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Executive Summary

The Dean of Students Office (DOS) had a productive year making several changes. In order to ensure the safety in the office a risk management scan was performed and as a result windows in individual office doors and panic buttons at all individual workstations were installed. The foundation for the Texas State Leadership Institute was created with help from a committee comprised of stakeholders from the university and alumni community. Emergency Services were streamlined into one area that allowed greater focus and effectiveness in assisting students. More active advising assisted Associated Student Government to plan in advance to implement successful events and operations. Focus on the Administrative Support Outcomes provided the opportunity to update assessments within most areas and accomplish meeting organization goals. Routine office procedures were placed in writing, student conduct policies were updated and office related University Policy and Procedure Statements were revised.

Major Accomplishments

1. During the fall 2010 H1N1 pandemic, 1,449 students received absence notification services creating a total of 7,355 e-mails to 1,165 faculty.
3. Awarded 31 students with Emergency Grants totaling $12,200
4. Associated Student Government awarded 131 students with scholarships totaling $230,400
5. Student Foundation provided student members with a total of $10,000 in scholarships at their Spring Banquet in May 2010.
6. Developed a comprehensive leadership model as the foundation for the Leadership Institute.
7. The Attorney for Students area served 1391 students by appointment.
8. In addition to both attorneys reaching over 300 students during their presentations, other DOS staff conducted 21 combined presentations (e.g. classes, workshops, retreats, trainings, etc.) in order to disseminate the services provided by the Office of the Dean of Students in support of the division’s student success initiatives.
9. Developed electronic paperless and automated system for the Associated Student Government scholarships and election filing.
10. Developed electronic paperless systems to track information of students who received assistance/services from Student Emergency Services, which also tracked assessment data.
11. Made comprehensive revisions to Student Organization University Policies.
12. Made comprehensive revisions to the student conduct policies.
13. Provided notary services for 119 students.
15. Scheduled and coordinated 61 new staff members for Sexual Harassment Training.
16. Scheduled and coordinated 229 staff members for EEO Training.
17. Investigated and adjudicated 257 cases that involved 443 students (401 suspects, 48 victims and 25 witnesses).
18. Assisted Associated Student Government with the logistics of hosting events such as a university wide Constitution Day faculty panel on September 17, 2009, the Texas State University System (TSUS) Student Advisory Board meeting during the Board of Regents visit at Texas State on February 17-19, 2010 and an open forum for students about the smoking policy on April 6, 2010.
19. Assisted Student Foundation with the logistics of hosting events such as the Texas State Veterans Day observance on the Quad on November 11, 2009 and the Bobcat Pause memorial service on April 14, 2010 that allowed over 400 people to honor 500 faculty, staff, students, alumni and friends of the university.

Progress on 2004-2012 Administrative Support Plan

Strategic Plan is being developed.

Assessments

1. Dean of Students Central Administrative Services Customer Contacts Tracking showed DOS was contacted by phone a total of 8,098 times this year.
2. Associated Student Government Satisfaction Survey indicated 95% of respondents were overall satisfied with services provided by the Dean of Students Office.
3. Associated Student Government Student Leadership Skills Proficiency Observations indicated 50% of student leaders demonstrated the highest level of leadership skills in the fall 2009 and increasing in spring 2010 to 75% of student leaders demonstrated the highest level of leadership skills.
4. Attorney for Students Client Satisfaction Survey indicated 92% of respondents indicated a high degree of satisfaction with the service they received during their consultations.
5. Emergency Services Satisfaction Survey indicated 92% of respondents were satisfied with the services they received.
6. Leadership Institute benchmarking of collegiate leadership programs (internal & external) compared current leadership programs and leadership courses.
7. Leadership Institute student leadership development opportunities satisfaction survey completed by Associated Student Government and Student Foundation revealed an overall lukewarm response to current leadership development opportunities at Texas State.
8. Student Foundation Leadership Skills Proficiency Observations indicated 50% of student leaders demonstrated the highest level of leadership skills in the fall 2009 and increasing in spring 2010 to 75% of student leaders demonstrated the highest level of leadership skills.
9. Student Foundation Satisfaction Survey indicated 80% of respondents were satisfied with services provided by the Dean of Students Office.
10. Student Justice Satisfaction Survey indicated 87% of respondents were overall satisfied with the Student Justice process.
11. Student Justice Reflective Essay indicated 84% of the students who submitted an essay demonstrated a minimum understanding.

**Presentations by Department Staff**

The following twenty-one presentations were conducted by staff in addition to both attorneys in the Attorney for Students area who made presentations on campus to undergraduate and graduate students on varied issues such as renting an apartment, risk management for student organizations and legal liabilities of different professions reaching over 300 students this year.

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<td>Dr. Margarita Arellano &amp; Ms. Lisa Furler</td>
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<td>Ms. Lisa Furler</td>
<td>P.A.U.S.E. Before You Lead</td>
<td>PAWS Preview Leadership Workshop, September 2009</td>
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11. Ms. Lisa Furler  
   Effective Advising: More than Just a Signature  
   Professional Staff Development Workshop  
   Texas State

12. Ms. Lisa Furler  
   Allies Training Session  
   University faculty, staff, and students  
   Texas State

13. Ms. Lisa Furler  
   ACUI Leadership Showcase  
   International association members  
   online webinar

14. Mr. Vincent Morton  
   Career in Student Affairs  
   Recreational Sports Staff  
   University of Texas at San Antonio

15. Mr. Vincent Morton  
   Representing Texas State  
   Orientation Assistants  
   Texas State

16. Mr. Vincent Morton  
   Student Affairs Division  
   Texas State Athletes  
   Texas State

17. Mr. Vincent Morton  
   Absence Notification System  
   Council of Chairs  
   Texas State

18. Mr. Vincent Morton  
   Code of Student Conduct  
   Technology Department  
   Texas State

19. Mr. Vincent Morton  
   Academic Honesty Process  
   Staff Development  
   Texas State

20. Ms. Kathryn Weiser  
   Dean of Students Office Services  
   University Seminar Class September 2009  
   Texas State

21. Ms. Kathryn Weiser  
   Rubrics Development  
   Student Affairs Assessment Team March 2010  
   Texas State

Special Recognitions for Department and/or Staff

1. Student Foundation President, William Clay Patterson, was selected as Student Regent for 2009-2010.
2. Student Foundation President-Elect, Christopher Covo was selected as Student Regent for 2010-2011.
3. Ms. Kathy Myres received the Student Affairs Division Champion of Success Award.

