

**Dean of Students Office  
Division of Student Affairs  
Texas State University-San Marcos**

**Annual Report 2012-2013**

**June 20, 2013**

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**ANNUAL REPORT  
Dean of Students Office**

**Student Affairs Division  
Texas State University  
2012-2013**

**Executive Summary of 2012-2013**

As of this year, the Dean of Students Office consists of the Alcohol and Drug Compliance Services (ADCS) as a component of the Student Justice area, Administrative Support for the Central Office, the chartered student organization Associated Student Government (ASG), the Attorney for Students Office (AFS), Greek Affairs, the Leadership Institute, Student Emergency Services, the chartered student organization Student Foundation, Student Justice (SJ) and Student Ombudsman Services. These Dean of Students Office areas employ a total of twenty-three (23) staff members that include seventeen (17) full-time employees, three (3) part-time employees, and three (3) Graduate Assistants. Each area in the Dean of Students Office has a detailed annual report in the pages following this overall summary of the entire department.

This year's highlight was the expansion of the Dean of Student Office. Greek Affairs transitioned from Campus Activities and Student Organizations to the Dean of Students Office at the beginning of the academic year. This expansion added a Graduate Assistant, two Coordinators and an Assistant Dean of Students to the office staff. Other highpoints included implementing new programs that enhanced students' academic and leadership development, such as the Associated Student Government's Scholarly Travel Activity and Research (S.T.A.R.) Grant and the Leadership Institute's first campus-based session of LeaderShape®-Texas State. Overall, despite additional programs the amount of department services increased from last year, which included 100% more Attorney for Students presentations, 86% more notarizations, 25% more student absence notifications and 64% more hours of community service opportunities.

**Major Accomplishments/Retention Initiatives of 2012-2013**

Below is a list of twenty-two (22) major accomplishments achieved by the Dean of Students Office this year. This list is not comprehensive of all achievements from each Dean of Students Office area. Each Dean of Students Office area's accomplishments may be found in their individual area annual reports in the pages following.

1. Administrative Support for the Central Office assisted a total of 10,127 customers throughout the year and provided 186 students with notary services, which was 86 more than the 100 from last year.
2. Administrative Support for the Central Office scheduled and coordinated 77 staff members for Sexual Harassment Training and 128 staff members for EEO Training

3. Associated Student Government, with the support of the Dean of Students Office, implemented the Scholarly Travel Activity and Research (S.T.A.R.) Grant to award \$20,200 to students to provide monetary aid to students conducting and presenting research.
4. Associated Student Government, with the support of the Dean of Students Office, hosted two successful roundtable events for all students to meet university administrators and held annual student body elections along with a student referendum that approved a bus fee increase by 68% of the votes.
5. Associated Student Government, with the support of the Dean of Students Office, reviewed 270 scholarship applications and awarded a total of \$230,400 to 152 applicants.
6. Attorney for Students Office assisted 885 students by appointment and over 875 students through presentations, which was double the amount of presentations from last year.
7. Attorney for Students Office created a series of educational videos about a variety of legal situations that students may view on the office website and Facebook page.
8. Greek Affairs moved to the Dean of Students Office effective September 1, 2012 resulting in the creation and selection of three new positions (Assistant Dean and two Coordinators) as well as the transfer of the Greek Affairs Graduate Assistant from Campus Activities and Student Organizations staff to the Dean of Students Office staff.
9. Greek Affairs conducted recruitment in fall 2012 resulting in 535 applicants for National Panhellenic Council, 299 for the Interfraternity Council, 20 for the National Pan-Hellenic Council and 19 for the Multicultural Greek Council.
10. Leadership Institute hosted the first campus-based session of LeaderShape®-Texas State with 57 students and 15 staff participating.
11. Leadership Institute conducted the third Leadership Institute Annual Conference for 340 students (40 more than last year), a Leadership Film Series: for 127 students (21 more than last year), and a Leadership Workshop Series for 202 students (21 more than last year).
12. Leadership Institute fundraised approximately \$20,000 and completed paperwork to charter the Student Leadership Team for funding and assistance with hosting the Leadership Institute Annual Conference and other leadership initiatives.
13. Student Emergency Services provided Absence Notifications to 1,857 faculty members (502 more than last year) for 344 students (68 more than last year) and distributed \$7,104 through funding including the Student Affairs Emergency Grants and Crawford Loans to 28 students who experienced emergencies.
14. Student Emergency Services reached out to offer assistance to approximately 30 students who were identified in a variety of ways as having experienced a crisis, such as the students who were impacted by the explosion in West, and scheduled 59 meetings with those needing resources for emergency related problems.
15. Student Emergency Services coordinated the Behavior Assessment Team to consult with two faculty members and assess 14 reported incidents of concerning student behavior.
16. Student Emergency Services responded to 985 emails received in the Dean of Students Office email account, sent 48 letters to students who had received noise citations in San Marcos, processed 177 reports of students who were reported to have violated the Tobacco Policy, emailed 166 students who were reported to have violated the Tobacco Policy only once, and met with 11 students who were reported to have violated the Tobacco Policy twice.
17. Student Foundation, with support of the Dean of Students Office, coordinated two large annual events to have 650 people attend the Veterans Day Ceremony and 300 people attended the Bobcat Pause Memorial Service.

18. Student Justice investigated and adjudicated cases involving a total of 537 students.
19. Student Justice collaborated with other offices and implemented the Conduct Coordinator (case management) portion of Adirondack software that will help both Dean of Students Office (Student Justice and potentially other functional areas) and the Department of Housing and Residential Life create, track and analyze conduct records, as well as refer from one department to the other.
20. Alcohol and Drug Compliance Services provided opportunities for 9285.5 community service hours (3625.25 more than last year) to be completed by 646 individuals (82 more than last year), which was a 14.5% increase of participants from last year.
21. Alcohol and Drug Compliance Services provided the Marijuana 101 program for 78 students, 27 Alcohol Education Program for Minors classes educating 494 individuals and held individual assessments (typically a series of 4 sessions) with 22 students.
22. Student Ombudsman Services assisted 17 students with a resolution rate of 94% of the cases.

### **Progress on 2012-2017 Administrative Support Plan / Strategic Plan 2012-2013**

Below is this year's progress to the department strategic plan. The progress of each Dean of Students Office area may be found in that respective area's annual report in the following pages.

#### Department Goal 1 (2012-2017):

Support student success by enhancing services to assist student emergencies and university related concerns.

#### Department Objective 1.1 (2012-2017):

Create a comprehensive review and response process for addressing reported student emergencies and university related concerns.

Student Affairs Goal: I. Facilitate the retention, graduation and career development of a high quality, diverse student population.

#### Department Strategy 1.1.1 (2012-2017):

Develop comprehensive written processes for responding to student emergencies brought to the attention of the Dean of Students Office

Beg FY: FY12                      End FY: FY13

Status:                      The strategy is still in process. Work is currently being done to compile information to distribute to students as well as develop a comprehensive and standardized training process for employees of student emergency services.

#### Department Strategy 1.1.2 (2012-2017):

Hire a full-time staff person to coordinate emergency services for common/routine emergencies often experienced by students.

Beg FY: FY13                      End FY: FY14

Status:                      This strategy is currently still pending but will take longer due to other staffing needs taking priority this year in the Dean of Students Office.

#### Department Strategy 1.1.3 (2012-2017):

Hire a full-time Ombudsperson to assist students in achieving resolution to university related challenges.

Beg FY: FY13                      End FY: FY14

Status:                      This objective is restricted at the current time due to a lack of space for a new staff member so this objective will be reassessed at a later time to establish the necessary timeframe.

Department Goal 2 (2012-2017):

Integrate technology into all Dean of Students Office services to improve achievement of department core functions.

Department Objective 2.1:

Utilize information technology to improve achievement of department core functions.

Student Affairs Goal:                      VI. Develop and manage financial, physical and technological resources effectively and efficiently.

Department Strategy 2.1.1:

Incorporate Adirondack System department wide.

Beg FY: FY12                      End FY: FY14

Status:                      This strategy was successfully implemented on January 2013 when the Adirondack file management software came online for the Attorney for Students Office. This software did not integrate with our previous system, so a number of cases had to be individually transferred but in spite of the inevitable growing pains, the system is progressing well and is proving to be very useful to this office in terms of functionality and report generation. In our communications with the software's developers, we are hoping for improved interconnectivity with Banner and feature improvements that will enhance the program's functionality in this office. Unfortunately because this program implementation came over half-way into the fiscal year and the fact that the previous system didn't talk to the current software, some longitudinal data was lost and is being rebuilt by hand to the extent possible. Additionally, Adirondack has been incorporated into Student Justice. Adirondack was also extended to Attorney for Students which is using and assessing it to determine if it will continue its use. Full incorporation continues to be targeted for end of FY14 and may include ALCOHOL AND DRUG COMPLIANCE SERVICES (for streamlining SJ cases from start to finish), CASO (for DRT), and possibly other areas such as BAT, Care & Concern cases, and even Academic Affairs (for Honor Code).

Department Goal 3 (2012-2017):

Facilitate student success through leadership development opportunities which focus on needs of a diverse student population.

Department Objective 3.1 (2012-2017):

Increase the collaboration with faculty, staff and student 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: II. Create and deliver co-curricular programs and services through partnerships with faculty, staff, and external constituents to ensure the success of students.

Department Strategy 3.1.1 (2012-2017):

Develop and implement a comprehensive set of activities for a multi-tiered Texas State Leadership Institute.

Beg FY: FY12                      End FY: FY17

Status:                      This year the Institute expanded its programming beyond the Leadership Institute Annual Conference, Leadership Workshop Series and Leadership Film Series. The Institute worked incredibly hard during the summer of 2012 to unveil the *Texas State Leadership Capstone Program: Step Forward Give Back*. The capstone program was so successful, that we chose to offer it again in the spring. Planning and the implementation of the Institute's first campus-based session for LeaderShape®-Texas State also contributed to the multi-tiered leadership development programming for the Institute.

Department Strategy 3.1.2 (2012-2017):

Create the Texas State Leadership Institute Advisory Board.

Beg FY: FY12                      End FY: FY14

Status:                      Due to the importance of increasing programmatic offerings by the Leadership Institute, priorities to sustain the quality associated with the Leadership Institute Annual Conference, and along with the loss of the Leadership Institute Coordinator, a decision was made to postpone the formal creation of this body. 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, College of Education and the College of Science and Engineering.

Department Strategy 3.1.3 (2012-2017):

Implement a senior capstone program at Texas State.

Beg FY: FY12                      End FY: FY14

Status:                      The Leadership Institute worked incredibly hard during the summer of 2012 to unveil the Texas State Leadership Capstone Program: Step Forward, Give Back. The capstone program was offered again in the spring because it was so successful during the fall semester. A total of 39 students have successfully completed the capstone program, and we have hosted incredible speakers ranging from academic deans to attorneys and legislators. This program will continue to be offered each long semester.

Department Strategy 3.1.4 (2012-2017):

Create Leadership Institute Endowment.

Beg FY: FY12                      End FY: FY14

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.

Department Strategy 3.1.5 (2012-2017):

Connect the Dean of Students Office chartered student organizations (Associated Student Government and Student Foundation) to the Texas State Leadership Institute.

Beg FY: FY12                      End FY: FY17

Status:                      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, the Texas Leadership Summit and the LBJ Presidential Library and Museum Trip for Texas State Student Leaders. ASG and SF members were selected to serve as small group facilitators for the Leadership Institute Annual Conference, along with members of the Student Leadership Team and other chartered student organization members. The Leadership Institute actively recruited ASG and SF members to apply for the *Texas State Leadership Capstone Program: Step Forward Give Back*, and the 2013-2014 Student Body President and Vice President were selected to attend a LeaderShape national session supported utilizing the Student Leadership Travel Fund. In addition to the connections with ASG and SF, the Leadership Institute completed the paperwork to establish the Student Leadership Team as a chartered student organization under the Dean of Students Office umbrella.

Department Strategy 3.1.6 (2012-2017):

Create a website portal that provides a clearinghouse of all campus leadership programs and activities.

Beg FY: FY12                      End FY: FY17

Status:                      Most of the website development was completed during the summer of 2011. The Leadership Institute has its own domain allowing us to have more freedom with content than if it were hosted under the Dean of Students Office. The website showcases the annual conference, tiered programming model, and the program offerings for the 2012-2013 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 an additional Graduate Research Assistant who will have as one of its responsibilities the task of creating the clearinghouse.

Department Strategy 3.1.7 (2012-2017):

Hire a full-time support staff person.

Beg FY: FY13                      End FY: FY15

Status:                      While this strategy remains a priority for the Leadership Institute, we have been unable to hire a full-time support staff person. Other areas within the Dean of Students Office had greater staffing needs. However, the Leadership Institute received Student Service Fee funding to hire an additional Graduate Research Assistant and this position has been filled for 2013-2014.

Department Goal 4 (2012-2017):

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

Department Objective 4.1 (2012-2017):

Increase staff to manage growing programs and services while maintaining personal safety and a high level of customer service.

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

Department Strategy 4.1.1 (2012-2017):

Research and implement addition of full-time receptionist.

Beg FY: FY13      End FY: FY15

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. We would anticipate the position starting off as part-time, evaluating its effectiveness and after a period of time we could determine if it was best to keep it part time or request it be moved to full time.

Department Goal 5 (2012-2017):

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.

Department Objective 5.1 (2012-2017):

Identify the Alcohol and Drug Compliance Services as a valuable resource for the university community by providing needed alcohol and drug related services in an established, efficient and confidential setting.

Student Affairs Goal: II. Create and deliver co-curricular programs and services through partnerships with faculty, staff, and external constituents to ensure the success of students.

Department Strategy 5.1.2 (2012-2017):

Create a brochure for the university community about the Alcohol and Drug Compliance Services.

Beg FY: FY12                      End FY: FY13

Status:                      This strategy is in progress and on time. It is expected to be complete prior to its end date of FY13.

Department Strategy 5.1.3 (2012-2017):

Create a website about the Alcohol and Drug Compliance Services.

Beg FY: FY13                      End FY: FY14

Status:                      This strategy is in progress in advance of its beginning date of FY13. Modifications and refinement will be made through FY13 and likely completed in advance of end date FY14.

Department Objective 5.2 (2012-2017):

Increase staff to manage growing programs and services while maintaining personal safety and a high level of customer service.

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

Department Strategy 5.2.1 (2012-2017):

Hire a half-time support staff person.

Beg FY: FY13                      End FY: FY15

Status:                      Funding had not yet been identified. With the current growth of the office and student enrollment, this position becomes more necessary. However, there is also a lack of work space allocated to the Dean of Students office to accommodate this new position.

Department Strategy 5.2.2 (2012-2017):

Hire a full-time Conduct Officer.

Beg FY: FY13                      End FY: FY17

Status:                      Funding had not yet been identified. With the growing student enrollment, this position becomes more necessary. However, there is also a lack of work space allocated to the Dean of Students office to accommodate this new position.

**Assessments of 2012-2013**

The Dean of Students Office conducted 21 assessments this year. All areas of the Dean of Students Office except the Administrative Support for the Central Office area conducted satisfaction surveys of customers served. Satisfaction surveys indicated that on average students were highly satisfied with services and events provided by the Dean of Students Office. Tracking and demographic analyses were conducted by the Administrative Support for the Central Office, Attorney for Students Office, Student Emergency Services as well as each program evaluation in the Leadership Institute. The Student Emergency Services area conducted benchmarking about objective threat assessment tools used by comparable universities from around the nation. Additionally, the Student Emergency Services area pilot tested a needs and satisfaction survey of faculty regarding the absence notification service. 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 Student Leadership Skills Proficiency Observations for the Associated Student Government and Student Foundation. The details of each assessment may be found in each Dean of Students Office area annual reports in the following pages.

### **Presentations by Department Staff in 2012-2013**

The Dean of Students Office staff presented approximately 71 topics that at times were given multiple times. Presentation audiences included high school students, Texas State and other universities undergraduate and graduate students, as well as Texas State faculty and staff to educate more than 7,000 people in this region of Texas. Twenty-four more topics were presented to approximately 6,000 this year than last year. Each Dean of Students Office area presentation list is in their individual area annual report in the following pages.

### **Special Recognitions for Department Staff in 2012-2013**

This year three staff members recognized for 10, 15 and 25 Years of Service to the university. Two staff members were honored by one of the university's chartered student organizations. Two staff members earned appreciation awards from a Student Affairs Division office. One staff member was elected President to the region of a national organization. Overall, this year 11 forms of recognition were earned by the Dean of Students Office staff, which is six more than last year. The details of recognition received in each Dean of Students Office area may be found in each area's annual report in the following pages.

### **Progress on Objectives for 2012-2013**

All areas of the Dean of Students Office worked to achieve a combined total of 34 objectives during this year. Of the 34 objectives, 65% were achieved while 15% are in progress to achieve, 9% had to be postponed, another 9% were challenges to achieve requiring a reassessment of continued work on the objective and 2% were eliminated as an objective. The progress on the objectives is detailed in each area's annual reports in the following pages.

## Objectives for 2013-2014

All of the Dean of Students Office areas have established the following 47 objectives to complete during the 2013-2014 academic year.

1. Implement a training program checklist through the TRACS System to train student workers
2. Update student worker handbook
3. Review the current tracking system by benchmarking what other universities and/or offices within our campus track contacts.
4. Continue to implement a transition program for Associated Student Government President, Vice-President and others.
5. Develop a process for addressing Greek Affairs organizations on academic probation.
6. Update Student Affairs Policies and Procedures Statements which affect the Greek community.
7. Create a source book including national organizations missions, goals, values and scholarship programs for Greek Affairs.
8. Move Panhellenic Recruitment to the Embassy Suites.
9. Assess new member recruitment process for Multicultural Greek Council, National Pan Hellenic Council and Interfraternity Council.
10. Implement a Greek Summit for FY13.
11. Implement a Leadership Development component for Chapter and/or Council Leaders in Greek Affairs.
12. Finalize technology process for Greek Affairs grade report data base.
13. Maintain the intensive presentation pace with the freshman class and other groups by the Attorney for Students Office.
14. Maintain a satisfaction rate of at least 90% highly or exceptionally satisfied Attorney for Students Office clients.
15. Increase social media presence (ex: increase Facebook “likes” by 30%, aggressively vet new technologies to communicate with students as they arise) by the Attorney for Students Office
16. Assist Achieving Communities Together (ACT) with a successful implementation of the “10 minute” presentation.
17. Create two to three focus groups to improve marketing for the Attorney for Students Office.
18. Reach goal of an endowment for the Leadership Institute and continue growing the endowment to support major Institute programs, including the Leadership Institute Annual Conference.
19. Create Leadership Institute Advisory Board consisting of students, faculty, staff and alumni representatives.
20. Continue development of the Student Leadership Team to assist full-time staff in the development and implementation of Institute programs.
21. Continue to develop and implement programming for a multi-tiered leadership development program.
22. Continue planning and implementation of the Leadership Institute Annual Conference and convene regular meetings of the Conference Planning Committee.
23. Continue implementation of the Texas State Leadership Capstone Program: Step Forward, Give Back and conduct greater recruitment efforts.
24. Create the Pathfinder: Texas State Emerging Leaders Cohort Program to be implemented in the spring 2014 semester.

25. Continue implementation of the LeaderShape®-Texas State campus-based program and increase outreach for sponsorships.
26. Develop marketing plan to promote the Leadership Institute incorporating the Institute website, technology, and print and social media.
27. Continue to be intentional and inclusive of the Leadership Institute core values through programming and educational efforts.
28. Create an on-line student satisfaction survey for Student Emergency Services to allow submission to be anonymous in an effort to increase response rate and feedback.
29. Review the Student Emergency Services pilot faculty survey results to determine future action with this assessment, faculty and student education efforts.
30. Revise the Student Emergency Services website to be more user friendly and comprehensive.
31. Create formalized, written information to provide to students who seek assistance from Student Emergency Services.
32. Develop and implement leadership development opportunities for Student Foundation members, especially through involvement in internal committees.
33. Increase Student Foundation involvement with the Leadership Institute, including the Leadership Institute Annual Conference.
34. Increase leadership opportunities for students in Student Foundation through new director positions and discuss recreating Associate Directors to help provide balance in committee workloads.
35. Develop and implement organizational leadership by facilitating a late summer retreat for officers and committee directors in Student Foundation.
36. Develop and implement targeted fundraising strategies for alumni and other donors wishing to support the Student Foundation organization programs and endowed scholarships.
37. Complete development of training program for Student Judicial Hearing Board and establish dates and times for hearings in conjunction with board training.
38. Modify the current Student Justice assessment tool or create a new one that better assesses student learning and areas for improvement.
39. Create and implement a survey to determine if Alcohol and Drug Compliance Services should consider alternate forms of payment to cash and money orders.
40. Obtain full-time status for an Administrative Position for the Alcohol and Drug Compliance Services office and fill the position.
41. Acquire a new, larger, projector for the Alcohol Education Program for Minors (AEPM/MIP) course as well as an additional laptop for backup.
42. Acquire a digital camera for the Alcohol and Drug Compliance Services office to document events provided by the office and to share for all Dean of Students Office publications.
43. Create (Summer 2013) and implement (Fall 2013) a pre-test/post-test component of the Assessment process for the Alcohol and Drug Compliance Services office to measure knowledge increase, possible behavior and thinking changes, as well as positive and/or negative outcomes of the four (4) session Assessment process.
44. Create and implement a survey to determine customer satisfaction for Alcohol and Drug Compliance Services area and what services, if any, students would find useful that would be appropriate for Alcohol and Drug Compliance Services to provide.
45. Create and implement a community service satisfaction survey for Alcohol and Drug Compliance Services.

46. Continue working on a process to improve response rate for the Student Ombudsman Services satisfaction survey.
47. Explore ways to help students and faculty prevent or resolve grade disputes before the need to create an Ombudsman case.

### **Trends/Challenges for 2013-2014**

Like last year, this year's accomplishment of implementing new programs to enhance students' development while providing an increased amount of service is also the challenge faced by all areas within the Dean of Students Office. Below are two items that provide an overall summary of these trends and challenges.

1. The continued increase in the student population as well as awareness of Dean of Students Office services initiates a rising demand for services that creates the need for more resources, such as funding, physical space and staff, in order to maintain quality services for more customers.
2. As the demands for services continues to increase while funding remains the same or in some cases decreases, the challenge becomes to educate the university community about the Dean of Students Office services that will result in appropriate use of services and efficient use of all available resources.

The specific trends and challenges of each Dean of Students Office area may be found in that respective area's annual report in the following pages.

