzpatrick, Director of the Attorney for Students Office. Attire for the event was casual and included a potluck dinner in which each committee brought a specific type of food, ugly sweater and hat competition, photographs, and opportunities to meet with alumni and invited guests. In addition, four (4) members were recognized for their service to the organization and graduation in December.

Spring Banquet and Awards Ceremony
For the last event of the spring semester (and academic year), Student Foundation members, advisors, alumni, and guests gathered to celebrate the year’s accomplishments, recognize graduates, hand out awards, listen to inspirational speakers, and announce the winners of scholarships. The event was planned and executed by the Director of Membership along with the Membership Committee with the support of the organization’s officers and advisors. This year’s event had a total cost of $3175 and was held on April 27, 2012 from 6:00-9:00 p.m. in the Reed Parr Room of the J. C. Kellam Administration Building. Attire for the event was business formal and included a
three course meal, photographs available from a professional photographer, and opportunities to network with alumni and invited guests. In addition to remarks from the Student Foundation President and Advisors, the event included a keynote address by the Associate Provost for Academic Affairs.

In addition to recognizing the seven (7) members who were graduating in May or August of 2012, the following awards were presented:

- Committee Member of the Year (new award this year) [six (6) total given] – awarded to best member of each committee
- Legatus Award (new award this year) [four (4) awards given] – awarded by each officer to the member who demonstrated extraordinary leadership in support of the organization
- Members of the Year (awarded under provisions in the SF Constitution and Bylaws [one (1) award given] – Darius Jones
- Director of the Year (awarded under provisions in the SF Constitution and Bylaws [one (1) award given] – Bonnie Brewer
- Distinguished Alumnus Award (awarded under provisions in the SF Constitution and Bylaws [one (1) award given] – James Corey Wheeler
- Outstanding Young Alumnus Award (awarded under provisions in the SF Constitution and Bylaws [two (2) awards given] – Laramie McWilliams and Sheila Bustillos-Reynolds

Due to compliance and other issues that are still being addressed by several university offices including the Dean of Students, a decision was made not to award the William (Bill) Hogue Endowed Memorial Endowed Scholarship or Student Foundation Endowed Scholarships during this academic year. This year, the Dean of Students, did make the decisions due to their extraordinary accomplishments to recognize four (4) Student Foundation members with a Dean’s Leadership Award. Ryan Gates and Lindsey Hendrix received $1000 awards, and Jordan Gass-Poore and Anyssa Bohanan received $500 awards.

**New Member Recruitment and Induction**
At the beginning of the fall 2011 semester through attrition and graduation, the organization only had 21 active members. The officers and advisors took a serious and realistic view about the situation and made an intentional choice to create a Director of Membership and the Membership Committee to be responsible for membership recruitment and the induction ceremonies. Formal recruitment began during the second week of classes with informal recruiting taking place during poster sales on the Quad during the first week of classes. Student Foundation also participated from 10:00 a.m. to 2:00 p.m. on both days of the Student Organization Council (SOC) Organization Fair in September. At the conclusion of recruitment and verification of eligibility, 37 applicants were interviewed over a two week period. A final meeting of the Selection Committee, a special committee of the organization, was convened and 27 outstanding student leaders were offered membership. All but one accepted and the formal Induction Ceremony took place in Cates Room of Old Main on October 21, 2011.

<table>
<thead>
<tr>
<th>Fall 2011 Entering Class Demographic Information</th>
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<tbody>
<tr>
<td>Male</td>
<td>9 (34.62%)</td>
</tr>
<tr>
<td>Female</td>
<td>21 (65.38%)</td>
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</table>
At the beginning of the spring 2012 semester through attrition and graduation, the organization now had 44 active members. Formal recruitment began during the second week of classes with informal recruiting taking place during poster sales on the Quad during the first week of classes. Student Foundation also participated from 10:00 a.m. to 2:00 p.m. on both days of the Student Organization Council (SOC) Organization Fair in January. At the conclusion of recruitment and verification of eligibility, 26 applicants were interviewed over a two week period. A final meeting of the Selection Committee, a special committee of the organization, was convened and 10 outstanding student leaders were offered membership. All accepted the invitation to join the organization and the formal Induction Ceremony took place in the Cates Room of Old Main on March 2, 2012.

### Spring 2012 Entering Class Demographic Information

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Number</th>
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<tr>
<td>Female</td>
<td>6 (60%)</td>
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<tr>
<td>White</td>
<td>3 (30%)</td>
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New Member Retreats

During the fall 2011 semester immediately following the induction ceremony, all new members along with current members, advisors, and invited alumni participated in a two-night retreat at the Blanco State Park in Blanco, Texas. In addition to activities designed to welcome and introduce new members to the organization, the Friday, October 21 through Sunday, October 23, 2011 retreat also included sessions designed to enhance team-building, professionalism, etiquette, and other leadership qualities. Guest speakers and panelists included Dr. Margarita M. Arellano, Dr. Erik D. Malmberg, Shannon Fitzpatrick, Reagan Pugh, Laramie McWilliams, Sheila Bustillos-Reynolds, James (Corey) Wheeler and Lanita Legan. This event was attended by 39 members (both current and new) and cost approximately $830 including camp reservations, food, and supplies. Many new and current members commented that this event was one of the most rewarding experiences of the year.

During the spring 2012 semester immediately following the induction ceremony, all new members along with current members, advisors, and invited alumni participated in a two-night retreat at the University Camp in Wimberley, Texas. In addition to activities designed to welcome and introduce new members to the organization, the Friday, March 1 through Sunday, March 3, 2012 retreat also included sessions designed to enhance team-building, professionalism, etiquette, and other leadership qualities. Guest speakers and panelists included Dr. Margarita M. Arellano, Dr. Erik D. Malmberg, Christopher Jones, Laramie McWilliams, Sheila Bustillos-Reynolds, and James (Corey) Wheeler. This event was attended by 51 members (both current and new) and cost approximately $830 including camp reservations, food, and supplies. Again many new and current members commented that this event was one of the most rewarding experiences of the year. They also commented that they liked that it was held at the University Camp.
The membership continues to agree that all new members should attend the New Member Retreat during the semester they are selected. They also overwhelmingly preferred the two-night, three-day format. However, the format proved to be challenging for staff who would have to be away from family, because a DOS professional staff member must remain onsite at all times. Therefore a decision was reluctantly made to return to the one-night, two-day format beginning with the 2012-2013 academic year.

Presidential Hosting Duties
Student Foundation members represent the university and President Trauth at various events during the year. They assist with university events as requested by the president’s Special Events Coordinator, and these events are often attended by Regents, specials guest, and donors of the university. Their duties include providing directions, opening doors, greeting guests, and escorting attendees to various locations. Each fall, President Trauth holds a reception for Foundation members and the President’s Cabinet in appreciation for their service throughout the year.