Major Objectives for 2010-2011

1. Implement the Discipline Education Programs component under Student Justice (service previously provided by the Alcohol and Drug Resource Center.)
2. Launch the Texas State Leadership Institute; develop and implement a multi-tiered leadership development program; and create a Leadership Advisory Board.

3. Improve use of technology throughout the Dean of Students Office operations by creating electronic systems that will perform the following operations.
   a. track number of telephone contacts to the Dean of Students
   b. assess services, tracking and maintaining Student Justice cases
   c. assess Ombudsman Services
   d. automate Sexual Harassment Training required of division employees
   e. provide web based clearinghouse of student leadership development opportunities

4. Develop strategic plan for the Dean of Students Office.

5. Implement training programs for the Student Justice Hearing Committee members.

6. Implement training programs for Student Foundation members.

7. Continue and enhance training for ASG student leaders.

8. Create electronic resources that will educate our students regarding their rights and responsibilities as members of our university community.

9. Continue to partner with ACT (Achieving Community Together) in order to improve the Texas State/San Marcos communities relationship.

10. Major review of and update to all DOS websites.

**Major Trends/Challenges for 2010-2011**

1. As student enrollment increases the need for student services increases placing a demand on current financial and human resources.
   a. The Attorney for Students area continues to function with only one full-time and one part-time attorney with one support staff member so only a limited amount of students may received these services and the wait to receive services is long creating a need for more staff in the Attorney for Students area to serve students in a timely manner.
   b. The Emergency Services has seen an increase in students requesting assistance from the emergency grant funding and this has created a need for more monetary resources to assist students.
   c. Launching leadership initiatives to better prepare our students as leaders creates a need to attain permanent funding to continue these efforts for our students.

2. Due to a focus on Administrative Support Outcomes, little was done regarding strategic planning during 2009-2010. This will be given special attention and priority throughout the coming years as the university creates its strategic plan for 2012.

3. The number of students coping with mental health issues has increased during the past decade due to better mental health diagnosis and treatment that have assisted students in attending college. The increase in these numbers has brought challenges when students interrupt medications or are unable to secure treatment.

4. Growth of the Round Rock campus will continue to require expansion of student services there creating the need for more collaboration and support among both campuses.
ANNUAL REPORT  
Dean of Students Office  
DEAN OF STUDENTS CENTRAL ADMINISTRATIVE SERVICES  
Student Affairs Division  
Texas State University  
2009-2010

Major Accomplishments

1. Responded to a total of 8,098 phone contacts for the year. The highest number of contacts received was in the months of October (1,099) for the fall semester and in the month of February (903) for the spring semester.
2. Provided 119 students with notary services.
3. Scheduled and coordinated 61 new staff members for Sexual Harassment Training.
4. Ensured the divisional compliance of EEO Training requirements through training coordination, tracking, and notification of 229 employees as well as maintained current records and certification.
5. Responded to 392 requests for assistance via DOS and referrals.
6. Exchanged information regarding programming, in particular Bobcat Pause, in 212 emails.
7. Coordinated notification of 15 student deaths
   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

Assessments

Beginning in July 2009 customer contacts were tracked showing DOS was contacted by phone a total of 8,098 times this year.
Major Objectives for 2010-2011

1. Work with Telecommunications to better track the number of telephone contacts to the Dean of Students.
2. Develop a form of frequently asked questions to provide better customer service.
3. Develop an automated system in both English and Spanish through TRACS for the Sexual Harassment Training.
4. Develop a tracking system for new employees in the Student Affairs division.

Major Trends/Challenges for 2010-2011

1. Tracking contacts is difficult when it is busy in the office.
2. Tracking Sexual Harassment is difficult since DOS does not know all the new employees coming into the division who need Sexual Harassment Training since tracking all new division employees is coordinated by a different office in the division.
3. Tracking EEO training is difficult since DOS does not know all the new employees coming into the division who need EEO training since this is coordinated by a different office in the division and DOS does not know the division employees who have completed the university-wide workshop since this workshop is coordinated by a different office outside the division. Another obstacle is the lack of information on division staff who have left university employment since former employees need not be listed in EEO records for current training.
Major Accomplishments

A different approach to advising ASG was implemented this year. The Dean of Students and the Assistant Dean of Students actively co-advised ASG. The Dean of Students took the role of advising the ASG student leaders on the big picture ideas, such as items that had university wide implications, while the Assistant Dean of Students had the role of advising on the day to day tasks. Both the Dean of Students and the Assistant Dean of Students met together with the ASG President and Vice-President every other week. The co-advisors provided three hours of training for all ASG officers before classes began in fall 2009.

The more active advising assisted ASG to plan in advance to implement successful events and to better help other students. A day long Senator training in fall 2009 was implemented by the ASG Vice-President. ASG hosted a university wide Constitution Day faculty panel on September 17, 2009. The San Marcos High School student government was hosted by ASG during the Senate meeting on November 16, 2009. The Texas State University System (TSUS) Student Advisory Board was hosted by ASG during the Board of Regents visit at Texas State on February 17-19, 2010. A two hour open forum for students about the smoking policy was hosted by ASG on April 6, 2010. ASG conducted a safe ride study pilot program on April 15 and 16, 2010. Throughout the year the ASG President and Vice-President were able to answer 57 student questions/concern emails. ASG attempted more outreach to students encouraging involvement and feedback throughout the year through grievance sessions, speaking at University Seminar classes and speaking at organization meetings.