**ANNUAL REPORT**  
**Dean of Students Office**  
**ADMINISTRATIVE SUPPORT FOR THE CENTRAL OFFICE**

**Student Affairs Division**  
**Texas State University**  
**2012-2013**

**Accomplishments/Retention Initiatives**

1. Assisted a total of 10,127 customers throughout the year.
2. Provided 186 students with notary services.
3. Scheduled and coordinated 77 staff members for Sexual Harassment Training and 128 staff members for EEO Training.
4. Coordinated notification for the 14 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
5. Reviewed student worker handbook in spring 2013 to insure all information is accurate and meets the criteria established by Texas State University.

**Progress on 2012-2017 Administrative Support Plan / Strategic Plan 2012-2013**

n/a

**Assessments**

Customer tracking was conducted during 2012-2013 for both in person and over the phone assistance that the Dean of Students Office reception area staff provided. A total of 10,127 contacts were made for the year. The graphs below represent the breakdown of contacts made during the 2012 summer/fall and 2013 spring semesters.

The DOS Contact Totals 2012-2013 table (below) reflects the total number of contacts initiated in the Dean of Students Office May 14, 2012 through May 10, 2013. Contact includes phone calls, walk-ins, and general information obtained by others using our office as a resource. The busiest months for this office include October (1586), November (1241), and April (1092) while the slowest include June (695), July (327) and March (594). The reasoning for the drop in contact between these months is assumed to have been caused by the lack of activity on campus due to extended student breaks that are given within these time frames.

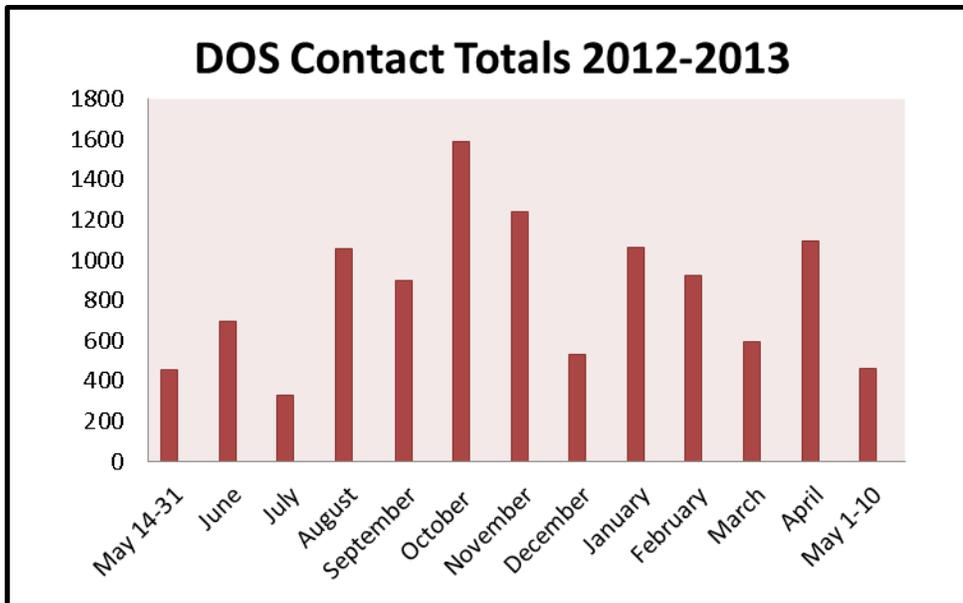


Table 2 (below) distributes the breakdown of activity in the Dean of Students Office for Summer/Fall 2012. May includes dates ranging from the 14th- 31st while December includes dates ranging from the 1st thru the 14th. An explanation for the positive increase in activity in our office for the month of October is largely represented by the increase of Background and Study Abroad checks along with an increase in Student Justice cases mid-semester. Almost all activity increased within the month of October and declined soon after as we made our way towards the end of the semester except for Background and Study Abroad sheets, which increased slightly for the month of November.

**Table 2: Contacts by month for Summer/Fall 2012**

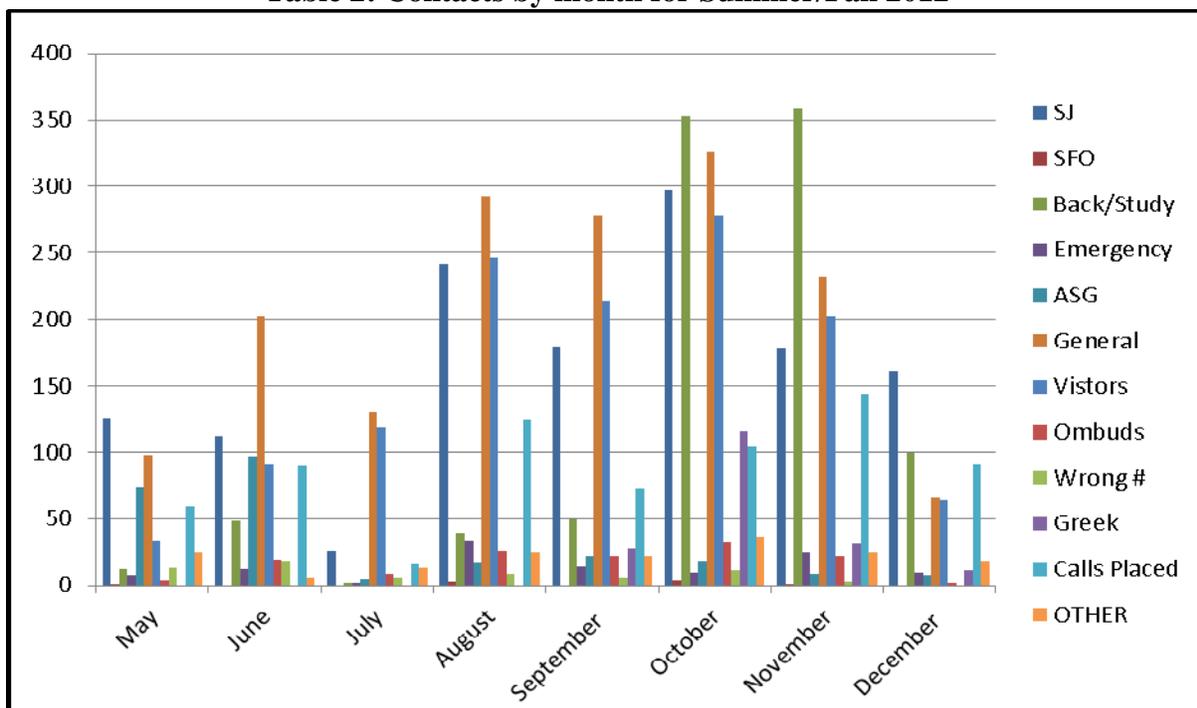


Table 3 (right) represents a breakdown of combined totals of each sector for Summer/Fall 2012. The areas with the highest activity include General (1625), Student Justice (1321), Background and Visitors (1246), along with Study Abroad (960). The lowest activity within this office include sectors related to Student Foundation (9), Wrong Number (65), and Emergency Services(111).

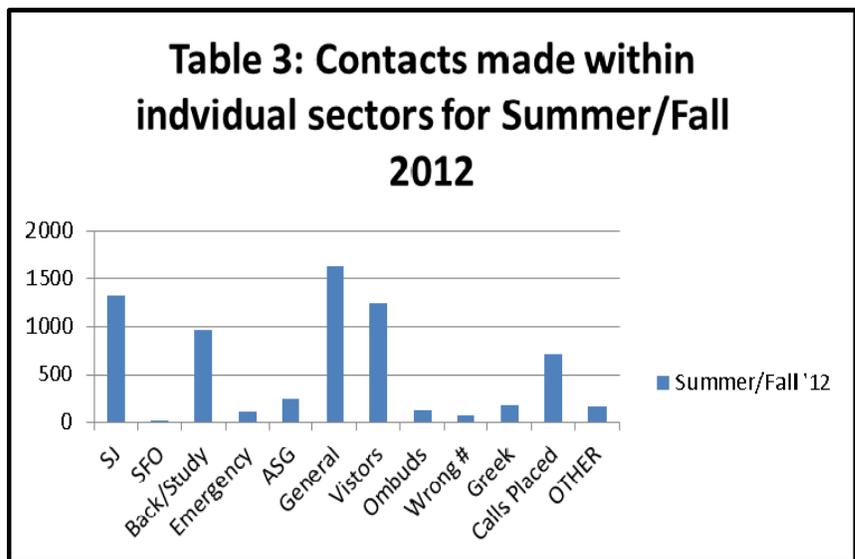
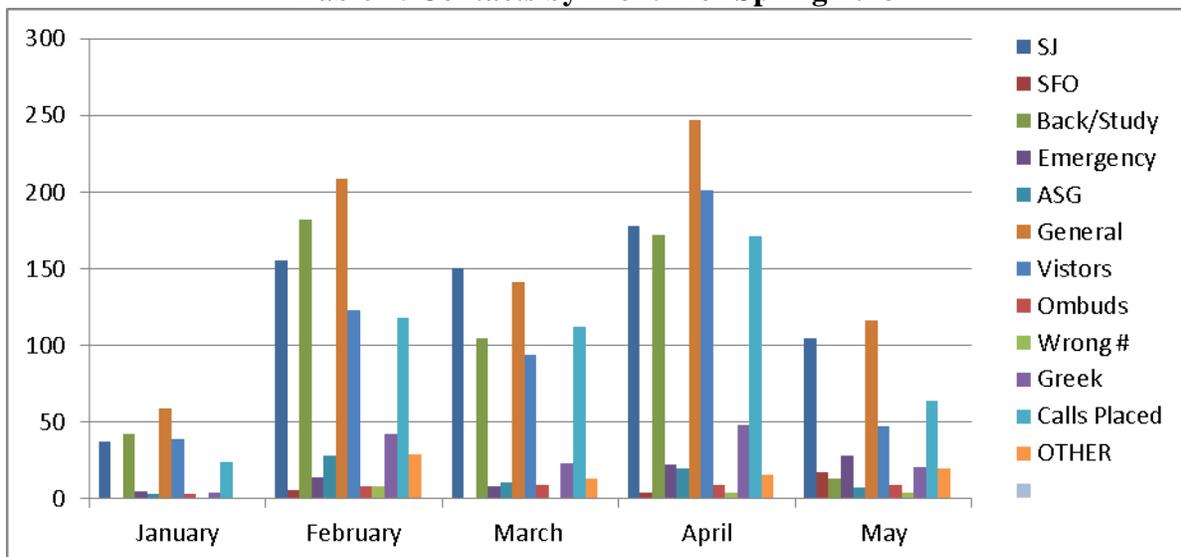


Table 4 (below) represents the breakdown of activity for Spring 2013. The month of January includes dates ranging 28<sup>th</sup>-31<sup>st</sup> marking the start of Spring '13 while the month of May only includes dates ranging from 1<sup>st</sup> through the 10<sup>th</sup> marking the end of Spring '13. Overall, the graph below includes data collected from January 28<sup>th</sup>- May 10<sup>th</sup>. April saw the highest activity in this office with an increase in all sectors of this office except for Ombuds Services which remained steady. As you can see, activity increases in February, declines in March, and rises drastically in April and inevitably falls as we reach the end of the academic semester. The decline of activity in March may have been caused by Spring Break and mid-terms, which take place within the middle of this month. Although there is adequate activity in Spring 2013, we do not see as much activity in comparison to Summer/Fall 2012.

**Table 4: Contacts by Month for Spring 2013**



**Table 5: Total Contacts made within individual sectors in Spring 2013**

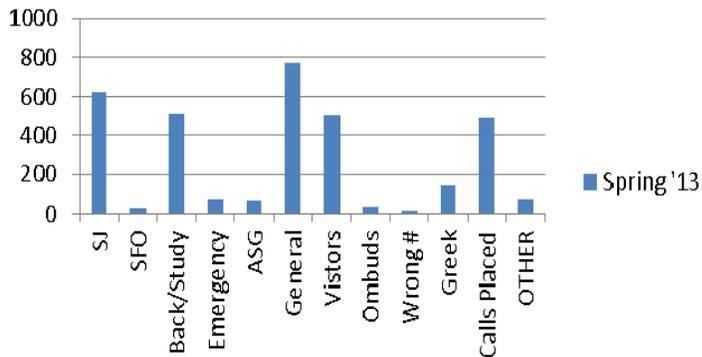
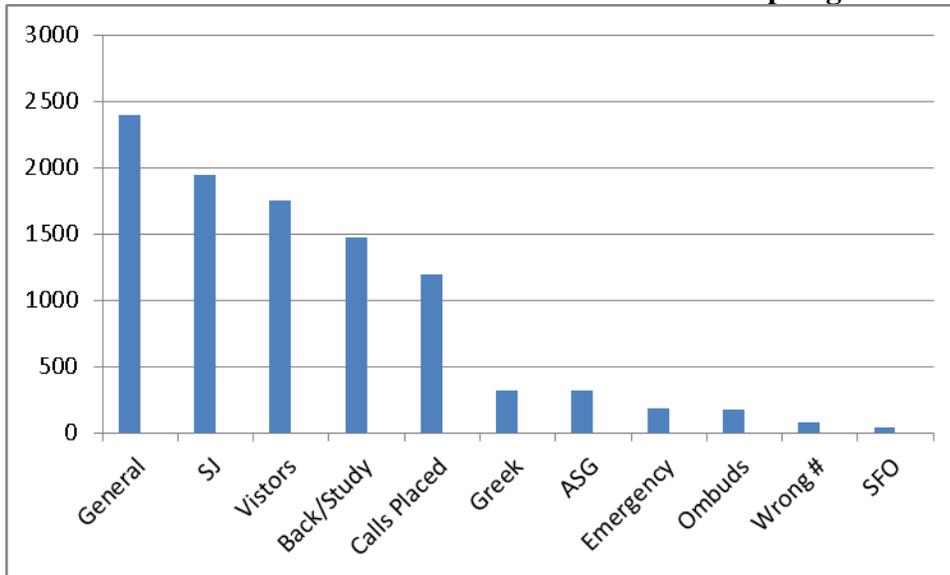


Table 5 represents the total amount of activity taking place during Spring 2013 for each individual sector. The highest activity was seen at the General standpoint (772) along with Student Justice (625). The lowest activity was seen in Student Foundation (28) and Wrong Number affiliations (17).

Table 6 represents the total number of contacts received in our office ranging from May 14<sup>th</sup>-December 14<sup>th</sup> combined with activity measured from January 28-May 10<sup>th</sup>. In conclusion, the data is arranged from highest activity which includes General (2397) to the lowest which includes Student Foundation (37).

**Table 6: Total Contacts for Summer/Fall 2012 and Spring 2013**



**Presentations by Area Staff**

n/a

**Special Recognitions for Area Staff**

person	recognition	organization recognition from
Mary Ann Ortiz-Moerke	25 Years of Service	Texas State
Mary Ann Ortiz-Moerke	DOS Distinguished Staff Member of the Year	Student Foundation

### **Progress on Objectives for 2012-2013**

#### Objective 1

Implement a half-day retreat to train new student workers.

#### Objective 1 Status

This objective was a challenge to complete because the majority of our office student workers are employed with federal work study funds and the allotment of allowable work study for each department is not scheduled for announcement on a specific date, therefore, knowing how many student workers we will be allowed to hire varies, which makes planning difficult. Also, the staff member with oversight of the student worker area changed in fall 2012 so the new person is learning these challenges for consideration on ways to implement this objective.

#### Objective 2

Improve communication between student workers and supervisors.

#### Objective 2 Status

This objective continues to be achieved through training of student workers and regular meetings between the student workers and supervisors.

#### Objective 3

Train student workers to assist with absence notifications.

#### Objective 3 Status

During the year the objective was reassessed and it was determined that it not necessary because the Student Emergency Services area of the Dean of Students Office received a Graduate Research Assistant position to assist with processing the absence notifications.

### **Objectives for 2013-2014**

1. Implement a training program checklist through the TRACS System to train student workers
2. Update student worker handbook
3. Review the current tracking system by benchmarking what other universities and/or offices within our campus track contacts.

### **Trends/Challenges for 2013-2014**

The trends/obstacles will continue to be maintaining coverage of the reception area when student workers call in sick. Although this data above paints a general perspective of activity observed in our

office, we cannot state the information above reflects the exact amount of activity observed in our office. The factors that could contribute to the lack of adequate information include multiple marks per student, inability to keep up with traffic flow, employee absenteeism, and forgetfulness of proper marking. With the data above, we are still able to track on which areas have the greatest amount of activity along with those who do not. It is important to remind employees to keep track of activity in order to most accurately reflect service provided in the Dean of Students Office. This can reflect which services are deemed priority in our office with the hopes of administering resources to these particular areas. Adjustments for better tracking should be discussed along with perception and input from employees keeping track of the activity .

**ANNUAL REPORT**  
**Dean of Students Office**  
**ASSOCIATED STUDENT GOVERNMENT**

**Student Affairs Division**  
**Texas State University**  
**2012-2013**

**Accomplishments/Retention Initiatives**

1. Implemented the Scholarly Travel Activity and Research (S.T.A.R.) Grant by securing funding from the Student Service Fee, creating an application and process as well as advertising to academic colleges.
2. Awarded \$20,200 to students for the Scholarly Travel Activity and Research (S.T.A.R.) Grant.
3. Hosted two successful roundtable events for all students to meet university administrators that included one on October 25, 2012 and on March 5, 2013 that included the university President.
4. Conducted three engagement weeks throughout academic year to advertise the Associated Student Government and to seek feedback from students.
5. Moderated a well-attended and abundantly participative Concealed Carry Open Forum on October 22, 2012.
6. Held a student referendum during student body election in spring 2013 that approved a bus fee increase with a vote of 68% for and 32% against.
7. Held the annual student body election with a voter participation of 1117.
8. Passed a total 25 pieces of legislation (24 from the Senate and one from the Graduate House) that included six ceremonial or procedural pieces and 19 pieces for ideas to improve student life at Texas State.
9. Received 139 ASG Scholarship applications and 131 ASG/Bookstore Scholarship applications.
10. Awarded 134 ASG Scholarship applicants with a total of \$225,000 and 18 ASG/Bookstore Scholarship applicants with a total of \$5,400.
11. Advocated to successfully transform a space in the LBJ Student Center into a lounge for the Veteran student organization.
12. Advocated to successfully transform the student organization cubicle space into an open, comfortable meeting area for all students.

**Progress on 2012-2017 Administrative Support Plan / Strategic Plan 2012-2013**

Department Goal 3 (2012-2017):

Facilitate student success through leadership development opportunities which focus on needs of a diverse student population.

Department Objective 3.1 (2012-2017):

Increase the 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: II. Create and deliver co-curricular programs and services through partnerships with faculty, staff, and external constituents to ensure the success of students.

Department Strategy 3.1.5 (2012-2017):

Connect the Dean of Students Office chartered student organizations (Associated Student Government and Student Foundation) to the Texas State Leadership Institute.

Beg FY: FY12 End FY: FY17

Status: This strategy was achieved in a variety of ways. This year six ASG representatives served as small group facilitators and many others attended the Leadership Institute Annual Conference. Six ASG leaders attended the LBJ Presidential Library and Museum Trip, organized by the Leadership Institute. The Leadership Institute also funded a total of six 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**

Two assessments were conducted with ASG during 2012-2013. 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 a link to the on-line satisfaction survey was sent to five (5) Associated Student Government (ASG) leaders on April 22, 2013 and a reminder was sent April 25, 2013. The ASG leaders were asked to complete the survey via an on-line form to maintain anonymity. Three (3) surveys were submitted via the on-line survey resulting in a 60% return rate.

The 60% return rate this year in comparison to the 38% return rate in 2012 and the 50% return rate in 2011 year was a 22% increase in the return rate from last year and a 10% increase in return rate from 2011. However, only five (5) surveys were distributed this year with three (3) returned while eight (8) surveys were distributed with three (3) returned last year and four (4) surveys were distributed with two (2) returned in 2011.

Using a four point Likert scale including Strongly Agree, Agree, Disagree, and Strongly Disagree, 100% of ASG respondents either strongly agreed or agreed that Dean of Students staff were available, accessible, knowledgeable and supportive. Respondents' comments supported their ratings indicating they were satisfied with the advising by the Dean of Students staff, including, "Anytime we needed anything and didn't know how to get it done we could go up to the 5th floor or

pick up the phone and get insight from the DOS office.” and “One of the best learning outcomes I have had as a student leader came from someone within the Dean of Students who made me think more in depth about a situation.” The two comments in response to improvements the Dean of Students Office should consider were “The way the advisers work with ASG is fantastic. I would like to see that model be in place for all student orgs.” and “Hire more staff. Y'all are too busy! I don't know how everyone does it.” These comments for suggested improvement indicate that student leaders consider the Dean of Students Office advising services to be the model standard while recognizing that other things are done in the office in addition to the advising services.

The action plan from last year to improve the ASG leaders’ understanding of the ASG Advisors roles and responsibilities was to include this information in training provided in the summer or early fall before the academic year begins. During this training, ASG Advisors provided information to the ASG leaders about the advisors’ roles and how these roles relate to the ASG leaders roles and supplemented the information with a role play. The survey responses this year indicated this information during the training effectively improved the ASG leaders’ understanding of the ASG Advisors roles and responsibilities. The action plan for next year is to continue the ASG Advisors’ participation in providing information during the training for the ASG leaders during summer 2013.

The action plan from last year to improve the return rate of the survey included enhancing the anonymity of the respondents by changing the survey instrument from a Word document to an on-line GATO form, which would eliminate the need to return the survey in person to the Dean of Students Office. The process was changed this year to a completely electronic process. The link to the on-line survey instrument was emailed to the ASG leaders. The ASG leaders completed and submitted the survey on-line. The change was made later than originally planned, so while the survey return rate improved from the last two years it could be improved more. The action plan for next year is to continue using the on-line survey and to email the link to the ASG student leaders earlier next year, which would be by Monday, April 14, 2014 to allow reminders to be emailed to the ASG student leaders on April 21, 2014 and April 28, 2014.

#### ASG Student Leadership Skills Proficiency

Advisors in the Dean of Students Office observed daily interactions with student leaders throughout the year and used a rubric to determine the students’ leadership skills proficiency. The rubric advisors used reflects students’ progressive levels of leadership skills proficiency from *Member* (lowest level) through the three middle levels *Volunteer/Contributor*, *Coordinator*, and *Organization Veteran* to *Visionary* (highest level). Students develop through these levels by mastering leadership skills in all three areas of “Nuts & Bolts,” “People & Places,” and “Personal Skills.”

During fall 2012 and spring 2013, advisors observed five (5) student leaders from the Associated Student Government (ASG). The levels of leadership skills proficiency and the following results are illustrated in the Leadership Skills Levels Yearly Comparison table (below).