The Student Foundation advisors have primary responsibility for coordinating member participation and training at these events in coordination with several other university departments. In addition, one advisor generally attends the event to support members. This year was one of the busiest years for requests to host events attended by the president including:

- Common Experience Fall Speaker Soledad O’Brien Lecture, Strahan Coliseum, October 5, 2011, 6:00-8:30 p.m.
- Pride in Action Kick-Off Reception, Strahan Coliseum, October 14, 2011, 4:30-9:30 p.m.
- Texas State University System Board of Regents Meeting, LBJ Student Center, February 16-17, 2012

Members are required to dress appropriately for all events (Khaki pants/skirts and maroon polo shirts for informal events; khakis and blazers for formal events). A women’s blazer costs approximately $150 with the Student Foundation logo embroidered on the front, and a men’s blazer costs approximately $100 with the logo. Blazer are checked out by members for each event and then supposed to be returned after. Polo shirts are purchased for each member at a per person cost of $16, including the Rising Star of Texas logo required for the front. As the size of the membership has increased this year, there are not enough blazers for all active members and unfortunately this year also saw the loss of ten (10) blazers from the start-of-the-year inventory. The officers engaged in a frank discussion with the membership at the beginning of the academic year, and as a result, the membership voted to begin charging $50 annual dues and $10 for a one-time induction fee for new members.

Etiquette Dinner
This year’s Etiquette Dinner took place during the spring semester on November 6, 2011. New Student Foundation members are required to attend an etiquette dinner that prepares them to better represent the university and president at more formal events. Part of this training includes not only how to handle one’s knife and fork, but also how to engage in polite conversation, phone etiquette, sending thank you notes and all varieties of social etiquette. Student Foundation members are
leaders on campus and many go on to be highly successful in their chosen fields. Having the confidence to properly enter social situations is critical for these leaders of tomorrow. Many alumni have commented that this training is invaluable. The cost for this event is approximately $1760 and as the membership continues to grow to 60-75 members, the funding (which includes dinner with appropriate place settings and silverware, room rental, small centerpieces, name tags, etc.) has become more costly. The guest speaker each year has donated his or her services, so the costs are kept to a minimum.

**LBJ Presidential Library and Museum Trip for Texas State Student Leaders**
The Leadership Institute coordinated the Second Annual LBJ Presidential Library and Museum Trip for Texas State Student Leaders commemorating the 46th Anniversary of the signing of the Higher Education Act of 1965. This official university event occurred on Wednesday, November 9, 2011 at the LBJ Library in Austin, Texas and continues to represent a wonderful collaboration between the LBJ Presidential Library and Texas State University-San Marcos.

It was a day-long event in which 24 student leaders from our campus engaged in activities and discussions with experts on the life and legacy of Lyndon Baines Johnson and the various initiatives that he championed, including the Higher Education Act. Guest speakers for this event included Dr. Denise M. Trauth (Texas State University-San Marcos President), Harry Middleton (Speechwriter for LBJ & Former LBJ Library Director), Luci Baines Johnson (daughter of President Lyndon B. Johnson), and Mark Updegrove (Director of the LBJ Presidential Library and Museum). We strongly believe that the opportunity for our students to listen and connect with leaders who worked with and were inspired by one of our most distinguished graduates will have a profound impact on them.

The Leadership Institute area invited the Student Foundation officers to select one current member and one new member with extraordinary leadership qualities and potential to attend this event. The Leadership Institute invited other campus departments to select student leaders which resulted in five (5) additional members participating in this incredible opportunity. Each attendee was also given a copy of the book “Connections: Lyndon B. Johnson in San Marcos” as a gift from Vice President for Student Affairs Dr. Joanne H. Smith that they were asked to read prior to the trip.

**Leadership Institute Annual Conference**
Each year the Leadership Institute area hosts an annual conference based on the Common Experience theme and one of the Core Values of the Leadership Institute. The conference was held on February 17-18, 2012 on the Texas State University-San Marcos campus in the LBJ Student Center Ballroom. This year’s conference theme was “The First Amendment: Freedom, Democracy and Social Responsibility.” Student participants are selected through a delegate process from departments across the Texas State campus as well as each registered student organization.

The primary purpose of the conference is to bring together students from diverse backgrounds to learn leadership skills, engage students in values-based activities that foster ethical leadership development, build a unified community, cultivate social responsibility, and inspire students to adopt a new way of life while expanding their leadership potential. The learning outcomes for this year’s conference were:
• Students will be able to articulate the elements of the First Amendment that contribute to effective leadership
• Students will understand the obligation of leaders to be actively engaged in their local and global communities
• Students will build a context of understanding through communication with other individuals
• Students will demonstrate respect for the viewpoints of other individuals

The conference includes two keynote speakers – one for Friday evening and one for Saturday morning and a number of breakout sessions. Twenty (20) sessions were offered this year in the areas general leadership development, the core value associated with the conference theme (“Social Responsibility”), and the Common Experience theme (“The First Amendment”).

Participants were divided into small groups of 6-8 students which are led by experienced student leaders from the Student Leadership Team, Associated Student Government, and Student Foundation selected by the Leadership Institute area. Thirty (30) of the small group facilitators out of 39 were selected from Student Foundation. These small group facilitators served as guides for students throughout the conference. Each small group met three times during the conference and conducted the following guided activities:

• Introductions/Purpose/Expectations along with the Cross the Line exercise and reflection
• Checking in/First Amendment Exhibit discussion
• Conference Experience reflection and discussion of what they’ve learned and how they will utilize these skills or lessons

Participation in State and National Leadership Conferences
Leadership development conferences are important opportunities for student leaders in chartered student organizations to network with other student leaders, learn successful practices from peers, and develop their personal and leadership skills. Yet very few student organizations are able to adequately invest in their student leadership, including Student Foundation which currently cannot allocate any funds to attend a state or national leadership conference. The Dean of Students Office requested financial assistance from the Student Service Fee Committee to support student travel for leadership development; and thanks to the generosity of the Leadership Institute area, which administers the DOS Student Leadership Conference Travel Fund, eight (8) members of Student Foundation were selected to attend the conferences listed below:

**LeaderShape National Session**
Davis, CA or Champaign, IL
June 19-24, 2011 or July 24-29, 2011
Number of Students: 4 members selected, 6 days

LeaderShape consists of six intense days of dialogue and interactive self-discovery in a supportive Learning Community. The LeaderShape Institute challenges participants to lead with integrity while working towards a vision grounded in their deepest values. Participants explore not only what they want to do, but who they want to be. The week is dynamic, challenging and exciting, and is intended to produce a breakthrough in the leadership
capacity of participants - benefitting them individually, as well as their respective communities and the organizations they will go on to lead and serve in the future.

The Washington Center for Internships and Academic Seminars
Washington, DC
January 4-8, 2012
Number of Students: 1 student selected, 5 days

The Washington Center for Internships and Academic Seminars is an independent, nonprofit organization serving hundreds of colleges and universities in the United States and other countries by providing selected students challenging opportunities to work and learn in Washington, D.C.