The co-advisors and ASG student leaders collaborated with others to improve the ASG Scholarship and ASG/Bookstore Scholarship process as well as the ASG Election process. An electronic system was created and utilized this year so students applied on-line for the ASG Scholarship and the ASG/Bookstore Scholarship. This on-line scholarship application system eliminated illegible handwritten and lost applications as well as staff time verifying eligibility. Additionally, the electronic scholarship application system allowed the ASG Scholarship Committee to review applications without the need to make copies. The ASG Scholarship Committee awarded a total of $225,000 from the ASG Scholarships so 113 students and a total of $5,400 from the Bookstore Scholarship to 18 students, which was the first time in a few years that the full amount of the scholarship was awarded. Additionally, ASG Senators wrote legislation S.R.S. 2009-2010/03 “Life Long Learning” to allow students to apply their awarded ASG Scholarship funds towards post undergraduate entrance exams and post undergraduate certification exams.
An on-line system was created and utilized this year for students to apply for candidacy in the ASG Election. Similar to the new electronic scholarship application, the electronic filing system eliminated illegible handwritten and lost applications as well as staff time verifying eligibility. The new electronic filing system was tied into the current on-line ASG Election voting system, which eliminated staff time creating a ballot.

This year the ASG student leaders and Senators demanded more accountability and action of themselves. The ASG budget was placed on their website. ASG Senators were held accountable for their absences at meetings. Overall, ASG Senators wrote 59 pieces of ASG legislation with 50 passed pieces, 2 vetoed pieces, 6 failed pieces and 1 tabled piece.

ASG Senators wrote many pieces of ASG legislation to create positions and to better specify duties of current positions. The Veteran’s Liaison position was created to better represent veteran students based on ASG legislation S.B.F. 2009-2010/05 “Veterans Liaison.” ASG collaborated with the Athletic Department to encourage student to tailgate by creating Athletic Liaison position to oversee a Tailgate Committee and creating a Tailgate Committee to coordinate tailgating based on ASG legislation S.B.F. 2009-2010/03 “Bridging the Gap” and S.R.F. 2009-2010/02 “Tailgate Committee.” A Deputy Senate Pro-Tempore position was created through ASG legislation S.B.F. 2009-2010/02 “Deputy Senate Pro-Tempore.” The ASG legislation S.B.F. 2009-2010/01 “Much More for the Senate Pro-Tempore” amended the duties of the ASG Senate Pro-Tempore. The additional positions and revised duties of current positions were all amendments made to the ASG Senate Code of Laws.

In addition to the new and revised positions, ASG Senators wrote ASG legislation to amend their governing documents to clarify process and procedures. The following five pieces of legislation passed by the ASG Senate amended the ASG Senate Code of Laws:

1. S.B.F. 2009-2010/4 “Redefining Emergency Status Legislation” added more detail to procedure of declaring emergency legislation

2. S.B.F. 2009-2010/8 “Greater Representation in the Senate” added defining how ex-officio seats are filed

3. S.B.F. 2009-2010/9 “Quorum Met” changed the definition of membership in reaching quorum in the Senate

4. S.B.S. 2009-2010/1 “No Shirt, No Shoes, No Service” changed the definition of proper dress during ASG Senate meetings

5. S.B.S. 2009-2010/2 “Amendment Act” added how motions for amendments must be submitted

After all previously mentioned ASG Senate Code of Laws amendments were made the ASG Senate decided that ASG needed to have a more overarching ASG Code of Laws with a specific ASG Senate Rule of Procedure document. This decision prompted a needed amendment in the ASG Constitution, and any ASG Constitution amendment requires Texas State students to approve the
amendments in a student referendum. ASG conducted a student referendum April 15-16, 2010 for the following three ASG Constitution amendments, which were all approved by a majority of Texas State students:

1. C.A.S. 2009-2010/1 “ASG Code of Laws”
   added the authority for the Graduate House and Senate to establish an Associated Student Government Code of Laws that outlines overall procedures of the student government not detailed in the ASG Constitution.

2. C.A.S. 2009-2010/2 “Executive Cabinet”
   changed the words that allow the ASG President to create a cabinet to specify this authority and the need for the Senate to approve by two-thirds.

   replaced the document titles “ASG Senate Code of Laws” and “ASG Graduate House Code of Laws” with “ASG Senate Rules of Procedure” and “ASG Graduate House Rules of Procedure” in the ASG Constitution

Other pieces of ASG legislation have also been implemented. ASG implemented a day long training called “Student Government Day” for San Marcos High School on December 11, 2009 based on ASG legislation S.R.F. 2009-2010/01 “Civic Responsibility.” ASG legislation S.R.F. 2009-2010/04 “Marketing Promotion: Maroon Monday Madness” created a new marketing promotion called “Monday Maroon Madness” that features significant discounts on maroon t-shirts at the University Bookstore dependent on the performance of the Bobcat football or basketball team. The implemented ASG legislation with the largest impact to university students is the ASG legislation S.R.F. 2009-2010/08 “Preparation Day Extension,” which supported the university to add one extra dead day into the academic calendar starting spring 2010. Additionally, ASG Senators wrote the following seven pieces of ASG legislation to show ASG’s support of university, departmental and surrounding community initiatives:

1. S.R.F. 2009-2010/07 “ReREV Project”
   supported the ReREV system in the Student Recreation Center

2. S.R.S. 2009-2010/05 “Count on Me to Be Counted”
   supported the 2010 Census

3. S.R.S. 2009-2010/07 “A Call for Support”
   supported bringing an ACC campus to the City of San Marcos

   supported the LBJ Student Center seek out and implement opportunities to integrate technology information systems into the LBJ Student Center

5. S.R.S. 2009-2010/20 “Bon Appétit Bobcats”
supported the extension of the Chartwells food services contract at Texas State that Chartwells will pay for renovations to Harris Dining Hall, Commons Dining Hall, and adding a restaurant in LBJ Student Center

6. S.S.R.S. 2009-2010/01 “In Support for the Haiti relief effort” supported the Haiti relief efforts made by the City of San Marcos and the University

7. S.S.R.F. 2009-2010/03 “A Resolution of Support” supported the University’s proposed 3.1% increase in the advising fee for FY11 intended to progress the Quality Enhancement Plan

Assessments

Two assessments were conducted with ASG during 2009-2010. 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 2010
An email with the satisfaction survey was sent to ten (10) Associated Student Government (ASG) Executive Officers on Monday, April 26, 2010 and a reminder was sent on Tuesday, May 18, 2010. The ASG Executive Officers were asked to complete the survey and return it to the Dean of Students Office to maintain anonymity. Two (2) surveys were returned via email and two (2) surveys were retuned via paper in the Dean of Students Office. Therefore, four (4) of ten (10) returned surveys is a 40% return rate. Demographic information for survey respondents was not requested from respondents.