In fall 2012 the five ASG leaders demonstrated their leadership skills proficiency between the VISIONARY (highest) level and VOLUNTEER/CONTRIBUTOR (second to lowest) level. 20% of the ASG leaders were at the VISIONARY, 40% were at the ORGANIZATION VETERAN

level, another 20% were at the COORDINATOR level, and 20% 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-thru

In spring 2013 the five 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. 60% of the ASG leaders were at the VISIONARY level and another 20% were at the ORGANIZATIONAL VETERAN, which is a total of 80% of the ASG leaders at the top two levels. 20% of the ASG leaders were at the COORDINATOR level. All ASG leaders demonstrated at least the following skills:

- delegate
- network intentionally
- manage priorities

80% of the ASG leaders in the two highest levels of leadership skills proficiency in spring 2013 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,

<b>Leadership Skill Level</b>	<b>Fall 2012</b>	<b>Spring 2013</b>	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Fall 2010</b>	<b>Spring 2011</b>
MEMBER (lowest level)	0	0	0	0	0	0
VOLUNTEER/CONTRIBUTOR	20%	0	25%	0	50%	0
COORDINATOR	20%	20%	37.5%	25%	50%	50%
ORGANIZATIONAL VETERAN	40%	20%	37.5%	37.5%	0	25%
VISIONARY (highest level)	20%	60%	0	37.5%	0	25%

All ASG leaders increased their leadership skills proficiency and moved up to a higher level during 2012-2013. 20% of the ASG leaders moved from leadership skills proficiency level VOLUNTEER/CONTRIBUTOR in fall 2012 to the COORDINATOR level in spring 2013, 20% moved from the COORDINATOR level in fall 2012 to the ORGANIZATIONAL VETERAN level and another 40% moved from ORGANIZATIONAL VETERAN level in fall 2012 to the VISIONARY level in spring 2013.

80% of ASG leaders were in the two highest levels of leadership skills proficiency in spring 2013 in comparison to 75% in spring 2012 and 50% in spring 2011. However, 20% and 25% of ASG leaders were in the two lowest levels in fall 2012 and fall 2011 respectively in comparison to 50% in fall 2010. This indicates a trend of ASG leaders starting with higher levels of leadership skills proficiency.

## **Presentations by Area Staff**

n/a

## **Special Recognitions for Area Staff**

n/a

## **Progress on Objectives for 2012-2013**

### Objective 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

### Objective 1 status

This objective is in process of being completed. The ASG Special Assistant compiled a comprehensive ASG manual during the year. Information for the ASG Advisors Manual has also been compiled and a structure for the manual was created. A training agenda for the ASG Election Commission was created and implemented this year.

### Objective 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

#### Objective 2 status

The ASG President and Vice-President led the following efforts that assisted in achieving their objectives for this year.

1. Created, implemented and collaborated with faculty of the Scholarly Travel and Activity for Research (S.T.A.R.) Grant to achieve the “Enriching Academics.”
2. Advocated in the reallocation of space in LBJ Student Center for Veteran students to achieve the “Engaging Students.”
3. Advocated in the reallocation of space in LBJ Student Center for student organizations from cubicles to open movable meeting furniture to achieve the “Engaging Students.”
4. Implemented “Engagement Weeks” throughout the academic year to outreach to students and advertise ASG to achieve the “Engaging Students.”
5. Advocated the importance of higher education issues by actively engaging with state legislatures in one-on-one meetings and the state-wide university Legislative Day to help achieve the “Enhancing National Recognition.”

#### **Objectives for 2013-2014**

1. Continue to implement a transition program for ASG President, Vice-President and others
  - a. Finish creating an ASG Advisors Manual
2. The ASG President and Vice-President plan to achieve the following initiatives in 2013-2014:
  1. Pride
    - a. Revamp student’s experience for before and during athletic events.
      - i. enhance tailgate
      - ii. create a new game opening tradition involving a march
    - b. Promote a maroon and gold campus,
  2. Affordable Education
    - a. create discount days each semester at the University Bookstore
    - b. create ability to establish a line of credit at the University Bookstore when buying textbooks that can be paid by financial aid disbursement
    - c. create new scholarship opportunities with corporate sponsors
    - d. establish a discount card at local businesses
  3. Community
    - a. Create a party registration system, increase awareness and participation in the Achieving Community Together program
    - b. Establish special game day events or ticket rates for community members at athletic events.
  4. Sustainability
    - a. Implement a lights-off program for low traffic buildings during weekend and late-night hours
  5. Safety
    - a. Update the Texas State phone app with an alert function for campus emergencies by adding a campus crime activity report section

- b. Bring back a safe-ride program by working with local businesses and the city government.

### **Trends/Challenges for 2013-2014**

A trend as well as an obstacle for 2013-2014 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. Additionally, a trend of ASG leaders starting with higher levels of leadership skills proficiency has also emerged indicating a need for new, more advanced leadership development.

**ANNUAL REPORT  
Dean of Students Office  
ATTORNEY FOR STUDENTS**

**Student Affairs Division  
Texas State University  
2012-2013**

**Accomplishments/Retention Initiatives**

The Attorney for Students hired a new administrative assistant on September 1, 2012. In 2012-2013 this office served 885 students by appointment and over 875 students through presentations to organizations, classrooms and similar programs, double from the previous year. Students continue to comment that the consultation with one of the attorneys has relieved them of the stress of dealing with their legal issue 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. Most importantly, when the students who used our services were asked, “did this service help you in deciding to stay at Texas State?” 43% responded “yes” – a number that is quite significant for the mission of this department and division.

Collaborative Educational Outreach programs with Academic Affairs

The Office of 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. Although lack of space remains a challenge, the Political Science Department has expressed gratitude for our flexibility and is a firm long-term partner for such experiences.

In addition to the work done with the Department of Political Science, this office has made presentations to incoming US1100 faculty at their fall inservice. This resulted in over 30 invitations to speak at US1100 classes in both the fall and the spring.

Educational Outreach/Presentations by Dept. Staff to Online Communities

One of the half-time attorneys took charge of the office website and Facebook account to help students become more aware of a variety of issues from renting to running red lights in a format they are likely to use – the web and social media. As of May 2013, we now have 177 friends on Facebook. The half-time attorney regularly adds socially current memes to both the website and Facebook to encourage student views and the result has been successful in bringing more students attention to the legal issues of the day.

The office also created a series of successful videos for our website and Facebook page on renting. The ten videos involved students in a variety of settings – ranging from game shows to faux news programs and a video of a mother and father taking their daughter to see her first apartment. The videos are all humorous and join with the creative memes to keep students returning to the Attorney for Students website.

### Other Marketing Initiatives

During the 2012 year, the office decided that it would try additional methods of outreach and invested in \$450 for ads on the Texas State tram service. While it is difficult to tell precisely (someone could have seen it and told a friend – 16% of our students indicated that they learned of our services by word of mouth), this unfortunately yielded only 7 students during the fall and thus it was determined that this was not the most cost-efficient way to advertise our services. As students stay predominantly online, it is not surprising that over 37% indicated that is how they found us. Consequently our Internet initiatives mentioned above will continue to get the bulk of our attention and resources to let students know that we are here and available to assist them.

### **Progress on 2012-2017 Administrative Support Plan / Strategic Plan 2012-2013**

#### Department Goal 2 (2012-2017):

Integrate technology into all Dean of Students Office services to improve achievement of department core functions.

#### Department Objective: Objective 2.1:

Utilize information technology to improve achievement of department core functions.

Student Affairs Goal: VI. Develop and manage financial, physical and technological resources effectively and efficiently.

#### Department Strategy: Strategy 2.1.1:

Incorporate Adirondack System department wide.

Beg FY: FY13            End FY: FY13

Status: Completed. This strategy was successfully implemented on January 2013 when the Adirondack file management software came online for the Attorney for Students Office. This software did not integrate with our previous system, so a number of cases had to be individually transferred but in spite of the inevitable growing pains, the system is progressing well and is proving to be very useful to this office in terms of functionality and report generation. In our communications with the software's developers, we are hoping for improved interconnectivity with Banner and feature improvements that will enhance the program's functionality in this office. Unfortunately because this program implementation came over half-way into the fiscal year and the fact that the previous system didn't talk to the current software, some longitudinal data was lost and is being rebuilt by hand to the extent possible.

#### Department Goal 4 (2012-2017):

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

#### Department Objective 4.1 (2012-2017):

Increase staff to manage growing programs and services while maintaining personal safety and a high level of customer service.

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

Department Strategy 4.1.1 (2012-2017):

Research and implement addition of full-time receptionist.

Beg FY: FY13            End FY: FY15

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. We would anticipate the position starting off as part-time, evaluating its effectiveness and after a period of time we could determine if it was best to keep it part time or request it be moved to full time.

## **Assessments**

The Attorney for Students Office had two primary mechanisms for measuring student response to our program: a Customer Satisfaction Survey and Customer Tracking Data that we could extricate from our client intake software which is linked to Banner. This year we moved our paper-and-pencil Customer Satisfaction Survey to an online survey on February 11, 2013. With a borrowed Android tablet (loaned to our office for the test period), we were able to have students give quick and easy feedback (and allowing the screen to be increased in size to accommodate those with visual impairments) and could get an immediate analysis instead of having to take staff time to hand count the results and then move that information into a spreadsheet that we could incorporate into a report. In the fall of 2013 we hope to purchase a dedicated, low-cost tablet that will allow us to continue this successful pilot. In the meantime, we have had to blend the paper reports with the online reports on Customer Satisfaction, and our previous Attorney for Students Customer Tracking software with Adirondack, creating some challenges for data analysis for 2013, but it excites us for 2013-2014 as we will finally be all digital and one system for each measure which should increase our efficiency and ease of use significantly.

Finally, the types of cases this office handles has remained steady with the bulk of the cases (44%) being minor criminal charges, followed by renting and family issues (30%), wills and probate at 4%, expunctions and nondisclosures at 3% and all other matters no more than 2% (the range from accident, insurance, employment matters, injuries, financial matters and the like).

### Customer Tracking

Who visits the office of the Attorney for Students? According to our customer tracking data, 56% were male (up from 47% in 2011-2012) and 22 individual students identified as veterans. Due to the changeover in software, we were unable to track student classification, but a large portion of the criminal matters continue to involve freshman.

The ethnicity of students who visited our office was not in the data collected by Adirondack, so we will be working with that software to see if we can have that identified in the 2013-2014 report.

### Customer Satisfaction Survey

Our Customer Satisfaction Surveys for 2012-2013 utilized an overall satisfaction scale (Likert) which ranged from exceptionally satisfied to not at all satisfied. Exit surveys completed by 147 clients leaving their session indicate a high degree of satisfaction with the service they received during their consultations (94% were either highly satisfied or exceptionally satisfied). More specifically, of the 147 clients responding to the question, "Would you use our office again or recommend it to another student in the future?" 99% answered "yes." These results conform to 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 (this was not a survey question but spontaneous responses at the end of the survey).

When asked in a the survey if our service was helpful in allowing the student to stay focused on his or her academics, 81% ( $n=147$ ), answered yes, which is an increase of 4% over 2011-2012, although the number of responses collected was smaller due to the change in collection methods.

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?" 43% responded "yes" ( $n=147$ ), a response rate that was slightly above the 2011-2012 survey and exceeds the assessment target of 30%. 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 helped to reduce their stress and made them feel that their problems were not insurmountable. Comments from the students ranged from "The service was exceptional. I got the legal advice I was looking for" to "Milena for President." Negative comments were focused primarily on wanting shorter times for getting an appointment to "Office needs to grow."

### **Presentations by Area Staff**

In the 2011-2012 Annual Report this office listed each of its presentations: the attorney, presentation title, audience and location. Because this office doubled the number of presentations it

gave this past year from an audience of 400 to an audience of over 875 (and 33 presentations to the US1100 classes alone) for the sake of brevity the following synopsis is offered:

person	presentation title	audience	location
Sylvia Homes	Renting 101	165 resident students	10 residence halls at Texas State
Sylvia Homes	LGBTQ issues	25 students	Texas State
Shannon FitzPatrick	Attorney For Students Office Services	527 US 1100 freshman students	32 classrooms at Texas State
Shannon FitzPatrick	How to Mentor Residents Who are Going to Sign Their First Lease	35 Resident Assistants	Texas State
Shannon FitzPatrick	Renting 101	17 resident students	2 residence halls at Texas State
Milena Christopher	Attorney For Students Office Services	19 US 1100 students	1 classroom at Texas State
Milena Christopher	Renting Issues Facing Students in 2013	28 students	Texas State
Milena Christopher	All You Wanted to Know About Family Law but Were Afraid to Ask	60 faculty and staff	Texas State

In addition, this office arranged for attorney Mitch Katine to present to the campus on LGBTQ issues that are presently before the Supreme Court. Mr. Katine was the lead attorney in Lawrence v. Texas which made criminal laws against gays illegal in the United States. Over 50 students & staff participated in these presentations.

### Special Recognitions for Area Staff

person	recognition	organization recognition from
Attorney for Students Office	Safe Office Award	Multicultural Student Affairs
Sylvia Holmes	Elected President	Western Region of the NLADA

### Progress on Objectives for 2012-2013

#### Objective 1

Assist at least 100 more clients in person and 400 more students through group presentations.

#### Objective 1 status

This was accomplished because the number of students who attended our office presentations increased by over 100% from the previous year.

#### Objective 2

Maintain a satisfaction rate of at least 90% of highly or exceptionally satisfied clients.

#### Objective 2 status

This was accomplished with 94% of clients who responded to the satisfaction survey reported being either highly satisfied or exceptionally satisfied, which is 4% higher than the set objective.

#### Objective 3

Accomplish changeover from current client intake system to the Adirondack system.

#### Objective 3 status

This happened in January of 2013 and despite a few bugs to get ironed out, the program has been successfully installed and implemented.

#### Objective 4

Create an assessment tool for interns to help determine success of this program with the Department of Political Science.

#### Objective 4 status

Due to our need to hire a new administrative assistant in the fall of 2012 and other challenges that the Department of Political Science was facing, we were not able to get this concept off the ground.

### **Objectives for 2013-2014**

1. Maintain the intensive presentation pace with the freshman class and other groups.
3. Maintain a satisfaction rate of at least 90% highly or exceptionally satisfied clients.
4. Increase social media presence (ex: increase Facebook “likes” by 30%, aggressively vet new technologies to communicate with students as they arise)
5. Assist ACT with a successful implementation of the “10 minute” presentation
6. Create two to three focus groups to improve marketing for the office.

### **Trends/Challenges for 2013-2014**

With three attorneys and only two offices, we continue to see the need for greater space and additional support staff. The noise and confidentiality issues are present as well so we continue to be hopeful that we will be able to expand our footprint in a few years. As our office currently stands, we have no conference area to speak with multiple residents, family members or even conflicting parties to try and help resolve issues.

As our office has increased its visibility in the student community, we have increased the strain on the administrative assistant position. 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 the like. 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 actually be able to help with legal matters which in turn would make the office more productive.

Reaching the students where they are will always be a challenge since much of this involves technology which is constantly changing. The office met that challenge head on this year by creating a series of videos that can engage students and help them to understand the issues that are critical to the success as students. Having the resources (both financial and staff) in the future to accomplish such initiatives will also be challenging, but with the creative individuals in the Attorney for Students Office, it is a challenge that will be met with vigor!

**ANNUAL REPORT  
Dean of Students Office  
GREEK AFFAIRS**

**Student Affairs Division  
Texas State University  
2012-2013**

**Accomplishments/Retention Initiatives**

The Greek Affairs Office was transferred to the Dean of Students Office effective September 1, 2013. During the year a new staff was hired and included one Assistant Dean of Students, two Student Development Specialists-Greek Affairs Coordinators and a Graduate Assistant. One position, an Administrative Assistant, remains to be filled.

Fall recruitment for Panhellenic resulted in 535 applicants, 299 for the Interfraternity Council (IFC), 20 for the National Pan-Hellenic Council (NPHC) and 19 for the Multicultural Greek Council (MGC). Complete number for spring recruitment not available at time of report, due to technology transition

There were two organizations Gamma Phi Beta sorority and Phi Kappa Tau fraternity, which completed expansion and re-colonization to the campus and joined the Panhellenic and Interfraternity Councils respectively

**Progress on 2012-2017 Administrative Support Plan / Strategic Plan 2012-2013**

Strategic planning process has not occurred as of this report writing.

**Assessments**

Assessment planning process has not occurred as of this report writing.

**Presentations by Area Staff**

person	presentation title	audience	location
Vincent E. Morton	New Member Education	New Greek Initiates	Texas State
Vincent E. Morton	Greek Life at Texas State	Parents of New Students	Texas State
Vincent E. Morton	Judicial Board Training	Interfraternity Council Judicial Board	Texas State
Vincent E. Morton	Gamma Phi Beta Welcome	New Greek Initiates	Texas State
Vincent E. Morton	Leadership	Student Foundation	Texas State

Vincent E. Morton	Leadership	Black Student Organization Retreat	Texas State
Vincent E. Morton	Professionalism	Orientation Leaders	Texas State

### **Special Recognitions for Area Staff**

n/a

### **Progress on Objectives for 2012-2013**

NONE ESTABLISHED - FY13 is initial year of transition.

### **Objectives for 2013-2014**

1. Develop a process for addressing organizations on academic probation.
2. Update Student Affairs Policies and Procedures Statements which affect the Greek community.
3. Create a source book including national organizations missions, goals, values and scholarship programs.
4. Move Panhellenic Recruitment to the Embassy Suites.
5. Assess new member recruitment process for Multicultural Greek Council, National Pan Hellenic Council and Interfraternity Council.
6. Implement a Greek Summit for FY13.
7. Implement a Leadership Development component for Chapter and/or Council Leaders.
8. Finalize technology process for grade report data base.

### **Trends/Challenges for 2013-2014**

Challenges include finalizing staff (one administrative assistant to hire) and moving into permanent offices.

**ANNUAL REPORT**  
**Dean of Students Office**  
**LEADERSHIP INSTITUTE**

**Student Affairs Division**  
**Texas State University**  
**2012-2013**

**Accomplishments/Retention Initiatives**

1. Conducted a successful Third Annual Leadership Institute Annual Conference February 15-16, 2013 with 340 students, 36 speakers and 41 volunteers participating.
2. Sent 25 students to the Third Annual LBJ Presidential Library and Museum Trip for Texas State Student Leaders to commemorate the anniversary of the signing of the Higher Education Act of 1965.
3. Sent 38 students to state and national student leadership conferences through the DOS Student Leadership Travel Fund including:
  - a. Sent nine (9) students to LeaderShape National Sessions during summer 2012
  - b. Sent six (6) students to the Fifteenth Annual University of Houston-Clear Lake Student Leadership Conference in November 2012.
  - c. Sent three (3) students to the National Hispanic Institute's Collegiate Leadership Network Challenge in October 2012.
  - d. Sent eight (8) students to the Hatton W. Sumners Undergraduate Student Leadership Conference in February 2013.
  - e. Sent five (5) students to the Texas Leadership Summit in February 2013.
  - f. Sent five (5) students to the Texas Student Leadership Forum on Faith and Values in March 2013.
  - g. Sending the ASG President and Vice President to LeaderShape National Sessions in July 2013.
4. Conducted a Leadership Film Series: Dinner and a Movie event during both the fall 2012 and spring 2013 semesters with 127 students participating.
5. Conducted six workshops as part of the Leadership Workshop Series (three in the fall 2012 and three in the spring 2013) with 202 students participating.
6. Fundraised approximately \$20,000 from departmental and corporate sponsors to fund the Leadership Institute Annual Conference and other leadership initiatives.
7. Completed paperwork to charter the Student Leadership Team out of the Dean of Students Office and continued their advising and development. The Student Leadership Team members:
  - a. participated in bi-weekly meetings (and bi-weekly officer meetings) during the academic year and two day and day and a half 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 as well as special projects such as the Common Experience events and Tibetan Monk Student Leader Reception.

8. Hosted the first campus-based session of LeaderShape®-Texas State with 57 students and 15 staff participating.

### **Progress on 2012-2017 Administrative Support Plan / Strategic Plan 2012-2013**

#### Department Goal 3 (2012-2017):

Facilitate student success through leadership development opportunities which focus on needs of a diverse student population.

#### Department Objective 3.1 (2012-2017):

Increase the collaboration with faculty, staff and student 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:       II. Create and deliver co-curricular programs and services through partnerships with faculty, staff, and external constituents to ensure the success of students.

#### Department Strategy 3.1.1 (2012-2017):

Develop and implement a comprehensive set of activities for a multi-tiered Texas State Leadership Institute.

Beg FY: FY12               End FY: FY17

Status:                   This year the Institute expanded its programming beyond the Leadership Institute Annual Conference, Leadership Workshop Series and Leadership Film Series. The Institute worked incredibly hard during the summer of 2012 to unveil the *Texas State Leadership Capstone Program: Step Forward Give Back*. The capstone program was so successful, that we chose to offer it again in the spring. Planning and the implementation of the Institute's first campus-based session for LeaderShape®-Texas State also contributed to the multi-tiered leadership development programming for the Institute.

#### Department Strategy 3.1.2 (2012-2017):

Create the Texas State Leadership Institute Advisory Board.

Beg FY: FY12               End FY: FY14

Status:                   Due to the importance of increasing programmatic offerings by the Leadership Institute, priorities to sustain the quality associated with the Leadership Institute Annual Conference, and along with the loss of the Leadership Institute Coordinator, a decision was made to postpone the formal creation of this body. 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, College of Education and the College of Science and Engineering.

#### Department Strategy 3.1.3 (2012-2017):

Implement a senior capstone program at Texas State.

Beg FY: FY12               End FY: FY14

Status: The Leadership Institute worked incredibly hard during the summer of 2012 to unveil the Texas State Leadership Capstone Program: Step Forward, Give Back. The capstone program was offered again in the spring 2013 because it was so successful during the fall semester. A total of 39 students have successfully completed the capstone program, and we have hosted incredible speakers ranging from academic deans to attorneys and legislators. This program will continue to be offered each long semester.

Department Strategy 3.1.4 (2012-2017):

Create Leadership Institute Endowment.

Beg FY: FY12            End FY: FY14

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.

Department Strategy 3.1.5 (2012-2017):

Connect the Dean of Students Office chartered student organizations (Associated Student Government and Student Foundation) to the Texas State Leadership Institute.