Texas Student Leadership Forum on Faith and Values (state-level of national forum)
Omni Southpark Hotel; Austin, TX
March 30-April 1, 2012
Number of Students: 2 students selected, 4 days

The purpose of the Texas Student Leadership Forum is to create an opportunity for today’s student leaders to discuss the leadership philosophy of Jesus of Nazareth with political, business and professional leaders for the ultimate benefit of our state, nation and world. The forum is not religious in nature and welcomes individuals of all faiths to participate and engage in a mutigenerational dialogue about the faith and values that guide a leader’s actions.

LeaderShape National Session
Atlanta, GA
July 22-27, 2012 or July 29-August 3, 2012
Number of Students: 1 student selected, 6 days

LeaderShape consists of six intense days of dialogue and interactive self-discovery in a supportive Learning Community. The LeaderShape Institute challenges participants to lead with integrity while working towards a vision grounded in their deepest values. Participants explore not only what they want to do, but who they want to be. The week is dynamic, challenging and exciting, and is intended to produce a breakthrough in the leadership capacity of participants - benefitting them individually, as well as their respective communities and the organizations they will go on to lead and serve in the future.

Student leaders able to travel for leadership development conferences benefit directly from the experience with enhanced leadership skills. Furthermore, the entire organization benefits from the ideas, energy, motivation, and renewed focus those students often share upon returning from leadership conferences. This will enable the organization to better serve the student body. A more cohesive student organization is better able to recruit and retain students in the organization, leading to increased involvement.

Department Goal 1:
Facilitate student success, development and affinity for Texas State through advising, mentoring programs and student leadership training opportunities which focus on the needs of a diverse student population.

Department Objective 1.A:
Increase collaboration with faculty, staff, and students throughout the university in order to provide leadership opportunities that will integrate ethics/integrity, excellence, social responsibility, inclusivity, civic engagement, and empowerment.

Student Affairs Goal: III. Develop effective co-curricular programs, services, and partnerships with faculty, other staff, and external constituents to increase the learning, retention and success of students

Department Strategy 1.A.4
Connect the Dean of Students Office’s chartered student organizations (ASG and Student Foundation) to the Texas State Leadership Institute.
Beg FY: FY11 End FY: FY12
Status: Staff from the Leadership Institute conducted presentations at a general meeting of Student Foundation to outline our strategic plan and seek their involvement with programming. The Executive Vice President was selected during the summer of 2011 to attend a LeaderShape National Session. Student Foundation was invited to select student leaders to attend state leadership conferences including the Texas Student Leadership Forum on Faith and Values and the LBJ Presidential Library and Museum Trip for Texas State Student Leaders. Student Foundation members were also selected to serve as small group facilitators for the Leadership Institute Annual Conference. Select SF leaders were also speakers at workshops and conference breakout sessions offered during the year.

Assessments for 2011-2012

This year was a challenging year with changes in leadership positions during the fall and beginning of the spring semester. The advisors and other staff in the Dean of Students Office worked hard to support the team over the academic year to continue their development. This year also brought up some challenges about the role and scope of the organization as well as the complexity of the existing programming which now includes Bobcat Pause Memorial Service, Veterans Day Commemoration Ceremony, Foundations of Excellence, hosting duties for the university president, fall and spring recruitment and induction, winter and spring awards banquets, etiquette dinner, and fall and spring retreats. Two assessments were implemented to mark satisfaction and leadership development.

Student Leadership Skills Proficiency Assessment
Student Foundation Advisors evaluated the leadership skills proficiency of ten Student Foundation Officers and Directors in the fall 2011 and ten in the spring 2012. Not all of the students evaluated
during the academic year were in the same leadership position from fall to spring. Between the fall and the spring semester, there were changes in leadership for the positions of President, Executive Vice President, Director of Communications and Marketing, and Director of Leadership Development.

In fall 2011, three (30%) Leadership Team members were at the Organization Veteran level, five (50%) Leadership Team members were at the Coordinator level, and two (20%) Leadership Team members were at the Volunteer/Contributor level. In the spring 2012 five (50%) Leadership Team members were at the Organization Veteran level, four (40%) Leadership Team members were at the Coordinator level, and one (10%) Leadership Team members were at the Volunteer/Contributor level

<table>
<thead>
<tr>
<th>Leadership Skill Level</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
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<tbody>
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<td>MEMBER (lowest level)</td>
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<td></td>
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<tr>
<td>VOLUNTEER/CONTRIBUTOR</td>
<td>2 (20%)</td>
<td>1 (10%)</td>
</tr>
<tr>
<td>COORDINATOR</td>
<td>5 (50%)</td>
<td>4 (40%)</td>
</tr>
<tr>
<td>ORGANIZATION VETERAN</td>
<td>3 (30%)</td>
<td>5 (50%)</td>
</tr>
<tr>
<td>VISIONARY (highest level)</td>
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The results from the Student Leadership Skills Proficiency Assessment indicate that retreats for the Leadership Team (consisting of the advisors, officers, and directors) for transition in May and planning for the academic year should continue to be offered and include team building, budgeting, event planning, assessment, communication, recordkeeping and university policies and procedures. While members (including officers and directors) perceive themselves as advanced leaders, the results of this assessment continues to show that leadership development opportunities and meetings and retreats should continue to be offered and the curriculum more closely guided by the organization’s advisors.

It was also helpful to include the committee directors who are responsible for major SF programs and now interact regularly with the Dean of Students Office staff in this assessment and this practice should be included next year.

Student Leadership Satisfaction Survey
An email with the satisfaction survey was sent to the four (4) Student Foundation (SF) elected officers and the six (6) directors at the beginning of April 2012 followed by a reminder in the middle of April and end of the spring 2012. The officers and directors were asked to complete the survey and return it anonymously to the Dean of Students Office. Three (3) of the ten officers and directors chose to return a completed survey (30% return rate). Demographic information for survey respondents was not requested from respondents. Dean of Students Office satisfaction survey completed by Student Foundation Executive Council demonstrates a desire from the officers for more leadership training and DOS support during officer transition.

All SF respondents self-reported that they “strongly agreed” or “agreed” with three of the items of the instrument including that Dean of Students staff were available, accessible, knowledgeable, and provided sufficient administrative support. Two of the three respondents “strongly agreed” or “agreed” that DOS staff members supported their leadership development with the third responding
“neutral” to the question. The remaining question regarding the degree to which DOS staff members respected decisions of the organization leadership produced one “agree”, one “neutral” and one “disagree”.

The advisors will play a more direct role in articulating the purpose of the organization and expectations of members. DOS staff members will spend the summer revising the charter articulation agreement under SA/PPS 05.02 including revised governing documents, structure, and expectations to better aligned with current department mission and goals.