The ASG respondents agreed that Dean of Students staff were available and accessible to provide knowledgeable advice. Three of the four ASG respondents agreed that they were provided administrative support. The fourth ASG respondent was neutral about receiving adequate administrative support. Comments reflected that ASG respondents believe Dean of Students staff supports student leaders’ decisions, ideas, and development. However, one comment indicated that more support is needed in the forms of allowing twenty-four hour access to the ASG Office and red restricted or reserved parking. ASG respondents commented that they liked the ASG Officer training provided by the Dean of Students staff. The ASG responses (95%) indicated overall student leader satisfaction of advising by Dean of Students staff.

ASG Student Leadership Skills Proficiency
During fall 2009 four student leaders from ASG were observed. During spring 2010 the same four were observed to determine development of leadership skills in those observed.

The fall 2009 ASG student leader observations resulted in the demonstration of leadership skills at the ORGANIZATIONAL VETERAN level for two of the four and at the VISIONARY level (i.e. the highest level) for the other two of the four. The spring 2010 ASG student leader observations resulted in the demonstration of leadership skills at the ORGANIZATIONAL VETERAN level for one of the four and at the VISIONARY level (i.e. the highest level) for three of the four. Results
for ASG from fall 2009 to spring 2010 indicated that one of the two, which is fifty percent (50%), at the ORGANIZATIONAL VETERAN level developed to the VISIONARY level (i.e. the highest level).

The action plan of improvement includes working between the Dean of Students and the ASG President and Vice-President in summer 2010 to create an agenda for an early fall 2010 ASG Officer Orientation. Also, in summer 2010 the ASG Advisors will discuss the administrative support feedback (e.g. 24-hour access to the ASG Office, red restricted parking permits) to determine feasibility of implementation in the future. In order to achieve a better return rate for more student feedback, Dean of Students staff will distribute the ASG electronic satisfaction survey using the same existing resources during the earlier time frame of 10 class days before the end of the semester, which will be two weeks before final exams.

**Major Objectives for 2010-2011**

1. Continue and enhance training for ASG student leaders.
2. Provide timely satisfaction survey to ensure more student feedback.
3. Ensure co-advisors meet consistently with ASG President and Vice-President.
4. Review electronic scholarship application system to prevent problems that arose this year.
5. The ASG President and Vice-President have the following initiatives:
   a. Administrative Panel (a town hall type meeting with university administrators)
   b. High School Leadership Conference (conference for seven surrounding high schools to teach leadership skills to students)
   c. Bobcat Bricks (a fundraiser for a new Alumni Center Building)
   d. Alma Mater Lyrics on Alkek steps (engrave Texas State’s alma mater lyrics on side of step to be seen from a distance)
   e. Light Up Alkek (maroon and gold lights on Alkek Library to celebrate victories)
   f. Be Proud Campaign (get out information about history and accomplishments)
   g. Promise of Pride (points for game attendance program to earn prizes)
   h. ASG Alumni Board (an advisory board composed of past ASG Presidents and Vice-Presidents)
   i. Transportation and Parking Task Force (group to review and research Texas State’s parking issues)

**Major Trends/Challenges for 2010-2011**

The major trends/obstacles for 2010-2011 will continue to be “a new generation starting over.” This is a fact that needs to be addressed every year. We will continue to provide training for the officers and will gather information this year to create a transition manual.
Major Accomplishments

The Attorney for Students was challenged by unusual but significant staffing issues this year, so our office increased its intake of in-person clients and limited the number of students served in through presentations on campus as compared to 2008-2009. In 2009-2010 this office served 1391 students by appointment and approximately 200 students through presentations to organizations, classrooms and similar programs. 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. When asked in an exit survey if our service was helpful in allowing that student to stay focused on his or her academics, 71% agreed ($n=429$).

Did this service help you focus on academics?  

$(n=429)$

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?” 42% responded “yes” which was a 5% increase over last year. ($n=417$). These are students who would have withdrawn from this university but for the services provided by this organization as part of the Dean of Students office in the Division of Student Affairs. The students report that the service served to reduce their stress and made them feel that their problems were not insurmountable. Each year students are saved tens of thousands
of dollars in attorney fees, unneeded court costs, improper charges and other costs by visiting the Attorney for Students office. In addition, they get life-long skills that help them avoid costly mistakes in the future.

Did this service help with your decision to stay at Texas State?  
(n=417)

Progress on the 2004-2012 Administrative Support Plan

Department Strategy – Change half-time attorney position to a full-time position. The office still employs an attorney in the half-time position but there does not appear to be funding to move her to a full time position, and there is also the question of support staffing to assist in such a move. While it is clear that the students would benefit from an increase in legal services based on the responses this office has received in exit surveys over the past seven years, the financial reality is that it is unlikely to happen in 2010-11 with the ongoing national and state economic crisis. We continue to support the concept of hiring a second half-time attorney (who can supplement his or her income with a private practice on the side) who will rotate days with the other attorney, negating any need for additional space or equipment and keeping our costs relatively low. This would have to correspond with the departmental strategy of adding a full or part-time receptionist up front to handle the additional case load when student workers are unavailable. Adding an additional attorney without any additional support staff would likely be untenable.