Beg FY: FY12            End FY: FY17

Status: 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, the Texas Leadership Summit and the LBJ Presidential Library and Museum Trip for Texas State Student Leaders. ASG and SF members were selected to serve as small group facilitators for the Leadership Institute Annual Conference, along with members of the Student Leadership Team and other chartered student organization members. The Leadership Institute actively recruited ASG and SF members to apply for the *Texas State Leadership Capstone Program: Step Forward Give Back*, and the 2013-2014 Student Body President and Vice President were selected to attend a LeaderShape national session supported utilizing the Student Leadership Travel Fund. In addition to the connections with ASG and SF, the Leadership Institute completed the paperwork to establish the Student Leadership Team as a chartered student organization under the Dean of Students Office umbrella.

Department Strategy 3.1.6 (2012-2017):

Create a website portal that provides a clearinghouse of all campus leadership programs and activities.

Beg FY: FY12            End FY: FY17

Status: Most of the website development was completed during the summer of 2011. The Leadership Institute has its own domain allowing us to have more freedom with content than if it were hosted under the Dean of Students Office. The website showcases the annual conference, tiered programming model, and the program offerings for the 2012-2013 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 an additional Graduate Research Assistant who will have as one of its responsibilities the task of creating the clearinghouse.

Department Strategy 3.1.7 (2012-2017):

Hire a full-time support staff person.

Beg FY: FY13                      End FY: FY15

Status:                      While this strategy remains a priority for the Leadership Institute, we have been unable to hire a full-time support staff person. Other areas within the Dean of Students Office had greater staffing needs. However, the Leadership Institute received Student Service Fee funding to hire an additional Graduate Research Assistant and this position has been filled for 2013-2014.

**Assessments**

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 47<sup>th</sup> Anniversary of the signing of the Higher Education Act of 1965. This official university event occurred on Wednesday, November 8, 2012 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 25 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 Larry Temple (Special Counsel to President Johnson), Bob Hardesty (Special Assistant to President Johnson), Harry Middleton (Speechwriter for LBJ & Former LBJ Library Director), Luci Baines Johnson (daughter of President Lyndon B. Johnson), and Mark Updegrave (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 support leadership development and education at Texas State (see chart below).

<b>Numbers</b>	<b>Delegate Department Name</b>
3	Associated Student Government
1	College of Fine Arts and Communication
5	Dean of Students Office-Leadership Institute

4	Honors College
2	Housing and Residential Life
3	LBJ Student Center
2	Texas State Leadership Capstone Program
2	Student Foundation
2	Student Leadership Team
1	University College

Assessment

A paper survey with seven questions was provided to the participants the day of the trip and collected on the bus trip home. 25 of 25 students completed the evaluation form yielding a 100% response rate.

<b>Attendance Summary</b>	
Participants	25
Semester	Fall 2012
Enrolled Students	25 (100%)
<b>Ethnicity</b>	
Unassigned	0 (0%)
White (Non-Hispanic)	14 (56%)
Black (Non-Hispanic)	5 (20%)
Hispanic	6 (24%)
Asian/Pacific Islander	0 (0%)
<b>Gender</b>	
Female	13 (52%)
Male	12 (48%)
<b>Classification</b>	
Freshman	2 (8%)
Sophomore	3 (12%)
Junior	9 (36%)
Senior	11 (44%)

The average rating of the LBJ Presidential Library and Museum Trip for Texas State Student Leaders was a 4.92 on a scale of 1 to 5 with 5 being the highest rating possible. 92% of respondents rated the overall event at a 5 which is up from 80% from the previous year. Two participants rated the event 4 out of 5. 100% of respondents would recommend the conference to another Texas State 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 wished that they had more time to see the library and to see more of it. This was not possible due to a major renovation project taking place at

the library during that time. All of the students were encouraged to revisit the library once it reopened in December.

One student who summarized the overall experience said “Attending the LBJ Library trip, was one of the highlights of my senior year. I had the opportunity to sit in a room with people who knew LBJ firsthand because they were some of his closest friends and advisors. It was awe inspiring to learn more about our institutions greatest alumnus.” Another student had this to say: “The LBJ Presidential Library and Museum trip is a must for any student in need of inspiration, motivation, or just a good laugh. Loved the recordings!”

### Improvements

One of the largest complaints of the trip was the lack of a full tour of the library. This, however, was because of the closure of the museum due to major renovations to improve the LBJ Presidential Library and Museum. Next year, students will be able to access the new and improved museum that is more interactive with more utilization of technology. The results from the assessment also indicate a desire for shorter periods of sitting or an additional break to get participants up and moving, and more opportunities for informal interaction and dialogue with the speakers. 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 12, 2012, 5:00-6:30 p.m., the Leadership Institute held its inaugural Leadership Workshop series event titled “Social Justice: Toward Global Understanding”, which sought to help students understand the definition of social justice, along with the local implications of significant global issues, how power, privilege and oppression can affect an individual’s ability to recognize and value others, and ways in which students can respond with meaningful, concrete actions. Participants also gained an understanding of the challenges and rewards of infusing social justice into their leadership philosophy and striving to create socially-just communities. The workshop was presented by Dr. Kazique “K.P.” Prince.

On Wednesday, October 17, 2012, 5:00-6:30 p.m., the Leadership Institute offered the “Living Your Legacy and Making a Difference: The Next Generation of Activists” workshop in the LBJ Student Center. This workshop provided students with an opportunity to gain valuable knowledge, tools and inspiration to stand up for social change based on integrity, passion and your vision for a better world. Whether the participants focus is on social, political, economic or environmental change, this session was helpful in understanding the nuts and bolts of organizing and rallying others around a cause and tips for success, including goal-setting and assessment of your campaign. Mr. Kevin Kline is a Texas State University alum as well as founder and president of the Snowdrop Foundation, a charity which raises money for Texas Children’s Cancer Center.

On Tuesday, November 13, 2012, 5:30-7:00 p.m., the Leadership Institute offered the “Friendraising vs. Fundraising” workshop presented by Sara Pfeifer. Sara Pfeifer is the Major Gift Officer in the University Advancement Office, and presented about the Texas State capital campaign and how students can emulate this model in their organization or individual fundraising plans. Pfeifer explained the importance of cultivating relationships and covered topics such as understanding the components of successful fundraising campaigns, the importance of ethics and integrity when engaging in fundraising activities, and appropriate ways to communicate with prospective donors.

On Wednesday, March 6, 2013, 5:00-6:30 p.m., the Leadership Institute offered a workshop in the LBJ Student Center entitled “Bystander Behavior: Leadership in a Social Setting.” The workshop was presented by Julie Eckert, Assistant Director of the Student Health Center. Julie provided students with an opportunity to engage in conversation and learn about the barriers that keep bystanders from intervening when problematic behavior arises related to drinking and driving, hazing, sexual assault, alcohol poisoning and substance abuse. This was an interactive presentation engaging students in discussion with each other regarding how they would behave in such situations. This workshop was offered at a vital time in the semester as students were heading out for spring break the following week.

On Wednesday, March 27 2013, 5:00-6:30 p.m., the Leadership Institute invited Mrs. Laura Duhon, Senior Lecturer in the Department of Curriculum and Instruction, to present on the topic of “Bringing Out the Best in Your Team.” The general purpose of this workshop was to help students understand their leadership style and its impact on the overall organization, evaluate their coaching and mentoring skills (including identifying areas for improvement), learn strategies and approaches for developing their team members in ways that work best for them, and understand techniques that promote constructive dialogue (listening, validating and agreeing on steps for positive change). Laura shared information from personal experiences as an undergraduate student at Texas State.

On Tuesday, April 16, 2013, 5:00-6:30 p.m. the Leadership Institute offered its final workshop of the year on “Social Entrepreneurship: Focusing on More than the Bottom Line.” Dr. Steve Dietz, Assistant Professor in the Department of Occupational, Workforce, and Leadership Studies, gave an interactive presentation to students to assist them in gaining a greater understanding of this principle, leadership qualities necessary for success,

and how local and global issues (such as hunger, poverty, homelessness, etc.) can be creatively solved through social entrepreneurship.

Assessment

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

**9/12/2012: Social Justice: Toward Global Understanding**– Survey provided to 39 participants and collected from 32 individuals at the end of the workshop with a response rate of 82.05%.

<b>Attendance Summary</b>	
Participants	39
Semester	Fall 2012
Enrolled Students	36 (92.3%)
Unknown	3 (8.3%)
<b>Ethnicity</b>	
Unassigned	5 (12.8%)
White (Non-Hispanic)	10 (25.6%)
Black (Non-Hispanic)	6 (15.4%)
Hispanic	15 (38.5%)
Asian/Pacific Islander	3 (7.7%)
<b>Gender</b>	
Female	27 (69.2%)
Male	12 (30.1%)
<b>Classification</b>	
Freshman	1 (2.6%)
Sophomore	8 (20.5%)
Junior	9 (23.1%)
Senior	14 (35.9%)
None (non-students)	3 (7.7%)
Graduate	3 (7.7%)
Post Baccalaureate	1 (2.6%)

100% respondents agreed (6 individuals) or strongly agreed (25 individuals) that the presenters were knowledgeable. 100% of respondents agreed or strongly agreed that the activities were fun and engaging and that the material will be beneficial to them as a leader. 87.5% of respondents agreed or strongly agreed that the time, place, and length of the workshop was appropriate, with 2 respondents being neutral and 1 disagreeing.

**10/17/2012: Living Your Legacy and Making a Difference: The Next Generation of Activism**– Survey provided to 65 individuals and collected from 32 with a response rate of 49.2%.

<b>Attendance Summary</b>	
Participants	65
Semester	Fall 2012
Enrolled Students	60 (92.3%)
Unknown	5 (8.3%)
<b>Ethnicity</b>	
Unassigned/Unknown	15 (23.1%)
White (Non-Hispanic)	24 (36.9%)
Black (Non-Hispanic)	6 (9.2%)
Hispanic	15(23.1%)
Native Hawaiian/Pacific Islander	3 (4.6%)
Asian/Pacific Islander	2 (3.1%)
<b>Gender</b>	
Female	45 (69.2%)
Male	20 (30.8%)
<b>Classification</b>	
Freshman	18 (27.7%)
Sophomore	12 (18.5%)
Junior	12 (18.5%)
Senior	15 (23.1%)
Graduate	3 (4.6%)
None (non-students)	5 (7.7%)

100% of respondents agreed or strongly agreed that the presenter was knowledgeable and engaging. 96.9% agreed or strongly agreed (with 3.1% being neutral) that the material will be beneficial to them as a leader. 96.9% of respondents agreed or strongly agreed that the workshop was of benefit to them, with one respondent choosing neutral.

**11/13/2012: Friendraising vs. Fundraising** – Survey provided to 36 individuals and collected from 24 with a response rate of 66.7%.

<b>Attendance Summary</b>	
Participants	36
Semester	Fall 2012
Enrolled Students	35 (97.2%)

Unknown	1 (2.7%)
<b>Ethnicity</b>	
Unknown	6 (16.7%)
White (Non-Hispanic)	8 (22.2%)
Black (Non-Hispanic)	2 (5.6%)
Hispanic	17 (47.2%)
Native Hawaiian or Pacific Islander	1 (2.7%)
Asian/Pacific Islander	2 (5.6%)
<b>Gender</b>	
Female	22 (61.1%)
Male	14 (38.9%)
<b>Classification</b>	
Freshman	11 (30.6%)
Sophomore	11(30.6%)
Junior	2 (5.6%)
Senior	11 (30.6%)
None (non-student)	1 (2.7%)

88% of respondents agreed or strongly agreed that they have a greater understanding of the successful components of fundraising with 8% responding neutral. 96% agreed or strongly agreed the speaker was knowledgeable and engaging. 87.5% agreed or strongly agreed the length of the program was appropriate with 12.5% of respondents being neutral or disagreeing.

**3/6/2013: Bystander Behavior: Leadership in a Social Setting** – Survey provided to 28 attendees and collected from 23 individuals with a response rate of 82.1%.

<b>Attendance Summary</b>	
Participants	28
Semester	Spring 2013
Enrolled Students	28 (100%)
Unknown	0 (0%)
<b>Ethnicity</b>	
Unknown	1 (3.5%)
White (Non-Hispanic)	9 (32.1%)
Black (Non-Hispanic)	1 (3.5%)
Hispanic	14 (50%)
Asian/Pacific Islander	2 (7.1%)
Native Hawaiian or Pacific Islander	1 (3.5%)

<b>Gender</b>	
Male	8 (28.6%)
Female	20 (71.4%)
<b>Classification</b>	
Freshman	4 (14.3%)
Sophomore	4 (14.3%)
Junior	7 (25%)
Senior	9 (32.1%)
Graduate	4 (14.3%)

100% of respondents agreed or strongly agreed that the presenter was knowledgeable, and all respondents also agreed or strongly agreed that the activities were fun and engaging. 91% agreed or strongly agreed that the material will be beneficial to them as a leader with 9% responding neutral. 100% agreed or strongly agreed the workshop greater understanding of the barriers that prevent bystanders from intervening when problematic situations arise.

**3/27/2013: Bringing Out the Best in Your Team** – Survey provided to 26 individuals and collected from 24 with a response rate of 92.3%.

<b>Attendance Summary</b>	
Participants	26
Semester	Spring 2013
Enrolled Students	26 (100%)
Unknown	0 (0%)
<b>Ethnicity</b>	
Unknown	7 (26.9%)
White (Non-Hispanic)	2 (7.4%)
Black (Non-Hispanic)	1 (3.7%)
Hispanic	14 (53.8%)
Asian/Pacific Islander	2 (7.7%)
<b>Gender</b>	
Female	23 (88.5%)
Male	3 (11.5%)
<b>Classification</b>	
Freshman	3 (11.5%)
Sophomore	10 (35.7%)
Junior	2 (7.1%)
Senior	7 (25%)
Graduate	4 (14.3%)

100% of respondents strongly agreed that the presenter was knowledgeable, and that the material will be beneficial to them as a leader. 100% of respondents agreed or strongly agreed the activities were fun and engaging. All respondents reported that the material they learned will be beneficial to them as leaders. All respondents agreed or strongly agreed that they have a greater understanding of how my leadership style affects both individual team members as well as the organization overall after attending this workshop.

**4/16/4013: Social Entrepreneurship: Focusing on More than the Bottom Line** – The Leadership Institute surveys were not provided to participants at this workshop. Instead, Dr. Dietz (presenter) and his colleague collected evaluations from participants. Dr. Dietz and his colleague will be using data collected from participants to be published in their research

<b>Attendance Summary</b>	
Participants	8
Semester	Spring 2013
Enrolled Students	8 (100%)
Unknown	0 (0%)
<b>Ethnicity</b>	
Unknown	1 (12.5%)
White (Non-Hispanic)	1 (12.5%)
Black (Non-Hispanic)	1 (12.5%)
Hispanic	3 (37.5%)
Asian/Pacific Islander	2 (25%)
<b>Gender</b>	
Female	4 (50%)
Male	4 (50%)
<b>Classification</b>	
Freshman	1 (12.5%)
Sophomore	3 (37.5%)
Junior	1 (12.5%)
Senior	3 (37.5%)

### Improvements

Based off this assessment, the Leadership Institute has been very successful in selecting knowledgeable speakers and providing fun and engaging activities for student participants that will assist them in their personal leadership development.

Also based off assessment, comments, attendance and other feedback, the Institute will continue to keep all workshops less than two hours, preferably around an hour and a half to maintain student engagement and interest, and host them in the early evening so not to compete with the typical class schedule of our student participants. We will also look at ways in which students can continue to be more engaged in the workshops.

### 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 Wednesday, October 3, 2012 at 5:00 p.m. the Leadership Institute hosted its first Leadership Workshop Series: Dinner and a Movie of the 2012-2013 school year. The event included a brief introduction followed by dinner and watching the movie “Telling Amy’s Story.” The film raises awareness about domestic violence and was followed by a panel discussion and a question and answer session. The panelists included Catherine Shellman, mother of Texas State student Tiffanie Perry, who was killed by her ex-boyfriend in September 2010, along with representatives from domestic violence outreach and advocacy organizations, Bobcats Leaving Out Violence (BLOV) and Men Against Violence.

On April 23, 2013, at 5:00 p.m., the Leadership Institute hosted its second Leadership Workshop Series: Dinner and a Movie of the 2012-2013 school year. The event included a brief introduction followed by dinner and screening the movie “Craiglist Joe” which follows a young man as he cuts his ties with family and friends to see if he can survive using nothing but the website Craiglist for a month. Refusing to bring anything aside from a computer, cell phone, camera man, and the clothes on his back, he strikes out on his own to see if he can depend on the generosity of strangers. The film was followed with discussion as well as question and answer session led by Mrs. Billi London-Gray, a publications writer in the University Marketing Office who coordinates the social media presence for Texas State University.

### Assessment

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

**10/3/2012: Dinner and a Movie, screening “Telling Amy’s Story”** – Survey provided to 80 individuals and collected from 48 individuals at the end of the workshop with a response rate of 60%.

<b>Attendance Summary</b>	
Participants	80

Semester	Fall 2012
Enrolled Students	76 (%)
Unknown	4 (%)
<b>Ethnicity</b>	
Unassigned	4 (5%)
Unknown	14 (17.5%)
White (Non-Hispanic)	15 (18.8%)
Black (Non-Hispanic)	11 (13.8%)
Hispanic	29 (36.3%)
Asian/Pacific Islander	3 (3.7%)
Native Hawaiian or Pacific Islander	4 (5%)
<b>Gender</b>	
Female	49 (61.3%)
Male	31 (38.7%)
<b>Classification</b>	
Freshman	14 (21.3%)
Sophomore	13 (16.3%)
Junior	19 (23.8%)
Senior	24 (30%)
None	4 (5%)
Graduate	6 (7.5%)

100% of respondents agreed or strongly agreed that the panelists were knowledgeable. 97.9% of respondents agreed or strongly agreed that the material will be beneficial to them as a leader, with one respondent identifying as neutral. 100% of respondents agreed or strongly agreed that the length of the program was appropriate. 100% of respondents agreed or strongly agreed that this event provided them with a greater awareness of the resources available to them regarding relationship violence.

**4/23/2013: Dinner and a Movie, screening Craigslist Joe** – Survey provided to 47 individuals and collected from 16 with a response rate of 34%. The evaluations for this event were provided to participants via email due to time constraints at the event.

<b>Attendance Summary</b>	
Participants	47
Semester	Spring 2013
Enrolled Students	45 (95.7%)
Non-Students	2 (4.3%)
<b>Ethnicity</b>	
White (Non-Hispanic)	11 (23.4%)

Black (Non-Hispanic)	4 (14.8%)
Hispanic	24 (51.1%)
Unknown	3 (6.4%)
Unassigned	1 (2.1%)
Native Hawaiian/Pacific Islander	1 (2.1%)
Asian/Pacific Islander	3 (6.4%)
<b>Gender</b>	
Female	38 (80.9%)
Male	9 (19.1%)
<b>Classification</b>	
Freshman	3 (6.4%)
Sophomore	6 (12.8%)
Junior	12 (25.5%)
Senior	20 (42.6%)
Post Baccalaureate	1 (2.1%)
Graduate	3 (6.4%)
None	2 (4.3%)

96.7% of respondents agreed or strongly agreed that the presenter was knowledgeable (one individual did not respond), 87.5% of respondents agreed or strongly agreed that the material learned will be beneficial to them as a leader, with one respondent selecting neutral and one respondent not selecting anything. 100% of respondents agreed or strongly agreed that the film series provided them with a better understanding of the ways in which community can be created through the use of social media.

#### Improvements

Based off evaluations, the lowest rated item concerned relating the information to personal leadership. To address this, the Leadership Institute should either be more clear in the description and learning outcomes for the event and be sure that we can relate these topics to student's personal leadership.

#### 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 15-16, 2013 on the Texas State University campus in the LBJ Student Center. This year's conference theme was "Global Engagement: Becoming Empowered to Change Your World." Student participants are selected through a delegate process from departments across the Texas State campus as well as each registered student organization. There were 340 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 aspects of globalization that contribute to effective leadership.
- Students will understand the obligation of leaders to be actively engaged in their local and global communities.
- Students will learn the ethical strategies and solutions other leaders use to address organizational and societal issues and concerns.
- Students will recognize the contributions diversity brings to their campus and society and be empowered to advocate for equality and inclusiveness.

The conference includes two keynote speakers – one for Friday evening (Ivan Jaime, Director of Border Policy and Community Affairs at Union Pacific Railroad Company) and one for Saturday morning (Rachael Swanson, Director of Volunteer and Community Partnerships for U.S. Fund for UNICEF) and a number of breakout sessions. Twenty one (21) breakout 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 (“Globalization”).

Participants are divided into small groups of 8-10 students which are led by experienced student leaders who come from the Student Leadership Team, Associated Student Government, Student Foundation, graduate students and student leaders from chartered student organizations on campus. 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 Population 2300 World Map activity
- Checking in/Beginning discussion about how to formulate an idea for bold action to be globally engaged
- Conference Experience reflection and discussion of how they will utilize these skills or lessons and any other take away concepts

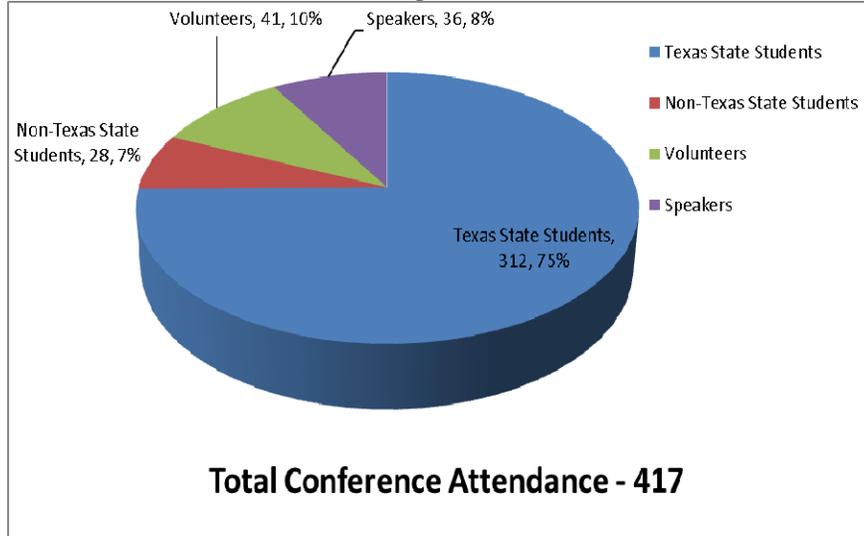
The planning committee for the conference is intentional about finding ways to integrate the conference theme into all aspects. Students were encouraged to “tweet” throughout the conference, which allowed them to comment on keynote speeches and breakout sessions, as well as connect and network with their small groups and other conference participants.