DOS staff members will also continue to engage in regular communication with members through retreats, executive council and leadership team meetings, general meetings and avenues to help the membership understand their role within the department.

Additionally, greater emphasis will be placed on offering refresher leadership development opportunities on teambuilding, budgeting, event planning, assessment, communication, recordkeeping and university policies and procedures. The advisors will continue to focus on ways to improve diversity and eliminate elitism and exclusivity through the recruitment process, regular communication, offering of developmental programs, and the charter redefinition process.

The advisors will also place greater emphasis and expectation on members to get involved with other DOS areas including the Leadership Institute, Student Justice, Student Ombudsman, Student Emergency Services, and Attorney for Students.

It was also helpful to include the committee directors, who are responsible for major SF programs and now interact regularly with the Dean of Students Office staff, in this assessment and this practice should be included next year.

**Presentations presented by Area Staff**

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<thead>
<tr>
<th>person</th>
<th>presentation title</th>
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<tbody>
<tr>
<td>Dr. Erik D. Malmberg</td>
<td>Overview of Leadership Institute</td>
<td>Student Foundation General Meeting</td>
<td>LBJ Student Center</td>
</tr>
<tr>
<td>Shannon Fitzpatrick</td>
<td>Pride and Traditions of Student Foundation</td>
<td>Student Foundation Fall New Member Retreat</td>
<td>Blanco State Park</td>
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<tr>
<td>Laramie McWilliams</td>
<td>Student Foundation Alumni Panel</td>
<td>Student Foundation Fall New Member Retreat</td>
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<tr>
<td>Laramie McWilliams</td>
<td>Student Foundation Alumni Panel</td>
<td>Student Foundation Fall New Member Retreat</td>
<td>University Camp</td>
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**Special Recognitions for Area Staff**

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<tr>
<td>Nathan C. McDaniel</td>
<td>Elected Student Body President</td>
<td>Associated Student Government</td>
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</table>
Objectives for 2011-2012

Objective 1
Develop and implement leadership development opportunities for Student Foundation Members, especially through involvement in internal committees.

Objective 1 Status
The organization conducted fall retreat at Blanco State Park from October 21-23, 2011 with 39 members, four (4) alumni of the organization, and the organization advisors, and a spring retreat at University Camp from March 2-4, 2012 with 51 members, four (4) alumni of the organization, and the organization advisors. These events included team-building activities, review of members’ expectations, goal setting, leadership assessments (SDI), and other activities. This year’s Etiquette Dinner took place on November 6, 2011 and all new Student Foundation members were required to attend. The event helps to prepare them to better represent the university and president at more formal events.

Objective 2
Increase Student Foundation involvement with the Leadership Institute, including the Leadership Institute Annual Conference.

Objective 2 Status
Through an invitation from the Leadership Institute area, the organization selected two (2) members to attend the Second Annual LBJ Presidential Library and Museum Trip for Texas State Student Leaders held on November 9, 2011 to commemorate the anniversary of the signing of the Higher Education Act of 1965. Through delegates selected from others departments an additional five (5) members also attended. The Leadership Institute area, which administers the Dean of Students Student Leadership Conference Travel Fund, selected eight (8) Student Foundation members to attend state or national leadership conferences. Through an invitation from the Leadership Institute area, thirty (30) members were selected as small group facilitators for the Leadership Institute Annual Conference held on February 17-18, 2012 in the LBJ Student Center.

Objective 3
Increase leadership opportunities for students through new director positions and discuss recreating Associate Directors to help provide balance in committee workloads.

Objective 3 Status
The Executive Council, which consists of the elected officers and advisors, agreed to add a Director of Membership because a greater emphasis needed to be placed on this process. The director and his committee, with the support of the active members and advisors, conducted the membership recruitment process in the fall, including three weeks of recruitment, another two weeks of interviews with all 37 applicants, selection and tapping, and finally the formal Induction Ceremony for 26 new members in the Cates Room of Old Main on October 21, 2011. The membership recruitment process in the spring including three weeks of recruitment, another two weeks of interviews with all 26 applicants, selection and tapping, and finally the formal Induction Ceremony for ten (10) new members in the Cates Room of Old Main on March 2, 2012. While creation of Associate Directors was an objective listed based on the use of this titled position in previous years, the officers felt that everything could be handled effectively through a director with an engaged committee that met regularly throughout the year.

Objective 4
Develop and implement organizational leadership by facilitating a late summer retreat for officers and committee directors.

Objective 4 Status
The Leadership Team, which consists of the officers, advisors and directors, held a fall retreat in August at the River House. This half-day event included topics such as communication, expectations, creating the event calendar, and team building. During the fall semester, this team met every two weeks to discuss operational matters and direction of the organization. However, after the change in the President and Executive Vice President positions at the beginning of the spring semester, these meetings were discontinued at their request due to busy schedules. Individual meetings were arranged instead to accommodate each officer and director’s schedule. The new officers have expressed an interest in returning this tradition to the organization as a permanent feature because it would foster better communication.

Objective 5
Develop and implement targeted fundraising strategies for alumni and other donors wishing to support the organization programs and endowed scholarships.

Objective 5 Status
The organization, due to their stressed financial status, made the decision at the beginning of the fall semester to conduct poster sales both in the fall and spring semesters, which brought in about $2000. The majority of the membership also voted at the second meeting of the semester to require annual dues in the amount of $50. At the end of the fall semester, a decision was made to dissolve the Student Foundation Alumni Advisory Board and focus relationship building and fundraising efforts with all Texas State alumni. Alumni of the organization were sent “Save the Date” cards for the major events throughout the year and select alumni were invited to participate in the fall and spring retreats. There are ongoing discussions about the health of the scholarship endowments and appropriate procedures for awarding these funds. As a result, a decision was made not to award the scholarships during the 2011-2012 academic year.

Objectives for 2012-2013
1. Develop and implement leadership development opportunities for Student Foundation members, especially through involvement in internal committees.

2. Increase Student Foundation involvement with the Leadership Institute, including the Leadership Institute Annual Conference.

3. Increase leadership opportunities for students through new director positions and discuss recreating Associate Directors to help provide balance in committee workloads.

4. Develop and implement organizational leadership by facilitating a late summer retreat for officers and committee directors.

5. Develop and implement targeted fundraising strategies for alumni and other donors wishing to support the organization programs and endowed scholarships.

**Trends/Challenges for 2012-2013**

1. Next year will be the first year using the new selection process (elimination of preferences and specified membership cap) which will challenge members to improve outreach activities to ensure a broad spectrum of outstanding applicants for membership.

2. Next year goals include an improved emphasis on communications and marketing efforts, especially website maintenance and the Communications and Marketing Director should be elevated to Vice President of Communications and Marketing.