Department Strategy – Collaborate with Off Campus Student Services to develop online tools to assist students in making their local housing decisions. As the campus has grown and our society has grown increasingly more complex, the issues surrounding where and how students live and interact with the community have likewise become more multifaceted. The issues this office
handles regarding student housing range anywhere from moldy carpet and landlord lockouts to drug issues to noise complaints to assault/family violence. So how do we reach out to more students on these matters? Putting information online is a start – tips on what to look for in a lease. What are the laws about drinking? Noise? But students will only read so much and being high tech and low touch isn’t the most effective way to be in touch with your clients.

This year our office has been making greater efforts to reach out to the community by beginning to work with specific groups on behalf of students. Specifically, the Hays/Caldwell Women’s Center, the Hays County Dispute Resolution Center, ACT, SMPD, the San Marcos City Attorney’s office and the Hays County District Attorney’s office. Keeping open lines of communication with these community entities helps this office present the most current information possible to the students that we serve. It helps us, in fact, try to educate our students in a proactive manner to be responsible citizens and work with CASO and OCSS to make this community the best environment for our students.

**Department Strategy** – Review current assessment tools. Following many student inquiries regarding this office’s need to represent students in simple divorce and Landlord/Tenant disputes, the exit survey was further modified in October, 2007 to gather data from our clients by adding “Our office presently does not represent students in court. Would you support representation in limited cases (uncontested family, landlord/tenant) even if a fee increase (up to $1.50 per student) were necessary?” When this question was asked in 2007-2008, 92% of students ($n=261$) answered yes. In 2008-2009, 94% of students ($n=291$) who answered our survey answered yes. Finally in 2009-2010, 96% of students ($n=349$) who answered our survey answered yes.

**Representation in Court**

"Our office presently does not represent students in court. Would you support representation in limited cases... even if a fee increase (up to $1.50 per student) were necessary?"  

(n=407)

![Representation in Court Pie Chart](image.png)
These were students who had used our services, and in many, if not most cases, did not need an attorney to represent them in court for their specific issue. These students had, however, seen the benefits of using the services provided to them in this office and understood that if something unfortunate were to happen to them and they were to need an attorney in court, $1.50 would be a small price to pay for that safety net.

**Client Satisfaction** – Another minor modification to our surveys for 2009-10 was changing our overall satisfaction question from a Likert scale (1-7) to one ranging from exceptionally satisfied to exceptionally dissatisfied. Exit surveys completed by 379 clients leaving their session indicate a high degree of satisfaction with the service they received during their consultations (92% were either highly satisfied or exceptionally satisfied). More specifically, of the 429 clients responding to the question “would you use our office again or recommend it to another student in the future?” 97% answered “yes.” Assessments continue to reflect a desire by students for additional staff to provide more consultation opportunities and be able to represent them in court.

**Department Strategy** – Add at least a half-time receptionist. 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 at least a half-time (preferably a full-time) administrative assistant to help answer calls in the office during peak hours. As in years past, we have had several clients who had critical issues who called the office and encountered student workers who were uncomfortable handling such matters. While this office takes great strides 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 only hire upperclassmen for our student workers who can be relied on to better handle the challenging cases that come through. Unfortunately, the failing economy has also meant a reduction in the number of students available in the work study pool, which is self-limiting to begin with due to comparatively low wages. Our Admin II supervises all the student workers, handles purchasing and other bookkeeping for the office (resolve conflicts with SAP), coordinates travel, performs notarizations and assists both attorneys. Because of the increased volume this office has experienced in the past several years, the need for someone who can be the “first face” of the office handling intake matters and who can assist the staff on a professional level will increase our productivity and consistency tremendously.

**Presentations by Department Staff**

Both attorneys made presentations on campus to both undergraduate and graduate level students on varied issues such as renting an apartment, risk management for student organizations and legal liabilities for different professions. This year our office made presentations to over 300 students in this manner.

**Major Objectives for 2010-2011**

2009-2010 was the second year to use the paperless intake system. As with any new technology there have been adjustments and “growing pains,” but overall, the software has allowed the office to capture a great deal more statistical information than it has in the past. It is our dream that this
will continue each year as we get to understand the system better and what its particular strengths and limitations are.

Because of needing to design and move to new office space across the hall, along with some temporary staffing challenges, we were unable to address the initiatives we had hoped to this year, including a geospatial analysis of reported apartment problems in San Marcos. That being said, the system has allowed us to keep better records of the students coming through our office, improved the scheduling process and particularly improved record-keeping when they see more than one attorney.

**Major Trends/Challenges for 2010-2011**

Clients completing our surveys consistently comment on the need for additional legal staff so that more consultations could be made available sooner than a week out. They also request that attorneys actually represent them in court, rather than only advise. Both these requests cannot be filled without the addition of more legal staff. The office realizes that these are tough economic times though and is looking for a middle ground between student’s needs and budgetary restrictions. Before any legal staff is added however – even part time - support staff is required. This first step would be to request a half-time receptionist position (Admin I) which would make a major difference in how we can serve our students – freeing up the attorneys to spend more time with the students.

Many lawyers look to litigation as one of their most significant roles. While that is a major component of an attorney’s duties, education and community relationships are also important. Our office will be continuing to work with community groups to be proactive on issues involving students. We will share that knowledge to empower those students to make the right decisions and represent their best interests in both the community and in the justice system.
Major Accomplishments

During the fall 2009 semester the H1N1 pandemic resulted in a university wide comprehensive approach to dealing with many of the effects of the pandemic. One of the effects had to do with the substantial number of students who experienced symptoms and had to miss classes as a result. The Dean of Students office collaborated with the Student Affairs technology component to create an automated Absence Notification System. During the fall there were 1,449 entries which went to 1,165 faculty for a total of 7,355 e-mails. During the spring 2010 semester, the H1N1 Pandemic had virtually ceased, there were 128 entries to 315 faculty for a total of 477 e-mails. From September 2009 through May of 2010, there were a total of 1577 entries to 1480 faculty and 7,832 emails.