#### Assessment

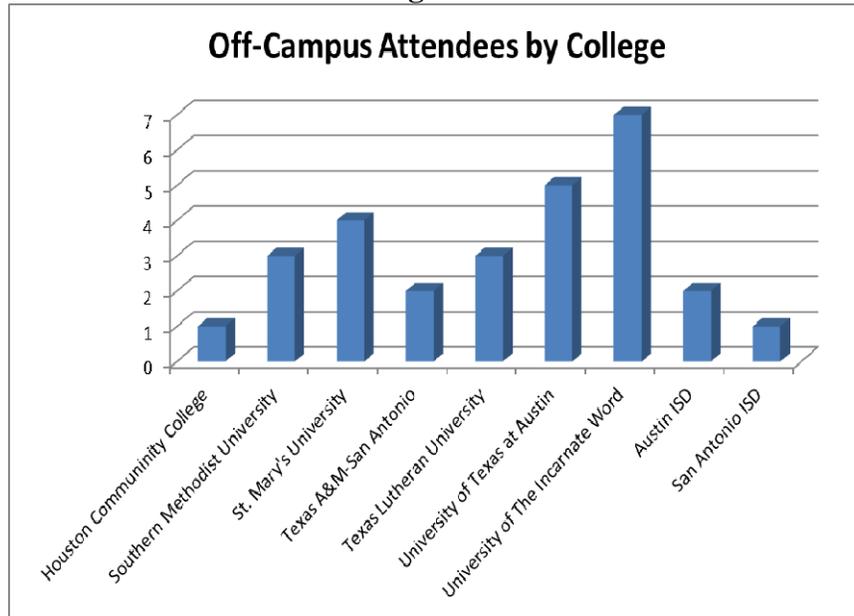
Participant tracking was conducted to determine the demographics of those attending the conference. A total of 417 people participated in the conference this year as shown in Figure 1. The non-Texas State student attendance is detailed in Figure 2 indicating the other universities who participated, which includes the University of the Incarnate Word in San Antonio, University of Texas at Austin, St. Mary's University in San Antonio, and Southern Methodist University in Waco. Figures 3 and 4 illustrate the sex and ethnicity whereas Figures 5 and 6 show the classification and college of major demographics of the

Texas State student attendees. These demographics indicate that the majority of Texas State students who attended were females (67%) and majoring within the College of Fine Arts and Communication.

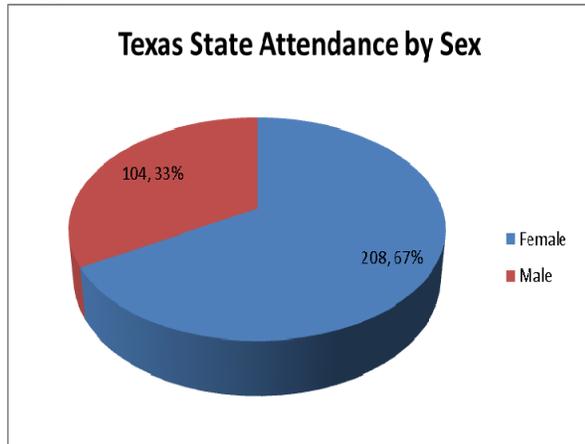
**Figure 1**



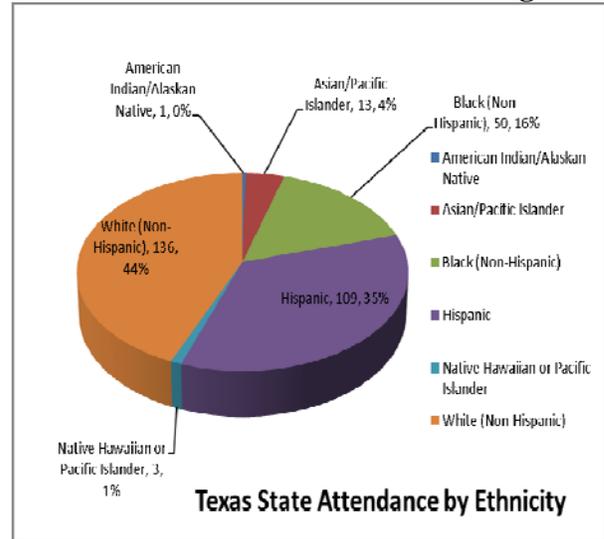
**Figure 2**



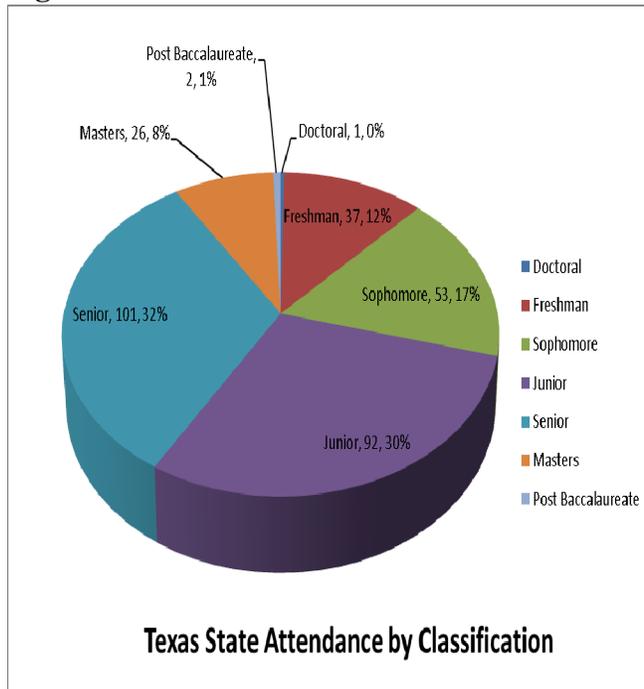
**Figure 3**



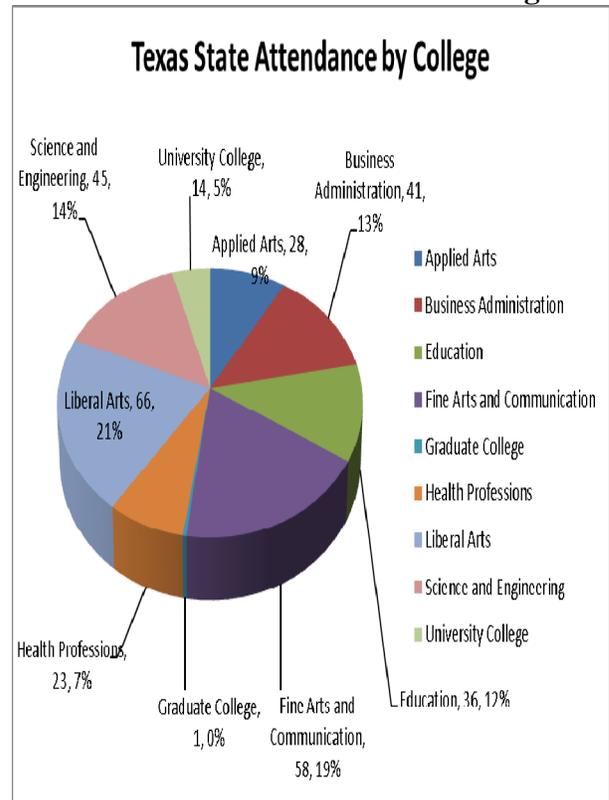
**Figure 4**



**Figure 5**



**Figure 6**



### Assessment

A paper survey was provided to all student participants during the 2013 Leadership Institute Annual Conference. This survey was provided to 340 students (312 from Texas State and 28 from other participating universities) on Saturday, February 16, 2013 at the end of the conference and was collected from 235 individuals with a response rate of 69.1%.

Major findings of the assessment showed that 98.7% of respondents agreed or strongly agreed their overall experience at the conference was positive. 96.1% of respondents agreed or strongly agreed that the conference was well organized, and 97.4% 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. 84.1% of respondents agreed/strongly agreed that Ivan Jaime's session was engaging, and 87.8% found his session relevant to aspects of global engagement. 93.9% of respondents agreed/strongly agreed that Rachael Swanson's session was engaging with 98.3% finding her session relevant to aspects of global engagement.

### Improvements

The previous assessment allowed us to significantly improve the process for the 2013 Leadership Institute Annual Conference. We utilized an online registration process for both the conference and breakout sessions which also included descriptions of each break out session so that participants had an opportunity to read and be informed about what they were registering for. We also adjusted the timeline based off of the assessment from the 2012 conference and provided participants with a 10 minute break between each session. We also ended the conference 15 minutes earlier this year, ending at 5:30 p.m. on Saturday rather than 5:45 p.m. We adjusted our check in process and our process for assigning participants to their small groups. This year participants were assigned to their small group at check in, which allowed for participants to be distributed more evenly throughout small groups.

Based on this year's assessment, we plan to utilize or develop a smartphone/guidebook app to increase students participation through social media as well as assisting students and guests with navigation through the conference. We will also revisit our check in process to ensure we are able to be as efficient as possible. We will also look in to publicizing the conference further. According to this year's assessment as well, we will look at ways in which students can gain more interaction with others outside of their small groups.

### 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 importance of student travel and agreed to fund \$15,000 for the Leadership Institute to send students to leadership development opportunities.

### **LeaderShape National Session**

Atlanta, GA

July 22-27, 2012 or July 29-August 3, 2012 (Was unable to include in the FY13 Annual Report)

Number of Students: 9 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.

### **University of Houston-Clear Lake Annual Student Leadership Conference**

University of Houston-Clear Lake; Houston, TX

November 3, 2012

Number of Students: 6 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 Institute's Collegiate Leadership Network Challenge**

Grand Hyatt; San Antonio, TX

October 25 – 28, 2012

Number of Students: 3 student, 4 days

The National Hispanic Institute created the Collegiate Leadership Network Challenge (CLN), a four-day learning experience for undergraduates to learn about social

entrepreneurship as a strategy for community development and social change. The 2012 Collegiate Leadership Network Challenge was hosted as a program feature of NHI's international showcase of the Latino community's most talented young leaders, *Celebración*.

**The Texas Leadership Summit**

The University of Texas at Austin; Austin, TX

February 9, 2013

Number of Students: 5 students, 1 day

The Texas Leadership Summit is a conference that offers a unique opportunity to interact with a diverse community of student leaders and to develop and refine leadership skills through participation in breakout sessions, group activities and special workshops that speak to the following topics: Emerging Leadership, Unifying Campus and Civic Engagement and Volunteerism. Goals of the Texas Leadership Summit are to provide students with concrete ideas, concepts, skills and tools related to leadership development; to motivate students to take their new knowledge back to their organizations and social networks; and to empower students with personal tools and leadership skills to implement in their academic lives and future careers.

**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)

Austin, TX

April 5 - 7, 2013

Number of Students: 5 students, 3 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.

## LeaderShape National Session

Champaign, Illinois

July 28 – August 2, 2013 (Assessment will be included in the FY14 Annual Report)

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. 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 2012. Reporting on summer 2013 travel will be included in the 2012-2013 assessments.

<b>Attendance Summary</b>	
Participants	38
Semester	Summer 2012-Spring 2013
Enrolled Students	38 (100%)
<b>Ethnicity</b>	
White (Non-Hispanic)	12 (31.58%)
Black (Non-Hispanic)	11 (28.95%)
Hispanic	14 (36.84%)
Asian/Pacific Islander	1 (2.63%)
<b>Gender</b>	
Female	21 (55.26%)
Male	17 (44.74%)
<b>Classification</b>	
Freshman	4 (10.53%)
Sophomore	12 (31.58%)
Junior	12 (31.58%)
Senior	10 (26.31%)

**LeaderShape National Sessions** – 7/22-27/2012 or 7/29 – 8/3/2012 Atlanta, GA/Kansas – Electronic survey provided to nine individuals and collected from six individuals for a response rate of 66.7%.

All locations assessments combined. The average rating of the LeaderShape National Session was a 5 on a scale of 1 to 5. 100% of respondents rated the overall conference at 5. 100% of respondents also stated they would recommend the conference to other students. The sense of community/family atmosphere and opportunity to share their visions and time for reflections 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 life-changing, one of the best experiences of my life, and changing their life for the better.

**University of Houston-Clear Lake Annual Student Leadership Conference - 11/3/2012**

- Electronic survey provided to six individuals and collected from four individuals with a response rate of 66.7%.

The average rating of the overall conference was a 3.25 on a scale of 1 to 5 (with 5 being the highest). 3 out of 4 respondents indicated they would recommend this conference to other students, with one respondent indicating they would not recommend it. Comments in the assessment illustrated that students left this conference feeling motivated and realizing areas in which they would like to grow.

**National Hispanic Institute's Collegiate Leadership Networking Challenge – 10/25 – 28/2012** – Electronic survey provided to three individuals and collected from one individual with a response rate of 33.3%.

The only respondent rated the overall conference as a 5 on a scale of 1 to 5 (with 5 being the highest). The respondent also indicated he/she would recommend this conference to other students. The respondent also commented that this conference was a life-changing experience.

**The Texas Leadership Summit – 2/9/2013** - Electronic survey provided to five individuals and was collected from two individuals with a response rate of 40%.

The average rating of the overall conference was a 4.5 on a scale of 1 to 5 (with 5 being the highest). All of the respondents indicated they would recommend this conference to other students. The comments illustrated that students enjoyed the conference; they left feeling motivated, and also enjoyed the opportunity this conference provided them to network with others.

**Hatton W. Sumners Student Leadership Conference - 2/23-26/2013** - Electronic survey provided to eight individuals and collected from six individuals with a response rate of 75%.

The average rating of the Hatton W. Sumners Student Leadership Conference was 4.83 on a scale of 1 to 5 (with 5 being the highest). 83.3% of respondents rated the overall conference as a 5 with the remaining 16.6% 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 small group interaction with other participants. Participation in this conference affected the leadership development of participants by allowing participants to learn more about their personal strengths, values and ethical beliefs.

**Texas Student Leadership Forum on Faith and Values – 4/5-7/2013** – Electronic survey provided to five individuals and collected from three individuals with a response rate of 60%.

The average rating of the Texas Student Leadership Forum on Faith and Values was a 3.67 on a scale of 1 to 5 (with 5 being the highest). 66.7% rated the conference at a 4 and 33.3% rated the conference at a 3 overall. 100% of respondents stated they would recommend the conference to other students. A major theme indicated in the comments about what student participants most enjoyed was participation in the community service events as well as the small group interaction they had. Respondents also indicated the conference allowed them to learn about their personal leadership style as well as leaving them feeling rejuvenated to focus on their goals.

**LeaderShape National Session 2013** – Students will be attending this session in summer 2013 and data will be included in the 2013 – 2014 annual report.

Improvements

Decisions about student travel for the 2013-2014 fiscal year will be determined based on the findings in this assessment. For example, the Leadership Institute will reconsider participation in conferences that were not as highly rated or recommended, such as the University of Houston-Clear Lake Student Leadership Conference. The cost to send students will also factor into the decision-making process.

These assessments also illustrate the importance of scheduling a post-trip meeting where students complete paper or electronic evaluations in the office assessing their experience. Utilizing the electronic evaluations compared to paper evaluations has led to much lower response rates.

**Presentations by Area Staff**

<u>person</u>	<u>presentation title</u>	<u>audience</u>	<u>location</u>
Dr. Erik D. Malmberg and Laramie A. McWilliams	Teambuilding	Hispanic Scholarship Fund Summer Camp attendees	LBJ Student Center
Dr. Erik D. Malmberg and Laramie A. McWilliams	Social Excellence and the Response Ability Project	Texas Association of Student Councils Summer Conference attendees	LBJ Student Center
Laramie A. McWilliams	Overview of Leadership Institute	Texas State Emerging Stars	Jackson Hall Theatre

Laramie A. McWilliams	Effective Communication for Resident Assistants	Resident Assistants of the Department of Housing and Residential Life	LBJ Student Center
Dr. Erik D. Malmberg	Ethics and Integrity	Resident Assistants of DHRL	LBJ Student Center
Dr. Erik D. Malmberg and Laramie A. McWilliams	Overview of Leadership Institute	Texas State Student Athletes	Strahan Coliseum
Dr. Margarita M. Arellano and Laramie A. McWilliams	Emotionally Intelligent Leadership	Texas State Leadership Capstone Program students	LBJ Student Center
Laramie A. McWilliams	25 Things to do Before you Graduate	National Society of Collegiate Scholars Inductees and families	LBJ Student Center Ballroom
Laramie A. McWilliams	Dean of Students Office Panel Discussion	Annual Academic Advisors Conference Attendees	LBJ Student Center
Laramie A. McWilliams	We Are Responsible (Component of the We Are Bobcats Workshop Series)	Texas State students	LBJ Student Center
Dr. Erik D. Malmberg	The Integrity Continuum	Texas State Leadership Capstone Program students	LBJ Student Center
Dr. Erik D. Malmberg	The Integrity Continuum	Student Leadership Team Members	University Camp
Laramie A. McWilliams	Social Excellence	Student Leadership Team Members	University Camp
Laramie A. McWilliams	Social Excellence	Texas State Leadership Capstone Program students	LBJ Student Center
Dr. Margarita M. Arellano	Motivating the Middle	Texas State Leadership Capstone students	LBJ Student Center
Dr. Erik D. Malmberg, Laramie A. McWilliams and student staff	Overview of Leadership Institute	US 1100 students	Education Building, room 4009
Laramie A. McWilliams	Importance of Involvement in Collegiate Success	US 1100 Students	Academic Services Building South 112
Dr. Erik D. Malmberg	LeaderShape Guest Leader Panel Discussion	UT Austin Cockrell School of Engineering LeaderShape Participants	Balcones Springs Camp, Marble Falls, Texas

Dr. Erik D. Malmberg and Laramie A. McWilliams	Facilitation Training	Student Leaders selected to serve as Small Group Facilitators for the annual conference	LBJ Student Center
Dr. Erik D. Malmberg and Laramie A. McWilliams	Facilitation Training	Student Leaders selected to serve as Small Group Facilitators for the annual conference	LBJ Student Center
Laramie A. McWilliams	Social Excellence	Leadership Institute Annual Conference Breakout Session attendees	LBJ Student Center, 3-13.1
Dr. Margarita M. Arellano	Emotionally Intelligent Leadership	Texas State Leadership Capstone students	LBJ Student Center
Laramie A. McWilliams	The Integrity Continuum	Texas State Leadership Capstone students	LBJ Student Center
Laramie A. McWilliams	Social Excellence	Texas State Leadership Capstone Program students	LBJ Student Center
Dr. Margarita M. Arellano	Effective Communication Strategies	Leadership Capstone Program students	LBJ Student Center
Dr. Margarita M. Arellano	Motivating the Middle	Leadership Capstone Program students	LBJ Student Center
Laramie A. McWilliams	First Impressions and Preparation: Dress for Success	Texas State students	LBJ Student Center, 3-14.1

**Special Recognitions for Area Staff**

person	recognition	organization recognition from
Laramie A. McWilliams	Foundations of Excellence award	Student Foundation

**Progress on Objectives for 2012-2013**

Objective 1

Continue fundraising for the Leadership Institute endowment to support major Institute programs, including the Leadership Institute Annual Conference

### Objective 1 status

The Leadership Institute has continued to raise funds toward the bulk of the amount needed to present the Leadership Institute Annual Conference in addition to contributing to the Leadership Institute endowment fund. Efforts will continue during the next fiscal year to grow this endowment before any funds will be used. Other opportunities for increased fundraising efforts include seeking corporate sponsors for LeaderShape®-Texas State.

### 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, priorities to sustain the quality associated with the Leadership Institute Annual Conference, and along with the loss of the Leadership Institute Coordinator, a decision was made to postpone the formal creation of this body. 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, College of Education and the College of Science and Engineering.

### Objective 3

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

### Objective 3 status

In the summer of 2012, the Leadership Institute completed paperwork to charter the Student Leadership Team out of the Dean of Students Office and continued their advising and development. Student Leadership Team members participate in bi-weekly meetings (with officers meeting on off weeks) during the academic year and two retreats, each lasting for a day and a half, one in the fall and one in the spring. Members served as small group facilitators for the Leadership Institute Annual Conference, assisted with outreach, planning and implementation of the Leadership Film and Workshop Series, and planned and hosted special projects such as the Common Experience events and the Tibetan Monk Student Leader Reception. Several members were selected, because of their hard work, to participate in state leadership conferences.

### Objective 4

Continue to develop and implement programming for a multi-tiered leadership development program

### Objective 4 status

This year the Institute expanded its programming beyond the Leadership Institute Annual Conference, Leadership Workshop Series and Leadership Film Series. The Institute worked incredibly hard during the summer of 2012 to unveil the *Texas State Leadership Capstone Program: Step Forward Give Back*. The capstone program was so successful, that we chose to offer it again in the spring. Planning and the implementation of the Institute's first campus-based session for LeaderShape®-Texas State also contributed to the multi-tiered leadership development

programming for the Institute. The Emerging Leaders Freshman Cohort Program is expected to be implemented in spring 2014.

#### Objective 5

Continue planning and implementation of the Leadership Institute Annual Conference and convene regular meetings of the Conference Planning Committee

#### Objective 5 status

The Leadership Institute Annual Conference continues to be a signature event for the Leadership Institute, and successfully hosted 340 participants at the 2013 conference held on February 15-16, 2013. The Conference Planning Committee meets throughout the academic year and is not only important in the planning process, but has assisted the Institute in relationship building within the Division of Student Affairs as well as with academic departments.

#### Objective 6

Create and implement the Texas State Leadership Capstone Program: Step Forward, Give Back

#### Objective 6 status

A decision was made in fall 2011 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. As a result, the Institute developed the curriculum for the *Texas State Leadership Capstone Program: Step Forward, Give Back* during summer 2012 and implemented the program in both the fall and spring semesters. The Institute will continue to offer the program during each long semester.

#### Objective 7

Create the Pathfinder: Texas State Emerging Leaders Cohort Program to be implemented in the 2013-2014 academic year

#### Objective 7 status

The Leadership Institute chose to host the *Texas State Leadership Capstone Program: Step Forward, Give Back* in both the fall and spring semesters. Thus, the implementation of the Emerging Leaders Cohort Program was postponed. Much of the curriculum has been developed by an intern in the Student Affairs and Higher Education Program. With the assistance of the second Graduate Research Assistant, the Institute plans to implement the Pathfinder program in spring 2014.

#### Objective 8

Continue to convene regular meetings of the Texas State LeaderShape Program Planning Committee to maintain progress toward future implementation

#### Objective 8 status

After three years of sending students to national sessions during the summer and meetings with the Texas State LeaderShape Program Planning Committee, the Leadership Institute implemented its first campus-based session of LeaderShape®-Texas State from May 20-25, 2013 with 65 students

and 15 staff participating. Students who had previously attended national sessions served as faculty for the session and played a major role in the development and implementation of the program. In addition to those serving on faculty as family cluster facilitators, past student participants served as the On-Site Coordinators as well as the Student Program Coordinator. We intend to host a recurring session each year and will continue to seek sponsorship for future sessions.