3. Based on feedback from membership during elections in April 2011, greater emphasis should be placed on membership development including service projects, social events and opportunities to connect with alumni.
Accomplishments/Retention Initiatives 2011-2012

1. Investigated and adjudicated cases involving a total of 668 students – a 24% increase from the last report. These included 591 suspects (+ 37%), 26 victims (- 37%), 9 witnesses (- 69%, 35 information files (+ 40%) and 7 “care and concern” (- 36%). Typically, information files refer to cases where no specific violation is alleged, a victim wants to make the university aware of a concern but unwilling to confront the accused student or there is insufficient evidence to adjudicate and find a student responsible for a violation, but, nonetheless, outreach is made to students to ensure their understanding of the Code of Student Conduct. “Care and Concern” cases are similar to information files, though they are more likely to involve reaching out to students in an effort to ensure their well-being and awareness of resources available to them. Often, these students may have expressed or led someone to believe that they may be suicidal. Note the overall increases of students involved with Student Justice in each report from the preceding year:
   a. 2011-2012 up by 24%
   b. 2010-2011 up by 22%
   c. 2009-2010 up by 76.5%
   The 2011-2012 overall increase can be attributed to the increase in suspects seen (from 432 in 2010-2011 to 591 in 2011-2012) given that all other categories, except information files, decreased. Information files, though up, only comprised approximately 6% of the students seen.

2. As always, suspensions and expulsions are regrettable but not ignored. During this reporting period, 16 students were suspended and eight (8) were expelled. Both of these figures are an increase from 2010-2011’s ten (10) suspensions and five (5) expulsions. Six (6) of the eight (8) expulsions in this reporting period were due to drug violations.

3. Completed approximately 1500 background and study abroad checks.

4. Student Justice added a new, permanent Conduct Officer position which was desperately needed given that, prior to this, there was only one dedicated Conduct Officer in the Dean of Students Office for a student population quickly approaching 35,000. This addition is significant because it allows for more timely responses on matters related to student conduct, for example, there is a back-up staff member that can respond to urgent cases, students can be seen sooner than in the past because appointments are more readily available and this new Conduct Officer can attend meetings, for example, of the Behavior
Assessment Team in the absence of Assistant Dean of Students for Student Justice as necessary.

5. The Conduct Officer served as an Allies Program Team Member. The team promotes awareness and understanding about sexual and gender identities through education and training. In this role, she further developed the Safe Office program and the designation of specific offices/departments as a Safe Office. She also coordinated the development and changes to the facilitator and participant training curriculum. The work of this Team can contribute to the reduction of Code of Student Conduct violations as they relate to harassment. This team can also impact student retention by helping students feel welcome, safe and informing them of resources and support networks available to them.

6. The Conduct Officer has served as a Texas Association of College and University Student Personnel Administrators (TACUSPA) Foundation Board Member since the board’s founding in 2010. She is a voting member on the Board. The Foundation serves as a fundraising entity for TACUSPA. Through its fundraising, the Foundation provides scholarship opportunities for graduate students and new professionals to attend the Annual TACUSPA Conference. This service provides the university a connection to the state’s organization for Student Affairs professionals which can benefit Student Affairs staff and students in the Student Affairs master’s program.

7. The addition of the new Conduct Officer has made possible the expansion and development of the Student Judicial Hearing Board training program.

8. Student Justice continues to work with the Department of Housing and Residential Life on the rollout of Adirondack software that will help both departments create, track and analyze conduct records.

9. Worked with Leadership Institute Coordinator and the Materials Management Department to increase the number of workstations with dual monitors at no additional cost to the department.

10. The staff members of the Alcohol & Drug Compliance Services unit were centralized into one location and provided services at that location for a full year. While the space is not ideal and poses challenges, it allows better communication among staff and makes the staff available to students in one, easier to find location than when staff members were spread throughout three different areas of the 5th floor of the LBJ Student Center.

11. The ADCS Assistant Coordinator was certified as a facilitator of the Alcohol Education Program for Minors and taught some of the 27 “MIP” course offered by ADCS.

12. The Alcohol & Drug Compliance Services unit continues to provide services to students who are found responsible for alcohol- and drug-related violations of the Code of Student Conduct (and violations of the law, referred by area courts). When students complete their sanctions, they are able to continue their enrollment at Texas State. In some cases, the services students receive from ADCS go beyond completion of sanctions and serve to help
students make healthier choices, find networks that will support their choices to reduce or eliminate their use of alcohol or drugs and make positive behavior changes that increases the likelihood of them succeeding academically and socially (ADCS services follow).

13. ADCS provided 27 Alcohol Education Program for Minors (AEPM, aka MIP classes) which hosted 501 participants, compared to 17 classes and 338 participants in 2010-2011.

14. ADCS provided community service opportunities which allowed 564 individuals to complete their community service requirements, an increase of 53% in the number of participants. The hours completed during the 2011-2012 reporting period (5660.25) amounted to the equivalent of $41,036.81 in minimum wage labor – compared to 369 students who completed 3,536.5 hours in 2010-2012. These increases may be attributed to increases in the student body and students referred by Student Justice, DHRL, and other sources, but was made possible thanks to the ADCS Assistant Coordinator’s work to provide these opportunities. These efforts included collaborating with university departments to assist with daily functions as well as special events. New departments and community organizations became partners that helped fill the gap created by the loss of the Aquarena Center community service opportunities (when it went “off-line”) and the increase of students needing to complete community service. The departments and organizations that students helped through their community service hours included the Dean of Students, Multicultural Student Affairs, Career Services, Campus Activities & Student Organizations, Community Staff Development Team, Student Health Center, LBJ Student Center, Agriculture Department, Travis Elementary, Sights & Sounds of Christmas and Relay for Life.

15. ADCS’s Marijuana 101 program was completed by 141 participants as a result of marijuana-related violations. These participants met individually with the ADCS Coordinator prior to and after their completion of the online portion of the program.

16. The ADCS Coordinator provided individual assessments (typically a series of 4 sessions) to 31 students. This one-on-one service is typically assigned to students who may have a history of alcohol or drug use/abuse/possession, used/possessed more than one drug or used a drug other than marijuana.

17. The Student Justice Administrative Assistant served on University Staff Council in which she served on the Public Relations and Orientation committees and at grievance hearings.

18. ADCS Administrative Assistant served at many of the summer Browse Sessions providing information to incoming students and their parents.

19. The Assistant Dean of Students for Student Justice and the ADCS Coordinator are serving on the Alcohol and Drug Advisory Committee which is identifying trends and challenges related to alcohol and drug abuse in an effort to identify and discuss non-programmatic solutions.
20. The ADCS Coordinator was able to serve on the Community Staff Development Team and assisted with the team’s activities for the Division of Student Affairs, including the Kick Off, Mid-Year Retention Update and Picnic.


Department Goal 1:
Facilitate student success, development and affinity for Texas State through advising, mentoring programs and student leadership training opportunities which focus on the needs of a diverse student population.