The Student Affairs Emergency Grant process was streamlined to reflect a more timely response to providing monetary assistance for students in emergency situations. The process now requires review and approval or rejection by an Associated Student Government (ASG) executive officer and the Dean of Students designee in charge of Emergency Services. A total of 31 grants were awarded totaling $12,150 to students who endured a financial hardships, these grants significantly assisted these students efforts to continue being enrolled.

Progress on 2004-2012 Administrative Support Plan

Departmental plan included the creation of an automated Absence Notification System to create a more efficient method of communicating with faculty regarding the absences of students who were in medical, emergency or crisis situations. The automated system was in operation in September of the fall 2009 semester.

A flowchart was produced, including primary and secondary contacts and their respective offices, and outlines the process for requests and awarding of emergency grants to students.

Assessments

During the fall and spring semesters, an e-mail was forwarded with an assessment instrument to each student who used the Absence Notification System requesting the answers to the four questions below and using the following scale:

1= Strongly Agree     2=Agree     3=Neutral     4=Disagree     5=Strongly Disagree
Question 1: Absence notification to faculty is a helpful service for students.
Response: 96% of the respondents either agreed or strongly agreed that the notification to faculty was a helpful service.

Question 2: The service I received was helpful to me.
Response: 92% of the respondents either agreed or strongly agreed that the service they received was helpful to them.

Question 3: The service I received assisted me to continue my academic progress.
Response: 84% of the respondents either agreed or strongly agreed that the service they received assisted them with continuing their education.

Question 4: In the space below, please provide at least one resource students can use during an emergency.
Response: Eleven respondents (44%) identified at least one university resource they considered as being helpful during an emergency. The Dean of Students Office was indicated 5 times, Bobcat Bobbies, other students, e-mail and the dean of a student’s college all received 1 response each.

**Presentations by Department Staff**

<table>
<thead>
<tr>
<th>PERSON</th>
<th>PRESENTATION TITLE</th>
<th>AUDIENCE</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mr. Vincent Morton</td>
<td>Career in Student Affairs</td>
<td>Recreational Sports Staff</td>
<td>University of Texas at San Antonio</td>
</tr>
<tr>
<td>2. Mr. Vincent Morton</td>
<td>Representing Texas State</td>
<td>Orientation Assistants</td>
<td>Texas State</td>
</tr>
<tr>
<td>3. Mr. Vincent Morton</td>
<td>Student Affairs Division</td>
<td>Texas State Athletes</td>
<td>Texas State</td>
</tr>
<tr>
<td>4. Mr. Vincent Morton</td>
<td>Absence Notification System</td>
<td>Council of Chairs</td>
<td>Texas State</td>
</tr>
<tr>
<td>5. Mr. Vincent Morton</td>
<td>Code of Student Conduct</td>
<td>Technology Department</td>
<td>Texas State</td>
</tr>
<tr>
<td>6. Mr. Vincent Morton</td>
<td>Academic Honesty Process</td>
<td>Staff Development</td>
<td>Texas State</td>
</tr>
</tbody>
</table>

**Major Objectives for 2010-2011**

1. Finalize philosophy of Emergency Services
2. Create automatic assessment system for students who utilize Emergency Services
3. Review criteria for awarding emergency grants

Major Trends/Challenges for 2010-2011

Student, faculty and staff are increasingly becoming more aware of potential emergency grants and it is assumed that more students will seek assistance in the future. The funds for emergency grants are dependent on an agreement between the University Bookstore and the Associated Student Government. The award fluctuates annually and is based on financial factors as determined by the University Bookstore. Additional funds may need to be increased as the knowledge of the grant grows and enrollment increases.
Major Accomplishments

The Vice President for Student Affairs outlined several strategic focus areas for 2009-2010, including leadership development opportunities available to students within Student Affairs and through Academic Affairs. The Dean of Students Office has taken the lead on this strategic focus and facilitated a Leadership Institute Committee. In order to assist with this focus, the Coordinator of Leadership and New Student Programs was moved from the LBJ Student Center to the Dean of Students Office. The title of the position was then updated to Coordinator of Leadership Programs.

Significant research was completed prior to the convening of the Leadership Institute Committee. A snapshot of leadership development opportunities available on campus was created (see appendix 1A) including academic courses containing a leadership component (see appendix 1B). Furthermore extensive benchmarking research was completed to provide the Leadership Committee with a summary of existing leadership development opportunities at comparable institutions as well as award winning leadership development programs (see appendix 1C).

1. Leadership Institute Committee convened six times consisting of representation from the following areas:
   a. College of Fine Arts & Communication Students
   b. McCoy College of Business
   c. University College
   d. Career Center
   e. Department of Housing & Residential Life
   f. LBJ Student Center
   g. Alumni
   h. Associated Student Government
   i. Students

2. Leadership Institute Committee makes the following recommendations for the Dean of Students Office based on a review of leadership benchmarking research:
   a. Additional full-time staff needed to focus on leadership development initiatives
   b. Leadership development initiatives as part of the Leadership Institute should utilize the peer educational model
   c. A multi-tiered leadership program focusing on emerging first-year students, establishing sophomore/junior students, & a capstone experience for senior students should be the foundational piece of the new Leadership Institute
d. A leadership advisory board consisting of representation of multiple campus entities should be created to guide a dynamic and innovative Leadership Institute

3. Leadership Institute Committees finalizes six core values for the Leadership Institute
   a. Ethics & Integrity
   b. Civic Engagement
   c. Social Responsibility
   d. Excellence
   e. Empowerment
   f. Inclusivity

4. Physical space for Leadership Institute was created by repurposing an existing conference into office space for the Attorney for Students and remodeling the former Attorney for Students office space.

5. Campus Recreation generously reallocated $12,000 and the Student Service Fee Committee awarded $40,000 of permanent funding from the former Attorney for Students office space.

Assessments

1. Benchmarking of collegiate leadership programs (internal & external) gave the Leadership Institute Committee direction (see appendices 1A, 1B, & 1C).