#### Objective 9

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

#### Objective 9 status

Most of the website development was completed during the summer of 2011. The Leadership Institute has its own domain allowing us to have more freedom with content than if it were hosted under the Dean of Students Office. The website showcases the annual conference, tiered programming model, and the program offerings for the 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. The addition of a second Graduate Research Assistant for the 2013-2014 academic year, along with the replacement of the Coordinator will allow more time for the development of a comprehensive marketing plan, including enhancement of the website, social media presence, print materials and technology.

#### **Objectives for 2013-2014**

1. Reach goal of an endowment for the Leadership Institute and continue growing the 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. Continue implementation of the Texas State Leadership Capstone Program: Step Forward, Give Back and conduct greater recruitment efforts.
7. Create the Pathfinder: Texas State Emerging Leaders Cohort Program to be implemented in the spring 2014 semester.
8. Continue implementation of the LeaderShape®-Texas State campus-based program and increase outreach for sponsorships.
9. Develop marketing plan to promote the Leadership Institute incorporating the Institute website, technology, and print and social media.
10. Continue to be intentional and inclusive of the Leadership Institute core values through programming and educational efforts.

## **Trends/Challenges for 2013-2014**

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

### Trends

1. Lower participation rates among male students
2. Value-driven leadership philosophy
3. A service learning component in leadership development opportunities is becoming more and more prevalent
4. Additional themes for leadership development programs include diversity, ethics, service, excellence, empowerment and accessibility
5. More and more universities are offering LeaderShape® campus-based sessions, including ten institutions in the state of Texas

**ANNUAL REPORT**  
**Dean of Students Office**  
**STUDENT EMERGENCY SERVICES**

**Student Affairs Division**  
**Texas State University**  
**2012-2013**

**Accomplishments/Retention Initiatives**

1. Assisted 344 students with Absence Notifications during the fall and spring semesters on behalf of students who were experiencing crisis and could not attend class.
2. Emailed 1857 faculty for students' Absence Notifications.
3. Distributed \$7,104 through the Student Emergency Services funding including both Student Affairs Emergency Grants and Crawford Loans to 28 students who experienced emergencies or crisis.
4. Reached out to 12 students affected by the explosion in West to offer support and assistance with school needs.
5. Benchmarked universities' use of threat assessment tools by contacting 12 universities and receiving data from 5 universities to determine best tool for the Behavior Assessment Team to use.
6. Created a standardized graduate research assistant training manual using feedback from all areas of the Dean of Students Office
7. Scheduled 59 appointments for meeting in person and over the phone to assist student emergency related problems including absences, financial problems and withdrawing.
8. Responded to 10 PAWS Alerts related to issues such as family/personal crisis, family/friend death and classroom disruption.
9. Reached out to 8 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 they may be suicidal.
10. Revised multiple emergency funding applications to create one application for all funding sources.
11. Received a one-time \$10,000 donation to add to the emergency funding for veteran students.
12. Responded to 985 emails received in the Dean of Students inbox.
13. Sent 48 letters to students who had received noise citations in San Marcos.
14. Created and implemented a formal, written process to enforce the Tobacco Policy for student violations through collaboration with Student Justice and the Department of Housing and Residential Life.
15. Implemented an on-line report form mid-year for any university community member to report student violations of the Tobacco Policy.
16. Processed 177 reports of students who violated the Tobacco Policy.
17. Emailed 166 students who were reported to have violated the Tobacco Policy only once.

18. Met with 11 students who were reported to have violated the Tobacco Policy twice for education about the tobacco policy, resources to help cease tobacco use and consequences if continued Tobacco Policy violations occur.
19. Coordinated the Behavior Assessment Team consultations with two faculty members.
20. Organized information for the Behavior Assessment Team discussion about a total of 13 students of concern from 14 reported incidents of concerning behavior.
21. Created a Behavior Assessment Team web site to educate the university community about the Team, the Team's purpose and resources to help the university community assist students of concern.

### **Progress on 2012-2017 Administrative Support Plan / Strategic Plan 2012-2013**

Department Goal 1 (2012-2017): Support student success by enhancing services to assist student emergencies and university related concerns.

Department Objective 1.1 (2012-2017):

Create a comprehensive review and response process for addressing reported student emergencies and university related concerns.

Student Affairs Goal: I. Facilitate the retention, graduation and career development of a high quality, diverse student population.

Department Strategy 1.1.1 (2012-2017):

Develop comprehensive written processes for responding to student emergencies brought to the attention of the Dean of Students Office

Beg FY: FY12                      End FY: FY13

Status:                              The strategy is still in process. Work is currently being done to compile information to distribute to students as well as develop a comprehensive and standardized training process for employees of student emergency services.

Department Strategy 1.1.2 (2012-2017):

Hire a full-time staff person to coordinate emergency services for common/routine emergencies often experienced by students.

Beg FY: FY13                      End FY: FY14

Status:                              This strategy is currently still pending but will take longer due to other staffing needs taking priority this year in the Dean of Students Office.

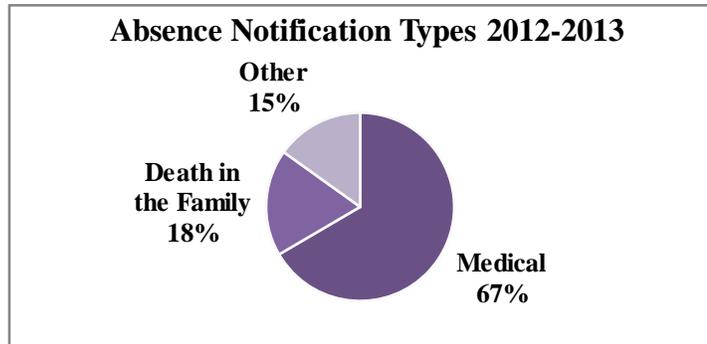
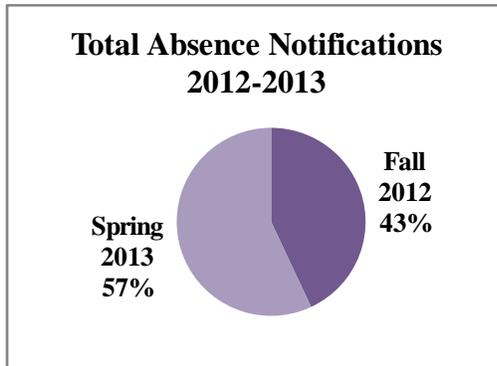
### **Assessments**

Student Emergency Services conducted a total of five assessments this year, which included Absence Notification Tracking, Benchmarking, Customer Tracking, Faculty Absence Notification Needs and Satisfaction Survey and Student Absence Notification Satisfaction Survey.

Absence Notification Tracking

In an effort to better understand the distribution of absences reported for notifications, data was analyzed for percentages of absences between fall 2012 and spring 2013 as shown in the Total

Absence Notifications 2012-2013 pie chart (below). The 344 total absences reported this year were medically related, related to a death in the family, or related to another type of emergency as illustrated in the Absence Notification Types 2012-2013 pie chart (below).



**Benchmarking**

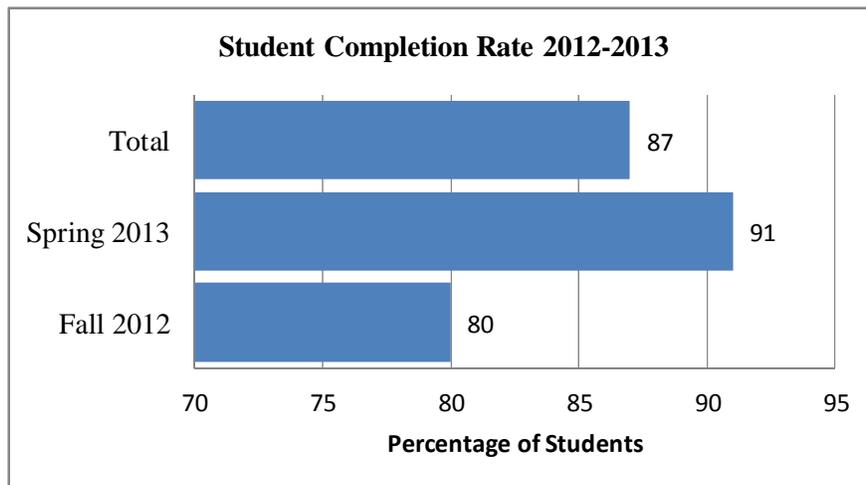
In order to improve assessment of concerning student behaviors, benchmarking was done to investigate objective threat assessment tools used by other universities. Ten universities were contacted and five provided information (see Threat Assessment Tool Benchmarking Results table below) that concluded every school utilized a different tool and all additionally depended on expert opinion. Based on the benchmarking, Texas State’s Behavior Assessment Team decided to use the threat assessment tool from the National Behavior Intervention Team Association (NaBITA).

<b>Threat Assessment Tool Benchmarking Results</b>						
<i>University</i>	<i>Population</i>	<i>Resident Population</i>	<i>Office</i>	<i>Objective Tools?</i>	<i>Name of Tool</i>	<i>Other Tools?</i>
Texas Tech University	31,000	7,440	Dean of Students	Yes	NABITA’s 5 level tool	No
Bowling Green State University	~20,000	6,400	Dean of Students	Yes	Developing own	Yes; Expert Staff
University of North Texas	~40,000	~8,000	Dean of Students	No	N/A	Yes, Expert Staff
Virginia Tech University	23,796	9,087	University Police Department	Yes	WAVR-21	Yes, Expert Staff
University of Texas at Austin	~50,000	7,100	Dean of Students	Yes	Hunter/Howler and ATAP	No

**Customer Tracking**

The completion rates were calculated for students who received absence notification services this year. For the tracking purpose, completion was defined as not withdrawing and receiving any letter grade for semester courses. The Student Completion Rate 2012-2013 chart below shows that 80%

of students who received services completed the semester in fall 2012 in comparison to 91% of students in spring 2013.



#### Faculty Needs and Satisfaction Assessment

An electronic survey was e-mailed to all 404 professors who received notification for students who were experienced an emergency or crisis which prevented them from attending class on specific days during the Spring 2013 semester. There was an overall response rate of 7%.

The assessment stated the following:

1. I was satisfied with the absence notification forwarded to me.
2. The Dean of Students Office was helpful in assisting me with my inquiries regarding my student's absence.
3. The service I received assisted me in working with this student.
4. How did you hear about the Absence Notification Service?
5. How long have you known about it?
6. Do you refer your students to this service?
7. How many absence notifications did you receive during the Spring 2013 semester?
8. How many absences did you excuse this semester?
9. How many absences did you choose not to excuse this semester?
10. If you chose not to excuse absences, what were your reasons for not excusing these absences?
11. What suggestions do you have to improve our Absence Notification Service?
12. From your perspective, what ways may the Dean of Students Office better serve our students?

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

What suggestions do you have to improve our Absence Notification services?

Overall, faculty who received this notification were satisfied with their experiences. For the spring semester there were a total of 404 entries into the system during the spring but there were only 28 responses to the assessment, for a response rate of 7%.

We learned through some of the comments that some Faculty would like the Dean of Students Office to work more with professors and students to educate both about the services offered, and some faculty would like to see the documentation we receive. At this time we are not able to send DOS staff to classes to educate students and staff and we cannot legally pass along student documentation but we do try to make ourselves available to all students and faculty who have questions.

1. I was satisfied with the absence notification forwarded to me.

Response: 89% of the respondents either agreed or strongly agreed that they were satisfied with this service.

2. The Dean of Students Office was helpful in assisting me with my inquiries regarding my student's absence.

Response: 54% of the respondents either agreed or strongly agreed that the DOS Office was helpful in assisting them.

3. The service I received assisted me in working with this student.

Response: 61% of the respondents either agreed or strongly agreed that the service they received assisted them in working with students.

4. How did you hear about the Absence Notification Service?

Of the 25 faculty that answered question 4 (89%), 92% (23 faculty) responded that they learned when they received a notification, 4% (1 faculty) learned about it from a mentor, and the final 4% (1 faculty) responded that they had received notification from the student and excused the absence before they received the notification.

5. How long have you known about it?

Of the 26 faculty that answered question 5 (93%), 57% (15 faculty) responded that they learned about it with the notification they received this semester, 4% (1 faculty) responded that they have known for 1 year, 8% (2 faculty) responded that they have known about it for 2 years, 4% (1 faculty) responded that they have known about it for many years, and 27% (7 faculty) responded that they do not know how long they have known about it.

6. Do you refer your students to this service?

Of the 27 faculty that answered question 6 (96%), 33% (9 faculty) said that they refer students to this service, and 67% (18 faculty) said that they do not.

7. How many absence notifications did you receive during the Spring 2013 semester?

Of the 27 faculty that answered question 7 (96%), 59% (16 faculty) responded that they had received one notification, 7% (2 faculty) responded that they received two notifications, 4% (1 faculty) responded that they received three notifications, and 33% (9 faculty) responded that they were not sure how many notifications they had received.

8. How many absences did you excuse this semester?

Of the 27 faculty that answered question 8 (96%), 70% (19 faculty) responded that they excused every absence that they received or every absence that they received notification for, 19% (5

faculty) responded that they did not excuse any absences, and 11% (3 faculty) were not sure how many they excused or it was irrelevant to their personal policy.

9. How many absences did you choose not to excuse this semester?

Of the 27 faculty that answered question 9 (96%), 59% (16 faculty) responded that they did not choose to not excuse any absences, and the remaining 41% (11 faculty) did not excuse many absences.

10. If you chose not to excuse absences, what were your reasons for not excusing these absences?

Of the 12 faculty that answered question 10 (43%), 100% (12 faculty) chose not to excuse the absences because they did not follow the guidelines in their syllabi for being excused.

11. What suggestions do you have to improve our Absence Notification Service?

Of the 26 faculty that answered question 11 (93%), 58% (15 faculty) responded that they did not have any suggestions, 12% (3 faculty) requested to see the formal documentation, 15% (4 faculty) requested that we advertise the service more to new faculty and students, and 15% (4 faculty) requested that we change the guidelines for getting a notification so that notifications are sent in a more timely manner (e.g. no notifications for absences in January sent in April).

12. From your perspective, what ways may the Dean of Students Office better serve our students?

Of the 19 faculty that answered question 12 (68%), 42% (8 faculty) responded that they had no comment, 21% (4 faculty) requested that we better educate students about their responsibilities in regards to absences, 16% (3 faculty) requested more work educating faculty about this service and how to decide to excuse or not excuse notified absences, and the remaining 21% (4 faculty) did not feel absence notifications were relevant.

#### Student Absence Notification Satisfaction Survey

An electronic assessment was e-mailed to 344 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 5%, an 11.6% decrease from FY12.

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 also given a space for any additional comments they may have. What suggestions do you have to improve our Absence Notification services?

Overall, students who utilized the system either agreed or strongly agreed that they were satisfied with the service that the service was helpful to them, and that it assisted them with continuing their education. For the fall semester there were a total of 148 entries (students) with 8 students

responding to the assessment. During the spring there were 196 entries (students) and 11 students responding to the assessment.

We learned through some of the comments that some students would like the Dean of Students Office to work more with professors to ensure all absence notifications turn into excused absences. The Dean of Students Office already communicates with professors if they have any questions about a notification and encourage excusing absences. However, the right to choose to excuse an absence will always be given to the professor.

1. I was satisfied with the absence notification service provided to me.

Response: 95% (18) of the respondents either agreed or strongly agreed that the notification to faculty was a helpful service, while 5% (1) disagreed.

2. The service I received was helpful to me.

Response: 100% (19) of the respondents either agreed or strongly agreed that the notification to faculty was a helpful service.

3. The service I received assisted me with continuing my education.

Response: 89% (17) of the respondents either agreed or strongly agreed that the notification to faculty was a helpful service, while one respondent disagreed and one respondent strongly disagreed.

4. What suggestions do you have to improve our Absence Notification services?

Of the 8 students that answered question 4 (42%), 25% (2 students) responded that they have no suggestions, 50% (4 students) requested that the Dean of Students Office worked more with the professors to ensure absences are excused, and the final 25% (2 students) responded that they really appreciated the service and more students should be notified about it.

5. Additional comments?

Of the 6 respondents who left additional comments (32%), 50% (3 students) commented on how efficient and helpful the Dean of Students Office was, and the other 50% (3 students) commented that more work is needed to be done by the Dean of Students Office to ensure professors excuse absences and are more sympathetic to students' individual circumstances.

### **Presentations by Area Staff**

person	presentation title	audience	location
Kathryn Weiser	Panel discussion at the 14th annual academic advisors conference	Academic advisors	Texas State
Kathryn Weiser and Dr. Ron Brown	Behavior Assessment Team presentation	Department directors for University College	Texas State

### **Special Recognitions for Area Staff**

person	recognition	organization recognition from
Kathryn Weiser	15 years of service to Texas State	Texas State

### **Progress on Objectives for 2012-2013**

#### Objective 1

Create a marketing plan to educate the campus community about Student Emergency Services provided through the Dean of Students Office.

#### Objective 1 status

This objective was completed with a limited marketing plan to revise the web site so it is more user friendly and comprehensive during the summer 2013 when students seek less emergency assistance.

#### Objective 2

Review current method and past results from students to determine effectiveness of information received regarding Student Emergency Services to achieve continuous improvement.

#### Objective 2 status

This objective was completed in two ways. The current method of an emailed satisfaction survey to students was determined as ineffective due to the low response rate from past years and this year, therefore, an on-line survey will be created this summer and implemented in 2013-2014. A pilot needs and satisfaction survey for faculty feedback about Student Emergency Services was created and conducted in spring 2013.

### **Objectives for 2013-2014**

1. Create an on-line student satisfaction survey to allow submission to be anonymous in an effort to increase response rate and feedback.
2. Review the pilot faculty survey results to determine future action with this assessment, faculty and student education efforts.
1. Revise the website to be more user friendly and comprehensive.
3. Create formalized, written information to provide to students who seek assistance for emergency situations.

### **Trends/Challenges for 2013-2014**

1. Requests for assistance increased 20% from last year and 48% from two years ago. As the student population continues to increase each year and more students and faculty become aware of emergency services, the increase in students seeking assistance for their emergency situations will continue. This trend presents the challenge of providing more people with services with the same amount of human and financial resources.

2. Financial aid continues to be more limited and restrictive than it was in previous years. Because of this trend, more students are seeking emergency funding to compensate during times when financial aid has not yet arrived and has been reduced or revoked indicating that at least more financial resources to refer students to need to be identified or more funds need to be attained.
3. Students seek assistance the most at the beginning and end of the school year due to the majority of tuition payment and withdrawal deadlines during these times. Preparations will be needed to be made to better accommodate students in these high occurrence times.

**ANNUAL REPORT  
Dean of Students Office  
STUDENT FOUNDATION**

**Student Affairs Division  
Texas State University  
2012-2013**

**Accomplishments/Retention Initiatives**

1. Conducted a successful Veterans Day Ceremony on November 12, 2012 with 650 people attending the ceremony in the Quad and 150 people attending the reception in the LBJ Student Center Ballroom afterwards.
2. Conducted a successful Bobcat Pause Memorial Service on April 10, 2013 with 300 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 23, 2013 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, nineteen (19) members were selected as small group facilitators for the Leadership Institute Annual Conference held on February 15-16, 2013 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 27 applicants, selection and tapping, and finally the formal Induction Ceremony for 15 new members in the Cates Room of Old Main on October 3, 2012.
6. Conducted membership recruitment process in the spring including three weeks of recruitment, one week of interviews with all 26 applicants, selection and tapping, and finally the formal Induction Ceremony for eighteen (18) new members in the Maroon & Gold Room of the Athletics Complex on February 27, 2012.
7. Conducted fall retreat at University Camp from October 5-6, 2012 with 34 members, two (2) alumni of the organization, and the organization advisors.
8. Conducted spring retreat at University Camp from March 2-3, 2013 with 57 members and the organization advisors.
9. Held Winter Banquet at Apartment Complex Club House, on December 2, 2012 and recognized three (3) members who were graduating.
10. Held Spring Banquet and Awards Ceremony in the SAC-N-PAC Room in the South End Zone Complex at Bobcat Stadium on April 25, 2012, recognized thirty-one (31) members who were graduating, and presented the following awards:
  - a. Committee Member of the Year – six (7) awarded
  - b. Legatus Award – 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 – one (1) awarded

- g. Distinguished DOS Staff Member of the Year Award (new this year) – one (1) awarded
11. Through an invitation from the Leadership Institute area, the organization selected nine (9) members to attend the Second Annual LBJ Presidential Library and Museum Trip for Texas State Student Leaders held on November 8, 2012 to commemorate the anniversary of the signing of the Higher Education Act of 1965.
  12. The Leadership Institute area, which administers the Dean of Students Student Leadership Conference Travel Fund, selected fourteen (14) Student Foundation members to attend one of the following Texas State, state or national leadership conferences:
    - a. Two (2) members attended LeaderShape National Sessions in June and July 2012.
    - b. One (1) member attended the Hatton Sumner's retreat in Austin, Texas.
    - c. Two (2) members attended the Texas Student Leadership Forum on Faith and Values in April 2012.
    - d. Three (3) members attended the Texas Leadership Summit at the University of Texas at Austin.
    - e. Six (6) members attended the LeaderShape-Texas State Institute in May 2013. One (1) of them served as a Co-Family Cluster Facilitator.
    - f. One (1) member will attend a LeaderShape National Session in June 2013.
  13. Successfully applied for and received funding to be able to higher and pay our Executive Officers and will begin that process this upcoming academic year (2013-2014).

### 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 \$1770 with 650 people attending the ceremony in the Quad and 150 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 U.S. Army Medical Corps and Texas State Distinguished Alumnus, Colonel Paul Phillips III. Representative Jason Isaac was also in attendance. The Texas State Marching Band performed 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 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, Texas Military Forces Museum, and the Texas State Veterans Alliance (including the Combat Paper Project).

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.

#### Bobcat Pause Memorial Service

On April 10, 2013 the Dean of Students and Student Foundation hosted the 26<sup>th</sup> 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 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 \$3000 for the reception, service, and marketing.

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 300 guests and received a host of accolades for the slideshow, reception, program, and hospitality of Student Foundation members. The performance by VocaLibre during the ceremony was the touching. Members worked with the VocaLibre Director, Craig Aamot, in the months preceding the event. VocaLibre was unable to perform the alma mater this year and perform the same selection from the previous year, the recommendation has been made to alternate the Texas State University Choir and VocaLibre to make sure that we have a different selection every year.