Department Objective 1.B:
Increase student sustainability and success, both academically and personally, by providing satisfactory and appropriate programming that encourages healthy decision making, relating to alcohol and drugs, as well as personal responsibility.

Student Affairs Goal: III. Develop effective co-curricular programs, services, and partnerships with faculty, other staff, and external constituents to increase the learning, retention and success of students

Department Strategy 1.B.1
Complete relocation of Alcohol and Drug Compliance Services office to a permanent location, clearly identified for efficient access of students, by or prior to beginning of fall semester 2011.
Beg FY: FY11 End FY: FY12
Status: This relocation (strategy) is complete. The workspace is far from ideal and has operational challenges that will be monitored as will opportunities for a subsequent relocation/ modification.

Department Goal 2:
Manage the physical, fiscal and technological office resources required to efficiently and effectively meet the demands of a growing student, faculty and staff population as well as promote professional development and opportunities for staff through ongoing staff development workshops, conferences and work life issues.

Department Objective 2.A:
Utilize informational technology to improve achievement of department core functions.

Student Affairs Goal: V. Develop and manage financial, physical and technological resources effectively and efficiently.
Department Strategy 2.A.1
Incorporate Adirondack System department-wide.
Beg FY: FY11   End FY: FY12
Status: Progress was made in the discipline component of Adirondack but the software has not yet been rolled out and the finalization of implementing Adirondack for Student Justice use is a goal for 2012-2013.

Assessments for 2011-2012

Student Justice Customer Satisfaction Survey
This assessment involved providing a satisfaction survey to students adjudicated during the long semesters of FY12 for Code of Student Conduct violations. An approximate total of 450 surveys were handed out. 58 were completed and returned in fall 2011; 37 of them in spring 2012 for an overall response rate of 21%. Students rank 12 statements in the survey from 1-4, with 1 being the most positive response and 4 the least positive response, specifically, 1=Very true, 2=Somewhat true, 3=Not so true and 4=Not true at all.

Overall, satisfaction with the Student Justice process remains positive. However, the findings show a slight decrease in the overall satisfaction (total survey average was 1.49 in fall and 1.56 compared to the previous year in which the average was 1.36 in fall and 1.40 in spring). The new averages take satisfaction closer to the 2009-2010 overall satisfaction rating of 1.48. The percentage of students who gave the lowest marks (survey average of 4) increased slightly, from 5% to 6%. The amount of students who gave the highest marks (survey average of 1), compared to FY11, decreased from 41% to 27%. This new average is still above the FY10’s 23% and FY09’s 20%.

By question, the negative responses (scores of 3 or 4) ranged from 9-22% in both fall and spring, and therefore, in each question the positive responses (scores of 1 or 2) ranged from 78-92%. The question averages were consistent from fall to spring, ranging from 1.36 to 1.79 in fall and 1.41 to 1.81 in spring. These numbers do show a slide back to FY10 figures which showed question averages ranging up to 1.74 (that year’s question showing the least satisfaction). As with past assessments, the question with the least satisfaction was regarding the timeliness of the adjudication process. After timeliness, the question that stands out as having the least satisfaction refers to their experience having a positive impact on their values and attitudes. The questions with the highest satisfaction were regarding their agreement that they were treated with courtesy, respect, and professionalism and that they were given the opportunity to explain their behavior and informed of their options.

Of all surveys completed, 86% in fall and 81% in spring averaged a positive response (1.00-2.00), a slight decrease from the previous year. All question averages were positive. The question showing the least satisfactory responses in fall was 1a regarding the timeliness of the initial contact (1.79); in the spring it was question 1b regarding the timeliness of being seen upon arrival for appointment (1.81). Questions/statements gauging learning included, “My experience with the discipline process and Student Justice will positively influence future choices I make concerning my behavior
as a student” and “has had a positive impact on my values and attitudes.” The average for these two questions over the two semesters ranged from 1.45 to 1.75, both in the positive range.

From the time this survey was first administered, the questions with the least satisfactory responses consistently related to the timeliness of the adjudication process (first contact from the time of the incident and the time students waited to be seen for their appointment).

At times, delays occur from the time incidents occur and when Student Justice initiates contact. This may be due to the time it takes for the San Marcos Police Department to relay to UPD arrest summaries of students who engage in behavior that may have a negative impact on the university or university community. With the addition of a new full-time Conduct Officer, the time “out” for a person to be able to be scheduled was greatly reduced. It was not uncommon for students to have to wait 1-2 weeks in the past and up to three weeks during peak periods. Now, it is rare that a student cannot be seen within a week of when they call to schedule an appointment. In addition, Student Justice is engaged with DHRL in implementing the use of software that will help record and track conduct violations. Once fully implemented, it is expected that the time from the occurrence of an incident to the time a student is summoned to Student Justice will be decreased since DHRL and Student Justice will use the same system. This system will also automate electronic contact with students.

Regarding the time a student waits to be seen for their appointment, at times, particularly during peak times when several students may be scheduled back-to-back, if a student appointment runs late, it can delay with a domino effect subsequent appointments. In an effort to alleviate this and see if the rating for question 1b improves, FY13 Student Justice appointments will be scheduled for 45 minutes (increased from 30 minutes).

ADCS – Alcohol Education Program for Minors (AEPM) pre-test/post-test
Alcohol and Drug Compliance Services (ADCS) utilizes the state mandated pre-test/post-test, provided by the Alcohol Education Program for Minors (AEPM) curriculum, as the tool to determine learning outcomes (including knowledge increase) for each AEPM class facilitated. Per state mandate, the pre-test is completed by each student as part of the registration process prior to the beginning of the class. Per state mandate, the post-test is completed by each student at the conclusion of the course. Successful completion of the course is determined by a post-test score of at least 70%. For this assessment period of 2011-2012, 27 AEPM/MIP classes were conducted with 501 participants successfully completing the course with an overall “knowledge increase” of 54%. When compared to the previous assessment period of 2010-2011, in which 17 classes were conducted and 338 students successfully completed the course with an overall knowledge increase of 58%, there was a slight decrease in the “knowledge increase”, however, this decrease is not significant and the overall class “knowledge increase” is still well above the targeted 10%. For this assessment period the target average of at least a 10% increase of knowledge to be demonstrated by program participants” was surpassed as evidenced by the 54% overall “knowledge increase”.

ADCS – Alcohol Education Program for Minors (AEPM) Course Evaluation
Alcohol and Drug Compliance Services (ADCS) utilizes the state mandated Course Evaluation tool, provided by the Alcohol Education Program for Minors (AEPM) curriculum, as a method of identifying student satisfaction with the course, program and instructor strengths as well as areas
needing improvement within the realm of flexibility allowed by the Texas Department of State Health Services (DSHS) and course curriculum creators. The Course Evaluation tool utilizes a combination of Likert Scale and qualitative measurements through participant written response as methods of gathering evaluative data. The Course Evaluation is completed, voluntarily, by participants at the conclusion of each course. All evaluations are reviewed and data calculated by AEPM program administrator. For the purpose of this assessment, Course Evaluations will demonstrate that at least 75% of respondents will give an “Overall Rating of Course” and an “Overall Rating of Instructor” measurement a score of 8 or higher on a 1-10 scale, with 10 being the highest.