2. Leadership development opportunities satisfaction survey completed by Associated Student Government & Student Foundation revealed an overall lukewarm response to current leadership development opportunities at Texas State. (see appendix 1D)

3. Leadership development of Student Foundation Executive Board (leadership matrix) suggests that leadership development opportunities available to students may have helped them grow in their leadership skills. Student Foundation Officers were assessed at the conclusion of the fall semester and again at the conclusion of the spring semester. Additionally, the committee chairs were assessed against the leadership matrix. The leadership assessment demonstrated that 3 of the SF officers were found the be at the topmost level of leadership, visionary level. This was an increase from the fall semester (only 2 members had reached that level). One officer remained at the Organizational level.

4. Dean of Students Office satisfaction survey completed by Student Foundation Executive Board demonstrates an overall satisfaction with services provided by the Dean of Students Office. Additionally the four officers expressed a desire for enhanced leadership training and DOS support during officer transition. Only one officer articulated a slight dissatisfaction with administrative support, particularly with financial and budgeting needs. This is most likely because the administrative assistant managing the Student Foundation budget was on medical leave.
Presentations by Department Staff

<table>
<thead>
<tr>
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<th>AUDIENCE</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr. Margarita Arellano</td>
<td>Leading with Integrity</td>
<td>Chartered Student Organization</td>
<td>Texas State</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retreat May 2009</td>
<td></td>
</tr>
<tr>
<td>2. Dr. Margarita Arellano</td>
<td>Leadership Theories</td>
<td>Student Foundation Retreat</td>
<td>Texas State</td>
</tr>
<tr>
<td></td>
<td></td>
<td>September 2009</td>
<td></td>
</tr>
<tr>
<td>3. Dr. Margarita Arellano</td>
<td>Approaches to Leadership</td>
<td>Leadership Institute Committee</td>
<td>Texas State</td>
</tr>
<tr>
<td></td>
<td></td>
<td>February 2009</td>
<td></td>
</tr>
<tr>
<td>4. Dr. Margarita Arellano &amp; Ms. Lisa Furler</td>
<td>Leadership at Texas State</td>
<td>Extended SAC</td>
<td>Texas State</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April 2010</td>
<td></td>
</tr>
<tr>
<td>5. Ms. Lisa Furler</td>
<td>P.A.U.S.E. Before You Lead</td>
<td>PAWS Preview Leadership Workshop,</td>
<td>Texas State</td>
</tr>
<tr>
<td></td>
<td></td>
<td>September 2009</td>
<td></td>
</tr>
<tr>
<td>6. Ms. Lisa Furler</td>
<td>Effective Advising: More than Just a Signature</td>
<td>Professional Staff Development Workshop</td>
<td>Texas State</td>
</tr>
<tr>
<td>7. Ms. Lisa Furler</td>
<td>Allies Training Session</td>
<td>University faculty, staff, and students</td>
<td>Texas State</td>
</tr>
<tr>
<td>8. Ms. Lisa Furler</td>
<td>ACUI Leadership Showcase</td>
<td>International association members</td>
<td>online webinar</td>
</tr>
</tbody>
</table>

Major Objectives for 2010-2011

1. Hire Coordinator of Student Development and Leadership Program position
2. Create Leadership Advisory Board
3. Launch leadership development initiatives
4. Develop and implement programming for a multi-tiered leadership development program
5. Launch a dynamic and current web based clearinghouse of student leadership development opportunities.

Major Trends/Challenges for 2010-2011

Leadership Institute Obstacles:
1. Marketing the Leadership Institute in way that accurately reflects the programs and encourages student participation.
2. Allocating a sustainable funding source.
3. Selecting exceptional personnel to fill open positions.
4. Developing and implementing dynamic and innovative leadership development programs will take a tremendous effort and commitment.

Leadership Development Program Trends
1. Leadership development programs at similar universities are incorporating social justice as a foundational piece to their leadership programs.
2. Additional themes for leadership development programs include: diversity, ethics, service, excellence, empowerment, and accessibility.
3. Leadership development programs at similar universities offer multi-tiered programs & experiences designed for various stages of development.
4. Similar universities had one leadership center that housed a variety of leadership development programs and provided information to students on leadership opportunities.
<table>
<thead>
<tr>
<th>Program</th>
<th>Audience</th>
<th>Sponsoring Department</th>
<th>Staff Responsible</th>
<th>Notes</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Leadership Conference</td>
<td>African American students &amp; alumni</td>
<td>Multicultural Student Affairs</td>
<td>Jesse Silva</td>
<td>Large collaborative annual event. Strong student &amp; alumni support and involvement.</td>
<td>NA</td>
</tr>
<tr>
<td>Associated Student Government</td>
<td>Student Leaders</td>
<td>Dean of Students Office</td>
<td>Margarita Arellano</td>
<td>Student government comprised of elected student body representatives.</td>
<td>60</td>
</tr>
<tr>
<td>Bobcat Speakers Bureau</td>
<td>Student organizations</td>
<td>LBJ Student Center</td>
<td>Lanita Legan</td>
<td>Online database of campus speakers &amp; topics for student organizations.</td>
<td>NA</td>
</tr>
<tr>
<td>Business Leadership Week (yearly)</td>
<td>Business students</td>
<td>McCoy College of Business</td>
<td>Brian Robinson</td>
<td>Week of leadership workshops and presentations link with the University Common Experience. Features prominent keynote speaker, workshops, &amp; etiquette dinner.</td>
<td>400-800</td>
</tr>
<tr>
<td>Business Learning Community</td>
<td>1st &amp; 2nd year business students</td>
<td>McCoy College of Business</td>
<td>Brian Robinson</td>
<td>Living learning community with Res Life. Academic advisors plan leadership and personal development activities.</td>
<td>25</td>
</tr>
<tr>
<td>Chartered Student Organization Retreat (yearly)</td>
<td>Executive boards of charted student organizations</td>
<td>LBJ Student Center</td>
<td>Michelle Lopez</td>
<td>Spring retreat focusing on planning, calendaring, policy review, &amp; some leadership development. Additional student leaders are invited for the keynote presentation.</td>
<td>50</td>
</tr>
<tr>
<td>Healthcare Leadership Coalition</td>
<td>Healthcare Students</td>
<td>Healthcare Administration</td>
<td>Tina Fields</td>
<td>Mission to promote involvement &amp; leadership development of healthcare students.</td>
<td>20</td>
</tr>
<tr>
<td>Honors Leadership Retreat</td>
<td>Honors students</td>
<td>Honors Program</td>
<td>Heather Galloway</td>
<td>Leadership retreat for first year honors students - annual fall event.</td>
<td>40</td>
</tr>
<tr>
<td>Leadership Institute for Minority Men (LIMM)</td>
<td>Minority male students</td>
<td>Multicultural Student Affairs</td>
<td>Jesse Silva</td>
<td>Leadership &amp; personal development for minority male students.</td>
<td>NA</td>
</tr>
<tr>
<td>Leadership Library &amp; Resources</td>
<td>All students</td>
<td>LBJ Student Center</td>
<td>Lanita Legan</td>
<td>Physical library of leadership books &amp; supplies. Typically used by student affairs graduate students for academic research. Online resources: LBJ SC-&gt;Leadership.</td>
<td>10</td>
</tr>
</tbody>
</table>
## Appendix 1A: Leadership Development Opportunities at Texas State University - October 1, 2009