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.

### 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 29 faculty and staff members nominated by Student Foundation members, ten (10) were selected to be honored at the awards dinner held on March 23, 2013. 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 \$1100 which included room reservations, awards, decorations, printing, outreach, publicity, etc. Catering for Foundations of Excellence totaled \$2000, which came from a donation from Chartwells Catering.

### 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 \$190 and was held on December 2, 2012 from 7:00-9:30 p.m. at an Apartment Complex Club House. Attire for the event was casual and included Johnny Carinos Catering, ugly sweater and hat competition, photographs, and opportunities to meet with alumni and invited guests. In addition, three (3) 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 Executive Council along with the Membership Committee with the support of the organization's advisors. This year's event had a total cost of \$5000 and was held on April 25, 2013 from 7:00-9:00 p.m. in the SAC-N-PAC room located in the South End Zone complex at Bobcat Stadium. Attire for the event was business formal and included catering from Dagar's, 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 Dean of Students, Mr. Vincent Morton.

In addition to recognizing the thirty-one (31) members who were graduating in May or August of 2013, the following awards were presented:

- Committee Member of the Year (new award this year) [seven (7) 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] – Devan Reynolds

- Director of the Year (awarded under provisions in the SF Constitution and Bylaws [one (1) award given] – Ashley Brown
- Distinguished Alumnus Award (awarded under provisions in the SF Constitution and Bylaws [one (1) award given] – Melinda Kheler
- Outstanding Young Alumnus Award (awarded under provisions in the SF Constitution and Bylaws [one (1) awards given] – Reagan Pugh
- Distinguished DOS Staff Member of the Year Award (new this year) [one (1) award given] – MaryAnn Moerke

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.

**New Member Recruitment and Induction**

In the fall of 2012 formal recruitment began during the first week of classes with informal recruiting taking place during poster sales on the Quad prior to 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 August. At the conclusion of recruitment and verification of eligibility, 27 applicants were interviewed over a seven day period. A final meeting of the Selection Committee, a special committee of the organization, was convened and 15 outstanding student leaders were offered membership. All accepted and the formal Induction Ceremony took place in Cates Room of Old Main on October 3, 2012.

<b>Fall 2012 Entering Class Demographic Information</b>	
Male	7
Female	8
Hispanic	3
Black/African/African-American	2
White	10

At the beginning of the spring 2013 semester 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 one week period. A final meeting of the Selection Committee, a special committee of the organization, was convened and 18 outstanding student leaders were offered membership. All accepted the invitation to join the organization and the formal Induction Ceremony took place in the Maroon and Gold room of the Athletics Administrative Building on February 27, 2013.

<b>Spring 2013 Entering Class Demographic Information</b>	
Male	9
Female	9
Hispanic	5

Black/African/African-American	3
White	11

### New Member Retreats

During the fall 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 University Camp in Wimberley, Texas. In addition to activities designed to welcome and introduce new members to the organization, the Friday, October 5 through Saturday, October 6, 2012 retreat also included sessions designed to enhance team-building, professionalism, etiquette, and other leadership qualities. This event was attended by 39 members (both current and new) and cost approximately \$645 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 2013 semester immediately following the induction ceremony, all new members along with current members and advisors 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 Saturday, March 2 through Sunday, March 3, 2012 retreat also included sessions designed to enhance team-building, professionalism, etiquette, and other leadership qualities. This event was attended by 51 members (both current and new) and cost approximately \$530 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.

The membership continues to agree that all new members should attend the New Member Retreat during the semester they are selected. The decision to return to the one-night, two-day format worked really well this year. They accomplished what they needed. This coming year they will be exploring other options as far as dates, longevity, and location.

### 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, special guests, 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's requests to host events attended by the president included:

- Common Experience Fall Speaker Kelsey Timmerman, Strahan Coliseum, September 27, 2012, 6:00-8:30 p.m.
- Toast of the Town, at the Wittliff Collections at the Alkek Library, April 12, 2013, 5:30-7:30 p.m.
- Texas State University System Board of Regents Meeting, LBJ Student Center, May 23-24, 2013

Members are required to dress appropriately for all events (Khaki pants/skirts and maroon polo shirts for informal events; khakis (pants) 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. Blazers are now purchased through membership due moneys. So each member now owns their own blazer. Student Foundation kept a select number of blazers (ranging in size) and they are available for check-out for when a student is unable to purchase their blazer and/or any other issues arise and a student is in need a blazer. 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.

### Etiquette Dinner

This year's Etiquette Dinner took place during the spring semester on October 21, 2012. 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 \$1500 and as the membership continues to grow to 60-70 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 8, 2012 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 Updegrave (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 nine (9) Student Foundation members to participate in this event. 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. 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 aspects of globalization that contribute to effective leadership.
- Students will understand the obligation of leaders to be actively engaged in their local and global communities.
- Students will learn the ethical strategies and solutions other leaders use to address organizational and societal issues and concerns.
- Students will recognize the contributions diversity brings to their campus and society and be empowered to advocate for equality and inclusiveness.

The conference includes two keynote speakers – one for Friday evening (Ivan Jaime, Director of Border Policy and Community Affairs at Union Pacific Railroad Company) and one for Saturday morning (Rachael Swanson, Director of Volunteer and Community Partnerships for U.S. Fund for UNICEF) and a number of breakout sessions. Twenty one (21) breakout 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 ("Globalization").

Participants were divided into small groups of 8-10 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. Eighteen (18) of the small group facilitators 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 Population 2300 World Map activity
- Checking in/Beginning discussion about how to formulate an idea for bold action to be globally engaged
- Conference Experience reflection and discussion of how they will utilize these skills or lessons and any other take away concepts

### 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, fourteen (14) members of Student Foundation were selected to attend the conferences listed below:

LeaderShape National Session

Atlanta, GA

July 22-27, 2012 or July 29-August 3, 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. 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 Texas Leadership Summit

The University of Texas at Austin; Austin, TX

February 9, 2013

Number of Students: 3 students, 1 day

The Texas Leadership Summit is a conference that offers a unique opportunity to interact with a diverse community of student leaders and to develop and refine leadership skills through participation in breakout sessions, group activities and special workshops that speak to the following topics: Emerging Leadership, Unifying Campus and Civic Engagement and Volunteerism. Goals of the Texas Leadership Summit are to provide students with concrete ideas, concepts, skills and tools related to leadership development; to motivate students to take their new knowledge back to their organizations and social networks; and to empower students with personal tools and leadership skills to implement in their academic lives and future careers.

Hatton W. Sumners Student Leadership Conference

The University of Texas at Austin; Austin, TX

February 23-26, 2012

Number of Students: 1 student, 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)

Austin, TX

April 5 - 7, 2013

Number of Students: 2 students, 3 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.

LeaderShape National Session

Champaign, Illinois

July 28 – August 2, 2013

Number of Students: 1 student, 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.

LeaderShape-Texas State Session

New Braunfels, Texas

May 20 – May 25, 2013

Number of Students: 1 student, 6 days

LeaderShape-Texas State consists of six intense days of dialogue and interactive self-discovery in a supportive Learning Community. The LeaderShape-Texas State 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.

### **Progress on 2012-2017 Administrative Support Plan / Strategic Plan 2012-2013**

#### Department Goal 3 (2012-2017):

Facilitate student success through leadership development opportunities which focus on needs of a diverse student population.

#### Department Objective 3.1 (2012-2017):

Increase the collaboration with faculty, staff and student 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: II. Create and deliver co-curricular programs and services through partnerships with faculty, staff, and external constituents to ensure the success of students.

#### Department Strategy 3.1.5 (2012-2017):

Connect the Dean of Students Office chartered student organizations (Associated Student Government and Student Foundation) to the Texas State Leadership Institute. Beg FY: FY12 End FY: FY17

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. Two Student Foundation members were selected during the summer of 2012 to attend a LeaderShape National Session, 1 will be attending in the summer of 2013, and 6 attended the Texas State inaugural session in May of 2013. 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**

This year was a stable year for Student Foundation. Their officers did not have any changes, there was a transition with changes in Advisors during the spring semester, but that did not seem to have a negative effect on the functions of Student Foundation. The advisors and other staff in the Dean of Students Office worked hard to support the transition over the spring semester to continue their development. This year they continued to examine 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 twelve Student Foundation Officers and Directors in the fall 2012 and in the spring 2013. Unlike last year, all of the students evaluated during the academic year were in the same leadership position from fall to spring.

In fall 2012, two (17%) Leadership Team members were at the *Visionary* level, five (42%) Leadership Team members were at the *Organization Veteran* level, three (25%) Leadership Team members were at the *Coordinator* level, two (17%) Leadership Team members were at the *Volunteer/Contributor* level

In the spring 2013 four (33%) Leadership Team members were at the *Visionary* level, three (25%) Leadership Team members were at the *Organization Veteran* level, three (25%) Leadership Team members were at the *Coordinator* level, one (8%) Leadership Team members were at the *Volunteer/Contributor* level, one (8%) Leadership Team members were at the *Member* level.

Leadership Skill Level	SF Fall 2012	SF Spring 2013
MEMBER (lowest level)	0	1
VOLUNTEER/CONTRIBUTOR	2	1
COORDINATOR	3	3
ORGANIZATION VETERAN	5	3
VISIONARY (highest level)	2	4

The results from the Student Leadership Skills Proficiency Assessment indicate that the retreats for the Leadership Team (consisting of the advisors, officers, and directors) for transition in May and planning for the academic year, along with the meetings with advisors have indeed affected the Leadership Team’s continued growth and involvement with the organization. All of that should continue to be offered and include team building, budgeting, event planning, assessment, communication, recordkeeping and university policies and procedures. Perhaps we could also have the students assess themselves to see where they believe their progress is at the end of each semester. This would allow the students to also be a part of their skills proficiency evaluation and becomes a dual professional development piece. Resulting in both advisors and students being fully aware of where they are and how they can both work to ensure there is progress and development.

Student Foundation Satisfaction Survey

An email with the satisfaction survey was sent to the five (5) Student Foundation (SF) elected officers and the seven (7) directors at the beginning of April 2013 followed by a reminder in the middle of April and end of the spring 2013. The officers and directors were asked to complete the survey and return it anonymously to the Dean of Students Office. Three (3) of the twelve officers and directors chose to return a completed survey (25% return rate). Demographic information for

survey respondents was not requested from respondents. The satisfaction survey completed by Student Foundation Leadership Team demonstrates a desire for more membership involvement in organizational changes and also indicated that they felt great support from their Advisors and the Dean of Students Staff. Please see below for a summary of the survey results.

Q: Advisors were available when needed: 1 Strongly Agree; 2 Agree

Q: Advisors were knowledgeable of resources: 1 Strongly Agree; 2 Agree

Q: ...Respected our decisions: 1 Agree; 2 Disagree

Q: ...Provided support in implementation of programs: 1 Strongly Agree; 2 Agree

Q: ...Supported my leadership development: 1 Strongly Agree; 2 Agree

Overall I believe that had we of had more responses then we would have more data to review and get a more consensus of how we can better support our Leadership Team, regardless we know that there are many aspects that are working and that need to continue. They all feel supported and that their overall development is something that we value. There were two individuals that felt we could have been more supportive of their implementation of programs, and I believe this stems from some changes that were made to the way that Officers are selected, formally an election process now a selection process. We have been having many issues with accountability and follow through and we felt that this was a major change that we needed to make to ensure that both of these issues were tracked and minimal issues going forward.

Student Foundation membership voted to change their meeting times to Wednesdays from 6-9PM. The Leadership Team will also hold regular office hours (8-10 hours) per week to ensure that the office is open to the membership and so that meetings with advisors can be scheduled during the day as opposed to evening times.

The decision was also made to suspend the VP, Programming for this upcoming year. The Executive Council wanted to provide the rest of the Leadership Team with more accessibility to them and to ensure that they are being supported from the top down. In order to achieve this they have decided to each oversee 1-2 Directors and assist them through their programming efforts. This will also enhance the professional development the Executive Council and Directors receive, as well as result in better accountability measures. The hope is that the Leadership Team will grow and become more effective as a whole and not just as individuals.

The advisors will continue to place emphasis on Student Foundation membership involvement with other DOS areas including the Leadership Institute, Student Justice, Student Ombudsman, Student Emergencies, Greek Affairs, and Attorney for Students

**Presentations by Area Staff**

n/a

**Special Recognitions for Area Staff**

person	recognition	organization recognition from
Vanessa Cortez	Elected Student Body President	Associated Student Government

## **Progress on Objectives for 2012-2013**

### 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 5-6, 2012 with 34 members, two (2) alumni of the organization, and the organization advisors, and a spring retreat at University Camp from March 2-3, 2013 with fifty-seven (57) members and the organization advisors. These events included team-building activities, review of members' expectations, goal setting, leadership assessments (True Colors), and other activities. This year's Etiquette Dinner took place on October 21, 2012 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 nine (9) members to attend the Second Annual LBJ Presidential Library and Museum Trip for Texas State Student Leaders held on November 8, 2012 to commemorate the anniversary of the signing of the Higher Education Act of 1965. The Leadership Institute area, which administers the Dean of Students Student Leadership Conference Travel Fund, selected fourteen (14) Student Foundation members to attend state or national leadership conferences. Through an invitation from the Leadership Institute area, eighteen (18) members were selected as small group facilitators for the Leadership Institute Annual Conference held on February 15-16, 2013 in the LBJ Student Center.

### Objective 3

Increase leadership opportunities for students through new director positions and discuss recreating Associate Directors positions 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 Alumni and Community Relations because a greater emphasis needed to be placed on this establishing these connections. The director and her committee, with the support of the active members and advisors, conducted an Alumni mixer in the fall of 2012 and arranged two alumni luncheons in the spring of 2013. One of those luncheons included a trip to the capital in Austin, Texas and also included a private tour for the Student Foundation members, alumni, and advisors in attendance.

### 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. Throughout the academic year, this team met every week to discuss operational matters and direction of the organization. The retreat is set and will continue to occur, per the request of the Leadership Team and advisors.

#### 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 Executive Council, which consists of the elected officers and advisors, agreed to add a Director of Alumni and Community Relations because a greater emphasis needed to be placed on establishing connections with our community and alumni at large. The organization continues to search for opportunities in which they can continue to connect with alumni, especially a diverse group of alumni. This will in turn give both alumni and other friends of Student Foundation an avenue to connect with the current membership and have the opportunity to give back to them in the form of mentorship, networking, etc.

### **Objectives for 2013-2014**

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 2013-2014**

1. Next year will be the first year using the new officer, director, and member selection process which will challenge members to improve outreach activities to ensure a broad spectrum of outstanding and diverse applicants for membership.
2. Next year goals include an improved emphasis on connections to a broader spectrum of alumni, further leadership development for the organization at large, and more accountability from the Executive Council down to the Student Foundation membership.

3. This will also be their first year that the Executive Council will be paid for their work with Student Foundation.

**ANNUAL REPORT  
Dean of Students Office  
STUDENT JUSTICE**

**Student Affairs Division  
Texas State University  
2012-2013**

**Accomplishments/Retention Initiatives**

- Investigated and adjudicated cases involving a total of 537 students. Most students are “suspects” who are adjudicated for an alleged violation of the Code of Student Conduct. Students found responsible for a violation are assigned sanctions. Common sanctions include completion of educational programs and community service. All students accused of a violation, whether found responsible or not, are advised about the university’s conduct expectations and what type of conduct can result in suspension or expulsion. Surprisingly, the current assessment is that the number of students/cases adjudicated by Student Justice decreased by almost 20% from last year (668 students). These numbers may change as additional cases are finalized or transferred from the Department of Housing and Residential Life to Student Justice in the new Conduct Coordinator (case management) system. The following table shows the comparison of the number of students involved with Student Justice from the previous year:

Yearly Comparison of Students			
Year	Change	Percent Change	Comparison Year
2012-2013	Down	19.6%	2011-2012
2011-2012	Up	24%	2010-2011
2010-2011	Up	22%	2009-2010
2009-2010	up	76.5 %	2008-2009

- As before, suspensions and expulsions are regrettable but not ignored. During this period, six (6) students were suspended and six (6) were expelled. Of those suspended, four were involved in drug-related violations. Alcohol was involved in two of the suspensions; one of them was exclusively alcohol-related. One of the suspensions was for indecency with a child and misuse of IT resources. Of those expelled, four were for multiple drug-related violations – some of them included alcohol-related violations. The two students not expelled for drug-related violations were expelled exclusively for sexual assault violations.

The number of suspensions was significantly less compared to last year’s sixteen (16) suspensions. The number of students expelled also decreased from last year’s eight (8). The following shows suspension and expulsions during recent years:

Year	Suspensions	Total Expulsions	Drug Violation Expulsions
2012-2013	6	6	4

2011-2012	16	8	6
2010-2011	10	5	2
2009-2010	17	11	11
2008-2009	20	2	2

3. In collaboration with the Department of Housing and Residential Life and Technology Resources, Student Justice implemented the Conduct Coordinator (case management) portion of Adirondack software that will help both Dean of Students Office (Student Justice and potentially other functional areas) and the Department of Housing and Residential Life create, track and analyze conduct records, as well as refer from one department to the other.
4. 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 and 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.
5. The Conduct Officer served as an AdvoCATS Programming Board Member. The team promotes awareness and understanding about sexual and gender identities through education and training for Texas State Students. In this role, she further developed the Safe Office program and the designation of specific offices/departments as a Safe Office, coordinated the development and changes to the participant training curriculum and assisted with the training of the AdvoCATS Peer Educators. 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 Student Justice Administrative Assistant concluded her term on University Staff Council in which she served on the Public Relations and Orientation committees and at grievance hearings.
7. Student Justice and Dean of Students front office staff completed at least 1,658 "background checks", these checks are primarily for students and alumni applying for employment (usually federal or security clearance positions), military service & study abroad.
8. Student Justice held a mock hearing as part of the Judicial Hearing Board Training.
9. The Assistant Dean of Students for Student Justice and the Alcohol and Drug Compliance Services Coordinator served 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.

10. Alcohol and Drug Compliance Services 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 Alcohol and Drug Compliance Services 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.
11. Alcohol and Drug Compliance Services provided 27 Alcohol Education Program for Minors (AEPM, aka MIP classes) in 2012-2013 which hosted 494 participants completing the course and exhibiting an overall “Knowledge Increase” of 61% (pre-test and post-test scores), compared to 27 classes with 501 participants completing the course in 2011-2012 that exhibited an overall “Knowledge Increase” of 54%.
12. Alcohol and Drug Compliance Services provided various community service opportunities which allowed 613 individuals to complete their community service requirements during the 2012-2013 reporting period. These individuals completed a total of 7192.5 verifiable hours which amounted to the “in-kind” equivalent of \$52,145.63 in minimum wage labor. The hours completed have continued to increase significantly each reporting year (2011-2012, 564 students, 5660.25 hours, “in-kind” \$41,036.81 and 2010-2011, 369 students, 3536.5 hours, “in-kind” \$25,639.63). These increases are attributed to increases in the student body as well as in students referred by Student Justice, the Department of Housing and Residential Life, and other local legal resources.

Also, in fall 2012 Alcohol and Drug Compliance Services started sending reminder emails to all students who were scheduled to participate in community service for major and/or special events. This new process helped reduce the number of “no-shows” and has also been appreciated by the students as exhibited by their email responses to the reminders.

A large variety of community service opportunities have been made possible thanks to the Alcohol and Drug Compliance Services Assistant Coordinator’s work to provide these options. These efforts included collaborating with university departments to assist with daily functions as well as special events. New departments and community organizations continue to become partners with Alcohol and Drug Compliance Services (noted “new” below), and that will continue to help fill in opportunities to the increasing number 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, Office of Community Relations (new), University Police Department (new), Campus Activities & Student Organizations, Community Staff Development Team, Student Health Center, LBJ Student Center, Aquarena Center (renewed after absence due to remodeling), Agriculture Department, Travis Elementary and Sights & Sounds of Christmas.

In addition to the traditional data above, the initial registration process for community service hours provides an additional opportunity for data collection. In the 2012-2013 reporting period, 646 students registered for community service with Alcohol and Drug Compliance Services,

and reported needing 9285.5 hours (equivalent of \$67,319.88 “in-kind” minimum wage labor). Evaluation of the differences in data provide a more transparent picture of 1) the number of students who registered for hours with Alcohol and Drug Compliance Services yet chose to complete their sanctioned hours elsewhere (33 students in this reporting period), 2) the number of community service hours that students chose to complete elsewhere due to academic and/or work schedules as well as the academic calendar/holidays/breaks (2093 hours – equivalent of \$15, 174.25 “in-kind” minimum wage labor). This information stimulated the implementation of the community service email reminder process described above.

13. Alcohol and Drug Compliance Services Assistant Coordinator and student workers created an electronic database in “Word” for documenting basic community service information (demographics, hours, referral resources, etc.) and input back-data to the beginning of the Alcohol and Drug Compliance Services development. The Alcohol and Drug Compliance Services Coordinator was able to utilize the same electronic database format and specialize it to document students seen for POM, PODP and Assessments, as well as to input back-data to the beginning of the Alcohol and Drug Compliance Services development.
14. Alcohol and Drug Compliance Services’ Marijuana 101 program was completed by 78 participants as a result of marijuana-related violations (40 POM and 38 PODP). These participants met individually with the Alcohol and Drug Compliance Services Coordinator prior to and after their completion of the online portion of the program.
15. The Alcohol and Drug Compliance Services Coordinator provided individual assessments (typically a series of 4 sessions) to 22 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.
16. The Alcohol and Drug Compliance Services Administrative Assistant served at many of the summer Browse Sessions providing information to incoming students and their parents.
17. The Alcohol and Drug Compliance Services Coordinator served on the Community Staff Development Team (assisted with the team’s activities for the Division of Student Affairs, including the Kick Off, Mid-Year Retention Update and Picnic), served on the Student Justice Judicial Hearing Board, the Foster-care Alumni Initiative Committee, the Student Affairs Promotions Team as well as three search committee processes: Greek Affairs Coordinators (2 positions) and Leadership Institute Coordinator.
18. The Alcohol and Drug Compliance Services Assistant Coordinator served as Chairwoman of the Sallie Beretta Award Committee, on the LBJ Student Center Tenants Team, and four search committees involving positions in the Dean of Students office, Office of Disability Services, Campus Activities and Student Organizations and LBJ Student Center.
19. The Student Justice Conduct Officer served on three search committees to fill the Counseling Center Case Manager, Multicultural Student Affairs LGBTQI/Veteran Programming Coordinator and UPD Officer positions.