For this assessment period of 2011-2012, 27 AEPM/MIP classes were conducted, 501 students successfully completed the course and 496 students completed the Course Evaluation tool (only 5 students chose not to complete the evaluation tool). In the category of “Overall Rating of Course” 447 participants (90%) gave a score of 8 or higher (70 gave an “8”, 119 gave a “9” and 258 gave a “10”).

In the category of “Overall Rating of Instructor” 489 (98.5%) gave a score of 8 or higher (13 gave an “8”, 59 gave a “9” and 417 gave a “10”). These results indicate that participants in the AEPM/MIP course, although state mandated to complete the course as a compliance sanction, overall were satisfied with the experience.

Some of the written feedback from participants on the evaluations regarding each category confirmed these results:

“It was not as bad as I thought it would be and it provided me with new information”,
“The course included valuable information college students need to know”,
“It was educational, could be more entertaining but it was pretty good and served its purpose”,
“The instructor was very sweet, she did a great job at making me feel comfortable”,
“Instructor had great experience and knowledge of alcohol’s consequences and addiction”,
“The teacher made this course entertaining, the content was factual but incredibly boring”.

Not all of the written feedback was positive or appropriate, and most of the suggestions for the course related to issues structured by the course format and implementation guidelines mandated by DSHS and the course curriculum developers. Issues such as length of class “mandated two 3 hour sessions on back to back days” were addressed in the suggestions, mostly requesting shorter classes or have it all in one day. Other issues included wanting snacks (not part of program requirement, vending machines are available in the building and class is only 3 hours at a time), updating curriculum information (DSHS provided curriculum and video update in January 2012 for the first time since 2010) and hours classes are offered (schedule of classes provides flexibility and choice for participants either on weekday afternoons or weekend hours, scheduling is also determinant on room availability in the LBJ Student Center). Written feedback on the Course Evaluation provides documentation that the course encourages healthy decision making and personal responsibility regarding decisions about alcohol use/abuse.
### Presentations presented by Area Staff

<table>
<thead>
<tr>
<th>person</th>
<th>presentation title</th>
<th>audience</th>
<th>location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ismael Amaya</td>
<td>New UPD Officer Orientation (Student Justice)</td>
<td>New UPD Officer</td>
<td>LBJSC 5-9.1</td>
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<tr>
<td>Stacy Batts</td>
<td>alcohol education program for minors (6 classes)</td>
<td>AEPM/MIP students</td>
<td>LBJSC</td>
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<tr>
<td>Stacy Batts</td>
<td>diagnosing substance abuse in the DSM-TR</td>
<td>social work graduate students – direct practice cohort</td>
<td>social work room 216</td>
</tr>
<tr>
<td>Cheryl Harper</td>
<td>alcohol education program for minors (4 classes)</td>
<td>AEPM/MIP students</td>
<td>LBJSC</td>
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<tr>
<td>Iliana Melendez</td>
<td>VIDERE! &amp; Vision Building: (Team building &amp; formulating a vision)</td>
<td>155 RAs/Staff Assistants, 9 Graduate Students &amp; 12 Residence Hall Directors</td>
<td>Jowers 102</td>
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<tr>
<td>Iliana Melendez</td>
<td>The Importance of Vision: Turning Dreams Into Reality</td>
<td>17 students in Leadership Institute’s Emerging Leaders Track/Workshops</td>
<td>LBJSC 3-13.1</td>
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<tr>
<td>Iliana Melendez</td>
<td>Allies Training (Fall RA Training)</td>
<td>35 RAs</td>
<td>Health Professions 143</td>
</tr>
<tr>
<td>Iliana Melendez</td>
<td>Allies Training (Student Program)</td>
<td>15 San Jacinto Hall Residents</td>
<td>San Jacinto Hall</td>
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<tr>
<td>Iliana Melendez</td>
<td>Allies Training (E-SAC)</td>
<td>76 Student Affairs Faculty/Staff</td>
<td>LBJSC 3-14.1</td>
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<tr>
<td>Iliana Melendez</td>
<td>Study Abroad Presentation (Student Justice)</td>
<td>20 Students participating in a 2012 Study Abroad Program in Japan</td>
<td>Centennial Hall 103</td>
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</table>

### Special Recognitions for Area Staff

<table>
<thead>
<tr>
<th>person</th>
<th>recognition</th>
<th>organization recognition from</th>
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<tbody>
<tr>
<td>Cheryl Harper</td>
<td>certificate of appreciation</td>
<td>Student Health Center – Health Promotion Services</td>
</tr>
<tr>
<td>Cheryl Harper</td>
<td>20 years of service</td>
<td>Texas State University – San Marcos</td>
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### Objectives for 2011-2012
1. Identify and establish a functional, efficient and confidential space for ADCS (relocation of ADCS staff into one centralized location) – completed.

2. Work with BAT to create a presentation or way of sharing information with the university community on how to address safety, conduct, and academic concerns related to student actions was moved forward by the Behavior Assessment Team Chair in collaboration with the Assistant VP for Academic Services. They reached out to faculty and administrators. This is an ongoing project.

3. Move towards the implementation of a more effective (web-based) judicial process and records software (Adirondack) in order to facilitate case tracking, data analysis and record retention is ongoing. Progress was made but the software has not yet been rolled out.

4. Implementation of a comprehensive recruitment and training program for Student Justice Judicial Board members is ongoing. Progress was made and the program will be further developed and formalized so that it can be sustained as new board members are appointed to replace graduating or unavailable ones.

Objectives for 2012-2013

1. Finalize rollout of Adirondack for use by DHRL & DOS.

2. Complete development of training program for Student Judicial Hearing Board and establish dates and times for hearings in conjunction with board training.

3. Appoint more non-traditional and graduate students to the Student Judicial Hearing Board in order to provide graduate and non-traditional students requesting hearings a board that is more reflective of “their peers”.

4. Modify the current Student Justice assessment tool or create a new one that better assesses student learning and areas for improvement.

5. Create and implement a survey to determine customer satisfaction for ADCS area and what services, if any, students would find useful that would be appropriate for ADCS to provide.

6. Create and implement a survey to determine if ADCS should consider alternate forms of payment to cash and money orders.

7. Create and implement a community service satisfaction survey for ADCS

8. Refine or replace our system for tracking tobacco policy violations by students.

Trends/Challenges for 2012-2013
1. Continued growth in student enrollment combined with student attitudes and perceptions about the use of alcohol and marijuana is likely to further increase the number of students seen through Student Justice – a challenge. Additionally and unfortunately, an increase in the refusal to discontinue use of these substances is likely to result in more suspensions and expulsions.