20. The Assistant Dean of Students for Student Justice chaired the search committee for the newly created Assistant Dean of Students for Greek Affairs position.
21. The Student Justice Conduct Officer, in collaboration with the Attorney for Students, secured an Equity and Access FY13 Funding Grant in the amount of \$1500.00 to make possible a visit by Mitchell Katine to discuss the upcoming U.S. Supreme Court case related to marriage equality. Mr. Katine was one of the attorney's in the U.S. Supreme Court case Lawrence v. Texas which held that Texas sodomy laws were unconstitutional.
22. Alcohol and Drug Compliance Services continues to strive to provide consistent venues and student facilitators for Alcoholics Anonymous (AA) meetings on campus. In fall 2012 a student facilitator presented herself and AA meetings were conducted toward the end of the semester, however, attendance was poor and the student facilitator removed herself from the position. In spring 2013 another student facilitator presented herself and meetings were conducted throughout the semester successfully. These meetings will resume in summer 2013 and fall 2013 with the same student facilitator.

### **Progress on 2012-2017 Administrative Support Plan / Strategic Plan 2012-2013**

#### Department Goal 2 (2012-2017):

Integrate technology into all Dean of Students Office services to improve achievement of department core functions.

#### Department Objective 2.1 (2012-2017):

Utilize information technology to improve achievement of department core functions.

Student Affairs Goal: VI. Develop and manage financial, physical and technological resources effectively and efficiently.

#### Department Strategy 2.1.1 (2012-2017):

Incorporate Adirondack System department wide.

Beg FY: FY12            End FY: FY14

Status:                    Adirondack has been incorporated into Student Justice.

Adirondack was also extended to Attorney for Students which is using and assessing it to determine if it will continue its use. Full incorporation continues to be targeted for end of FY14 and may include Alcohol and Drug Compliance Services (for streamlining Student Justice cases from start to finish), CASO (for DRT), and possibly other areas such as Behavior Assessment T, Care & Concern cases, and even Academic Affairs (for Honor Code).

#### Department Goal 5 (2012-2017):

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.

#### Department Objective 5.1 (2012-2017):

Identify the Alcohol and Drug Compliance Services as a valuable resource for the university community by providing needed alcohol and drug related services in an established, efficient and confidential setting.

Student Affairs Goal: II. Create and deliver co-curricular programs and services through partnerships with faculty, staff, and external constituents to ensure the success of students.

Department Strategy 5.1.2 (2012-2017):

Create a brochure for the university community about the Alcohol and Drug Compliance Services.

Beg FY: FY12                      End FY: FY13

Status:                      This strategy is in progress and on time. It is expected to be complete prior to its end date of FY13.

Department Strategy 5.1.3 (2012-2017):

Create a website about the Alcohol and Drug Compliance Services.

Beg FY: FY13                      End FY: FY14

Status:                      This strategy is in progress in advance of its beginning date of FY13. Modifications and refinement will be made through FY13 and likely completed in advance of end date FY14.

Department Objective 5.2 (2012-2017):

Increase staff to manage growing programs and services while maintaining personal safety and a high level of customer service.

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

Department Strategy 5.2.1 (2012-2017):

Hire a half-time support staff person.

Beg FY: FY13                      End FY: FY15

Status:                      Funding had not yet been identified. With current growth of the office and student enrollment, this position becomes more necessary. However, there is also a lack of work space allocated to the Dean of Students office to accommodate this new position.

Department Strategy 5.2.2 (2012-2017):

Hire a full-time Conduct Officer.

Beg FY: FY13                      End FY: FY17

Status:                      Funding had not yet been identified. With the growing student enrollment, this position becomes more necessary. However, there is also a lack of work space allocated to the Dean of Students office to accommodate this new position.

**Assessments**

### Student Justice Customer Satisfaction Survey

This assessment involved providing a satisfaction survey to students adjudicated during the spring 2013 semester for Code of Student Conduct violations. An estimated 200 surveys were handed out. 63 were completed and returned for an estimated response rate of 32%.

The 12 statements in the survey are ranked 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 and in fact rebounded from last year's decrease. This period's total survey average (overall satisfaction) was 1.47 compared to 1.56 in spring 2012. Satisfaction has remained consistent over several years. In spring 2011 the total survey average was 1.40; it was 1.48 in 2009-2010.

This year, no student gave the lowest possible marks across the whole survey (a 4.0 survey score). In fact, only 4 gave marks that ranged from 3-4. In 2012, 6% of respondents yielded a 4.0; 5% did so in 2011.

In this assessment period, 29 percent of respondents gave the highest marks possible (survey average of 1). The number was 27% in 2012, 41% in 2011, 23% in 2010 and 20% in 2009.

By question, the percentages of positive responses (scores of 1 or 2) improved to a range of 82-94% compared to 78-92% in 2012. Accordingly, the negative responses (scores of 3 or 4) decreased to a range of 6-18% from 9-22% in 2012.

The question averages ranged from 1.32-1.68. Improving from a range of 1.41-1.81 in spring 2012 which was preceded by a range of 1.36-1.79 in fall 2011. This year's lowest satisfaction is the best as far back as FY2010 when the lowest satisfaction was reflected by a question score of 1.74.

As with past assessments, the question with the least satisfaction was regarding the timeliness of the adjudication process. In fact, the two questions related to the timeliness of the adjudication process had the lowest satisfaction scores.

The questions with the highest satisfaction were regarding their agreement that they were given the opportunity to explain their behavior and informed of their options. The second highest satisfaction question is also historically ranked highly and regards being treated with courtesy, respect, and professionalism. Tying with this question this year was the question regarding whether staff helped to clarify the discipline process during the initial meeting.

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).

This year, Student Justice (in collaboration with the Department of Housing and Residential Life) began using a new Case Management (tracking and documenting) software program. The whole year was a year of learning how to use the program. Improvements were made along the way but

the implementation and for a few months in the spring the use of dual systems caused delays in the time it took to summon students after an incident had occurred. These “kinks” have been worked out and despite them, scores on satisfaction on the timeliness of our process improved from the previous assessment period.

From previous assessments and action plans, the availability of two, rather than just one, conduct officers and the scheduling of 45 minute appointments, rather than 30 minutes, may also be considered as contributors to the improved satisfaction regarding the timeliness of the adjudication process.

Overall, results have been consistent through the years. Students are least happy about the time they spend involved in the conduct review process. Students feel they are treated well, informed of their options and given the opportunity to be heard. While from year to year certain scores may indicate decreased satisfaction, overall, the trend is towards improved satisfaction. Given this, it is the plan to end use of this tool in order to develop a new one that considers the following:

- CAS Standards
- Assessments geared towards students sanctioned to suspension or expulsion (previously left out)
- Assessments geared towards victims (previously focused only on suspects)
- Simplifying/reducing the assessment in order to focus on areas needing improvement
- Seeking more/different information that may result in different action plans/ideas from improvement

#### 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 2012-2013, 27 AEPM/MIP classes were conducted with 494 participants successfully completing the course with an overall “knowledge increase” of 61%. When compared to the previous assessment period of 2011-2012, in which 27 AEPM/MIP classes were conducted with 501 participants successfully completing the course with an overall “knowledge increase” of 54%, there was an overall “knowledge increase” of seven (7) percentage points. Also, the overall class “knowledge increase” is still well above the targeted 10%.

For this assessment period the Objective 5.1, as identified in the Strategic Plan, was to have “at least an average of 10% increase of knowledge to be demonstrated by program participants”, to which was surpassed as evidenced by the 61% overall “knowledge increase”.

#### ADCS – 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 2012-2013, 27 AEPM/MIP classes were conducted, 494 students successfully completed the course and 474 students completed the Course Evaluation tool (20 students chose not to complete the evaluation tool). In the category of “Overall Rating of Course” 446 participants (94%) gave a score of 8 or higher (50 gave an “8”, 96 gave a “9” and 300 gave a “10”).

In the category of “Overall Rating of Instructor” 469 (99%) gave a score of 8 or higher (9 gave an “8”, 25 gave a “9” and 435 gave a “10”). These results indicate that participants in the AEPM/MIP course, although mandated to complete the course as a conduct or court 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 the same class I took since 5<sup>th</sup> grade – appropriate course for college kids since we will drink”

“Didn’t make it boring, made it fun having everyone engage”

“The course isn’t very interesting, but the professor was great”

“Great teacher, enthusiastic about it and actually made me self-reflect when I didn’t think I would”

“Really funny and lighthearted, enjoyed her enthusiasm and her passion on the material”

“Learned a lot from this course, things I never even knew about”

“Our instructor broke it down & made everything easy to understand”

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, 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). Other examples of these written suggestions are as follows:

“Ditch the shitty material and keep (or give raise to) the instructor”  
 “Need to get a bigger projector for the class, some stuff was hard to see”  
 “It’s not bad, but maybe you can talk about different drugs”  
 “Make it on-line”

For future classes, it would be ideal to update the projector technology to show a larger screen, as this past year the AEPM program did acquire a new laptop computer. Each instructor is encouraged to enhance the learning experience of the classroom, as long as they maintain the fidelity of the original curriculum distributed by DSHS. Each instructor has unique communication skills that connect with the students, and frequently other substances (such as tobacco products and marijuana) will come up in discussion, however, the fidelity of the education is maintained around alcohol and issues relating to individuals under the age of 21.

Fewer requests for snacks were documented in the evaluations as the registration process was restructured to identify breaks and vending machines in the building. Also, the instructors addressed the issue during the review of the mandated “housekeeping” protocols at the beginning of each class.

For this assessment period the Department Goal 5: “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” in the DOS Strategic Plan is measured by the content and process of the AEPM course. 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 by Area Staff**

person	presentation title	audience	location
Ismael Amaya	Student Affairs Roundtable (panel)	SAHE 5390 Students	Texas State
Ismael Amaya	New UPD Officer Orientation (Student Justice) (3 sessions)	New UPD Officers (5)	Texas State
Ismael Amaya	Study Abroad – Things to Remember	Students in Study Abroad Program (Dr. Moriuchi – Japan, approx. 10)	Texas State
Ismael Amaya & Iliana Melendez	Judicial Hearing Board Training fall 12	10 JHB Members and Hearing Officers	Texas State
Ismael Amaya & Iliana Melendez	Study Abroad – Academic Program Director Rights & Responsibilities (regarding student conduct while abroad) (2 sessions)	Study Abroad Academic Program Directors (faculty, approximately 15)	Texas State

Stacy Batts	Diagnosing Substance Abuse in the DSM-TR (presented twice this year)	Social Work Graduate Students – Direct Practice Cohort	Texas State
Stacy Batts	Spirituality & Substance Abuse Treatment (Co-taught w/ Dr. Catherine Hawkins)	Social Work Graduate Students – Direct Practice Cohort	Texas State
Stacy Batts	Existentialism & Intervention	Social Work Graduate Students – Direct Practice Cohort	Texas State
Stacy Batts	Alcohol Education Program for Minors (9 classes)	AEPM/MIP Students	Texas State
Cheryl Harper	ADCS Services, Current Trends and Q&A	Counseling Center Doctoral Interns	Texas State
Cheryl Harper	ADCS Services, Current Trends and Q&A	Healthy Cats and Men Against Violence	Texas State
Cheryl Harper	Alcohol Education Program for Minors (2 classes)	AEPM/MIP Students	Texas State
Iliana Melendez	New UPD Officer Orientation (Student Justice)	New UPD Officer	Texas State
Iliana Melendez	TASC Social Justice Leadership Workshop	65 TX HS Students	Texas State
Iliana Melendez	DHRL-RA Training: Ethics & Leadership	165 RA Student Staff	Texas State
Iliana Melendez	Social Excellence: How handshakes can change the world Leadership Institute Capstone (fall 2012 & spring 2013)	15-20 TXST Students	Texas State
Iliana Melendez	SAHE/SAMP Internship Panel	20 SAHE Graduate Students	Texas State
Iliana Melendez	Allies Training	30 LAMBDA students	Texas State
Iliana Melendez	Allies Peer Educator Training	20 Peer Educators	Texas State
Iliana Melendez	Allies Training	40 Students	Texas State
Iliana Melendez	Social Excellence: How handshakes can change the world: Leadership Institute Annual Conference	60 undergraduate and graduate students from Texas State and undergraduate students from area institutions	Texas State
Iliana Melendez	Peer Educators Training: Transgender	10 Peer Educators	Texas State
Iliana Melendez	Allies Training	20 SAHE Graduate Students	Texas State
Iliana Melendez	Dress for Success: Career Services	20 students and staff	Texas State

Iliana Melendez	Young Professionals Panel	20 SAHE Graduate Students	Texas State
Iliana Melendez	Diversity Presentation: US1100 (2 presentations, fall 2012)	40 undergraduate students (2 US1100 Classes)	Texas State

### Special Recognitions for Area Staff

person	recognition	organization recognition from
Ismael Amaya	Ten Years of Service	Texas State University
Cheryl Harper	Developmental & Education Leave	Texas State University/VPSA
Cheryl Harper	Deborah and James Mathews Excellence in Collaboration/Outreach Award	Staff Council
Cheryl Harper	Friends of MSA Award	Office of Multicultural Student Affairs
Iliana Melendez	Michael Wilkerson Service Award	Office of Multicultural Student Affairs

### Progress on Objectives for 2012-2013

#### Objective 1

Finalize rollout of Adirondack for use by DHRL & DOS.

#### Objective 1 status

The software was rolled out, though training and new features will be ongoing, the objective is achieved.

#### Objective 2

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

#### Objective 2 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. This objective is ongoing.

#### Objective 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”.

#### Objective 3 status

Office reached out to SAHE students and students continue to be recruited for the Hearing Board. This objective is ongoing.

#### Objective 4

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

#### Objective 4 status

The Student Justice assessment tool was used for this reporting period and the new one will be developed for the next reporting period.

#### Objective 5

Create and implement a survey to determine if Alcohol and Drug Compliance Services should consider alternate forms of payment to cash and money orders.

#### Objective 5 status

The survey has been developed and will be conducted on time to include results in the next reporting period.

#### Objective 6

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

#### Objective 6 status

The system was finalized and a GATO form on the DOS website is available for anyone to submit a violation report. These reports go directly to Assistant Dean of Students for Student Emergency Services who tracks the reports and identifies repeat offenders for follow up. This online form was shared with the Department of Housing and Residential Life and UPD. Objective achieved.

#### Objective 7

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.

#### Objective 7 status

Customer satisfaction survey development process began, a draft tool was created and was reviewed by a random panel of about 10 students for feedback. This feedback identified the need for a more detailed discussion regarding the needs of the ADCS office from a customer satisfaction survey. Shortly after this process, the ADCS office experienced several waves of administrative support and student worker turnover that due to staffing shortage and service delivery needs, the customer service satisfaction survey process was halted. This objective will be identified and renewed for 2013-2014.

#### Objective 8

Create and implement a community service satisfaction survey for ADCS.

#### Objective 8 status

Again, shortly after this process, the ADCS office experienced several waves of administrative support and student worker turnover that due to staffing shortage and service delivery needs, the customer service satisfaction survey process was halted. This objective will be identified and renewed for 2013-2014.

### **Objectives for 2013-2014**

1. Complete development of training program for Student Judicial Hearing Board and establish dates and times for hearings in conjunction with board training.
2. Modify the current Student Justice assessment tool or create a new one that better assesses student learning and areas for improvement.
3. Create and implement a survey to determine if ADCS should consider alternate forms of payment to cash and money orders.
4. Obtain full-time status for an Administrative Position for the ADCS office and fill the position.
5. Acquire a new, larger, projector for the Alcohol Education Program for Minors (AEPM/MIP) course as well as an additional laptop for backup.
6. Acquire a digital camera for the ADCS office to document events provided by the office and to share with the DOS office for publication.
7. Create (Summer 2013) and implement (Fall 2013) a pre-test/post-test component of the Assessment process for the ADCS office to measure knowledge increase, possible behavior and thinking changes, as well as positive and/or negative outcomes of the four (4) session Assessment process.
8. 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.
9. Create and implement a community service satisfaction survey for ADCS.

### **Trends/Challenges for 2013-2014**

1. Substantial increase in background checks, Dean's Certifications and Study Abroad disciplinary checks.
2. Higher number of students involved in subsequent cases (repeat offenders)
3. Incidents are trending towards involving large numbers of students (parties) instead of just one or two students.
4. The Study Abroad Office has worked more closely with Student Justice over the last year in addressing incidents occurring abroad and concerns with domestic students preparing/wishing to study abroad as well as in providing support/training to the Academic Program Directors (faculty) leading the programs abroad. This collaboration is expected to continue and may extend to Distance and Extended Learning.
5. Increased social acceptance and normalizing of marijuana and alcohol use/abuse among students, as well as their refusal to discontinue using/abusing these substances no matter the consequences...legal and/or Code of Student Conduct violation.
6. Increase numbers of student population, along with the consequences of attitudes and perceptions challenge, will create an increased demand on ADCS services, specifically

Community Service and AEPM/MIP classes. ADCS office space is extremely small, and will pose a problem for efficiency and safety for staff and students. Storage is also a challenge.

7. Access to space in the LBJ Student Center for classrooms for the AEPM/MIP class continues to be a challenge and will continue to be a challenge as the demand for classes increases.
8. Continued from last year, more referral resources outside of the Texas State University community are accessing the ADCS services.

**ANNUAL REPORT  
Dean of Students Office  
STUDENT OMBUDSMAN SERVICES**

**Student Affairs Division  
Texas State University  
2012-2013**

**Accomplishments/Retention Initiatives**

During the fall and spring semesters there were six (6) and eleven (11) Ombudsman cases respectively, for a total of seventeen (17) during the year. As of the time of this report 94% of the cases have been resolved and only one case (denoted by \* below) is outstanding. The breakdown of cases is shown in Table 1 below.

Table 1: Ombudsman Cases 2012-2013	
<i>Type</i>	<i>Amount</i>
Grade	5
Faculty Member	4
Grade & Faculty Member	3
Office/Department	1
*Financial	1
Residence Life	1
Degree Plan	1
Office/Financial Aid/ Housing & Residential Life	1
<i>Total</i>	17

As indicated in Table 1, the largest proportion of cases was grade disputes at 47% of the cases this year in comparison to 24% in 2011-2012 and 20% in 2010-2011, which were the highest percentage of cases for those years as well. This data for three consecutive years indicates that grade disputes have established a trend of being the most Ombudsman cases.

**Progress on 2012-2017 Administrative Support Plan / Strategic Plan 2012-2013**

Department Goal 1 (2012-2017):

Support student success by enhancing services to assist student emergencies and university related concerns.

Department Objective 1.1 (2012-2017):

Create a comprehensive review and response process for addressing reported student emergencies and university related concerns.

Student Affairs Goal: I. Facilitate the retention, graduation and career development of a high quality, diverse student population.

Department Strategy 1.1.3 (2012-2017):

Hire a full-time Ombudsperson to assist students in achieving resolution to university related challenges.

Beg FY: FY13                      End FY: FY14

Status:                              This objective is restricted at the current time with lack of space for a new staff member so this objective will be reassessed for necessary timeframe.

**Assessments**

An electronic survey was e-mailed to all students who visited the Dean of Students Office for Ombudsman Services, and four students responded for a 17.5% response rate. Three days after the initial e-mail, a second e-mail was forwarded but there were no responses. A phone call was made to all non-responders two days after second-mail was forwarded and there was one additional response for an overall 24% response rate. For students who answered the phone call, three students indicated they received the e-mails but just had not responded. We requested they respond to the e-mail, but no additional responses were received.

The results to the 10 questions are as follows:

- |   |                 |               |
|---|-----------------|---------------|
| 1. Was a response to your inquiry received in a timely manner?  | YES <u>100%</u> | NO <u>0%</u>  |
| 2. Did your case/inquiry require a personal meeting with Mr. Morton?  | YES <u>100%</u> | NO <u>0%</u>  |
| 3. Was your case/inquiry resolved via e-mail without the need to meet with Mr. Morton   | YES <u>50%</u>  | NO <u>50%</u> |
| 4. As a result of the Ombudsman process, do you consider the amount of time required to address your case/inquiry was reasonable?                   | YES <u>50%</u>  | NO <u>50%</u> |
| 5. <u>Prior</u> to meeting with Mr. Morton, were you aware of the appropriate University Policy and Procedure to address your concern?              | YES <u>75%</u>  | NO <u>25%</u> |
| 6. Did Mr. Morton clarify options for you that positively contributed to your ability to make a well informed decision regarding your case/inquiry? | YES <u>100%</u> | NO <u>0%</u>  |
| 7. As a result of the Ombudsman process, do you know where to find information to address future concerns you could encounter as a student?         | YES <u>75%</u>  | NO <u>25%</u> |
| 8. As a result of the Ombudsman process, do you feel your case was adequately addressed by Mr. Morton?  | YES <u>100%</u> | NO <u>0%</u>  |
| 9. Please rate your OVERALL SATISFACTION with Ombudsman services provided through the Dean of Students office by circling the appropriate response. |                 |               |

Excellent **50%** Satisfactory **25%** Average **25%** Poor **0%** Unacceptable **0%**

75% (3) of the respondents indicated satisfaction with the Ombudsman services while only 25% (1) indicated that the services were average.

**Presentations by Area Staff**

person	presentation title	audience	location
Vincent E. Morton	New Member Education	New Greek Initiates	LBJSC Ballroom
Vincent E. Morton	Greek Life at Texas State	Parents of New Students	LBJSC/N. Housing Complex
Vincent E. Morton	Judicial Board Training	Interfraternity Council Judicial Board	LBJSC
Vincent E. Morton	Gamma Phi Beta Welcome	New Greek Initiates	Supple Science Building
Vincent E. Morton	Leadership	Student Foundation	Sac & Pac Room
Vincent E. Morton	Leadership	Black Student Organization Retreat	LBJSC

**Special Recognitions for Area Staff**

n/a

**Progress on Objectives for 2012-2013**

The assessment process was more intentional and directed, although even students who indicated they received the assessments did not respond. In many cases there is a lapse of time from the initial appointment to conclusion of a case which might affect a student’s eagerness to complete an assessment, as well as the outcome of a case. For instance, eight (8) of the seventeen (17) cases involved grade disputes; many of the cases are not finalized until after a student receives their grades (many are inquiring about how to appeal a grade DURING the semester) and by that time they are home. Additionally, if the final outcome of their grade dispute is not satisfactory, they are likely not too eager to complete an assessment.

**Objectives for 2013-2014**

1. Continue working on a process to improve response rate.

2. Explore ways to help students and faculty prevent or resolve grade disputes before the need to create an Ombudsman case.

### **Trends/Challenges for 2013-2014**

The trend is that the majority of the cases involve grade disputes, so continuing to make the service available.