2. The impact of the Fraternity and Sorority Coalition Assessment Project is yet to be known, though, it may result in increased collaboration with CASO and Greek Affairs staff in order to provide training or guidance on matters related to student and student organizational conduct. This may be both a challenge and an opportunity.

3. There has been in increase in faculty and staff reaching out to Student Justice and other DOS staff for assistance and guidance in dealing with student conduct issues and mental health concerns. The outreach and presentations made by the Behavior Assessment Team Chair played and likely will continue to play an important role in the training of faculty and staff on how they can address different scenarios and the support resources available to them.

4. The increase in students referred to ADCS will further strain the functionality of the current space. In addition, as demand for student center meeting spaces increases, it becomes more challenging for ADCS to secure classroom space in order to offer more AEPM/”MIP classes” as needed.

5. More referral resources outside of the university community are accessing the ADCS services. While this can be an opportunity to expand on income opportunities (ex., classes completed by non-students), the challenge, again, will come in accommodating them in the current workspace.
Accomplishments/Retention Initiatives 2011-2012

There were a total of 37 Ombudsman cases, 19 in the fall and 18 in the spring in which students made an appointment and visited the office to address university-related concerns. This was an increase of 11 additional cases than were seen in FY11.

Also, there were 104 additional student inquiries that were managed through e-mail and telephone communications; therefore not necessitating an office visit, but often the complexities and time required to adequately address the concerns could easily have required an office visit.


n/a

Assessments for 2011-2012

An electronic survey was e-mailed to all students who visited the Dean of Students Office for Ombudsman Services; a follow-up phone call by the graduate assistant was initiated to all non-responders. For the fall semester there were 19 cases and 18 for the spring for a total of 37 cases during the long semesters. A breakdown of the university units involved with the 37 cases is indicated in the table below.

<table>
<thead>
<tr>
<th>TYPE</th>
<th>SUB TOTAL</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td><strong>Academics</strong></td>
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<tr>
<td>Grade Disputes</td>
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<tr>
<td>General Guidance</td>
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<tr>
<td>Medical Issues</td>
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<td>Academic Dishonesty</td>
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<td><strong>Financial Aid</strong></td>
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<td><strong>Parking</strong></td>
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<td><strong>Registration</strong></td>
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<td><strong>Residence Life</strong></td>
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<td>1</td>
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<tr>
<td><strong>General Guidance</strong></td>
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<td>4</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>2</td>
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Death of Parent 1
Pending Death of Parent 1

GRAND TOTAL 37

There was a response rate of 37% (7) during the fall and 39% (7) for the spring, for an overall 38% (14 of 37) response rate for FY12. 100% of respondents indicated that they were satisfied with Ombudsman Services, which achieved the target of at least 80% of respondents who will be satisfied.

Students were asked to rate on a scale of 1-4 where students could choose either 1-Strongly Agree, 2-Agree, 3-Disagree or 4-Strongly Disagree with the statements or provide comments. The assessment stated the following:

1) I was satisfied with the Ombudsman services service provided to me.
2) The service I received was helpful to me.
3) The service I received assisted me with continuing my education.
4) What suggestions do you have to improve our Ombudsman services?
5) Additional comments?

1. I was satisfied with the Ombudsman services service provided to me.
   Response: 100% (14) of the respondents either agreed or strongly agreed that the Ombudsman services were a helpful service.

2. The service I received was helpful to me.
   Response: 79% (11) of the respondents either agreed or strongly agreed that the Ombudsman services were a helpful service, while only 21% (3) respondent disagreed.

3. The service I received assisted me with continuing my education.
   Response: 79% (11) of the respondents either agreed or strongly agreed that the Ombudsman services were a helpful service, while only 21% (3) respondent disagreed.

4. What suggestions do you have to improve our Ombudsman services?
   - Keep Mr. Morton
   - Send everyone to Vincent
   - I would really have appreciated an honest assessment of the situation I was in i.e. not sugarcoating it

5. Additional comments?
   - The service I received represented Texas State well and I would recommend this service to other students. I felt comfortable; I was treated with dignity and the process was stress free. Thank you again for your assistance.
   - I was extremely satisfied with the service
   - Mr. Vincent Morton is one of the more decent human beings I have met at Texas State University but generally speaking, I would have valued our meeting much more if he would have reviewed my situation and given me his honest feedback on what the next step where and what the percentages of success would be. That is what I feel I have received from the provost's office.
Mr. Morton was very helpful

Although 21% of the respondents disagreed that the service neither was helpful to them nor assisted them with continuing their education, 100% indicated that either they agreed or strongly agreed that they were satisfied with the Ombudsman services provided to them. This is more than likely an indication that the outcome of their case (not determined by the Ombudsman) may not have been what they hoped for, but the effort and services provided to address their concerns through the Ombudsman were 100% satisfactory which exceeds the targeted 80 percent of responders would indicate they were satisfied with the services provided to them.

**Presentations presented by Area Staff**

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<tbody>
<tr>
<td>Vincent E. Morton</td>
<td>Pathways to Administration</td>
<td>Faculty and staff</td>
<td>Texas State</td>
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<tr>
<td>Vincent E. Morton</td>
<td>Our Social Contract: Student Organization Rights and Responsibilities</td>
<td>Leadership Institute Annual Conference attendees</td>
<td>Texas State</td>
</tr>
<tr>
<td>Vincent E. Morton</td>
<td>Representing Texas State</td>
<td>Orientation Leaders</td>
<td>Texas State</td>
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**Special Recognitions for Area Staff**

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<tr>
<th>person</th>
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<tbody>
<tr>
<td>Vincent E. Morton</td>
<td>20 years of service to Texas State</td>
<td>Texas State</td>
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</table>

**Objectives for 2011-2012**

1. Develop dependable assessment process.
   The graduate assistant and recently hired administrative assistant helped improve the assessment process. However, because many cases are not completed on a consistent or fixed timetable due to the complexities of the cases, it continues to be a difficult task to determine the best opportunistic time to request an assessment of the case.

2. Develop automated intake system.
   This will require the attention of staff in Student Affairs Technology who prioritize divisional projects; the implementation of a new university-wide Student Information System negatively impacted the technology department’s ability to focus on many divisional needs.

**Objectives for 2012-2013**

1. Review the assessment process and develop a timeline for requesting assessments via electronic and telephone communications.
Trends/Challenges for 2012-2013

As the enrollment continues to increase and the knowledge of Ombudsman Services reaches more people, the number of cases continues to grow. Many cases are actually addressed electronically. In addition to the 104 Ombudsman cases addressed electronically, there were 689 inquiries to the Dean of Students website for FY12.

There really are not any trends to report, because the Ombudsman addresses “any” university related concerns, the variety of cases remain varied, however, the Division of Academic Affairs continues to have the highest number of cases.