<table>
<thead>
<tr>
<th>Program</th>
<th>Audience</th>
<th>Sponsoring Department</th>
<th>Staff Responsible</th>
<th>Notes</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Luncheon (monthly)</td>
<td>All students</td>
<td>LBJ Student Center</td>
<td>Suspended</td>
<td>Monthly leadership workshop series focuses on different aspects of leadership each month. Approx. 20 each workshop.</td>
<td>20</td>
</tr>
<tr>
<td>McCoy Ambassadors</td>
<td>Business students</td>
<td>McCoy College of Business</td>
<td>Brian Robinson</td>
<td>Designed for engaged student leaders to serve as college representatives and peer mentors. Focuses on leadership &amp; personal development. Students are nominated by faculty.</td>
<td>35</td>
</tr>
<tr>
<td>Navigators: Freshmen Leadership Development</td>
<td>1st year students</td>
<td>LBJ Student Center</td>
<td>Suspended</td>
<td>Beginning leadership program for nominated 1st year students. Meets weekly during spring semester.</td>
<td>15</td>
</tr>
<tr>
<td>PAWS Preview Co-Chair Leadership Retreat</td>
<td>PAWS Preview co-chairs</td>
<td>LBJ Student Center</td>
<td>Lanita Legan</td>
<td>Annual leadership retreat for students leaders in PAWS Preview.</td>
<td>22</td>
</tr>
<tr>
<td>Respectable, Educated, Achieved, Leaders, (REAL) Women’s Leadership Retreat</td>
<td>Women students</td>
<td>Multicultural Student Affairs</td>
<td>Jonnie Wilson</td>
<td>Retreat providing mentoring opportunities between new women and returning students.</td>
<td>30</td>
</tr>
<tr>
<td>Standard of Excellence Programming</td>
<td>Greek organization members</td>
<td>CASO - Greek Leadership Team</td>
<td>Pete Isaac</td>
<td>Greek organizations are evaluated in the following categories: administration, scholarship, services, recruitment/retention, &amp; program/services.</td>
<td>NA</td>
</tr>
<tr>
<td>Student Foundation</td>
<td>Student Leaders</td>
<td>Dean of Students Office</td>
<td>Shannon Fitzpatrick, Lisa Furler</td>
<td>Student organization comprised of experienced student leaders.</td>
<td>60</td>
</tr>
<tr>
<td>Student Organization Leadership</td>
<td>Student organization members</td>
<td>LBJ Student Center</td>
<td>Lanita Legan</td>
<td>Presented to student organizations as requested. Primarily as part of SOE requirements for greek life. Requests are made through the LBJ SC leadership website.</td>
<td>200</td>
</tr>
<tr>
<td>Texas State Leadership Exchange (yearly)</td>
<td>Student organization members</td>
<td>LBJ Student Center</td>
<td>Lisa Furler</td>
<td>Yearly leadership conference geared towards members of student organization but marketed and open to all students.</td>
<td>200</td>
</tr>
<tr>
<td>University Ambassadors</td>
<td>University</td>
<td>Visitor's Center</td>
<td>Reed Rallojay</td>
<td>Retreat for members of student organization - annual fall</td>
<td>40</td>
</tr>
<tr>
<td>Program</td>
<td>Audience</td>
<td>Sponsoring Department</td>
<td>Staff Responsible</td>
<td>Notes</td>
<td>Number of Participants</td>
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<td>------------------------</td>
</tr>
<tr>
<td>Leadership Retreat</td>
<td>Ambassadors</td>
<td></td>
<td>Stacy Sparks</td>
<td>event</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Audience</td>
<td>Sponsoring Department</td>
<td>Staff Responsible</td>
<td>Notes</td>
<td>Number of Participants</td>
</tr>
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<td>------------------------</td>
</tr>
<tr>
<td>Campus Leadership (EDCL 6344)</td>
<td>Educational leadership students</td>
<td>College of Education</td>
<td>n/a</td>
<td>Graduate course for educational leadership students. 1 section -meets in Round Rock</td>
<td>1</td>
</tr>
<tr>
<td>Effective Leaders (MGT 4390H)</td>
<td>Management students</td>
<td>McCoy College of Business</td>
<td>David Beimer</td>
<td>Management course studying leadership development and theories. 1 section -meets in Round Rock.</td>
<td>40</td>
</tr>
<tr>
<td>Business Communication (MGT 3353)</td>
<td>Management students</td>
<td>McCoy College of Business</td>
<td>Beverly Chiodo</td>
<td>Management course studying leadership development and theories. 6 sections (with required labs) taught by multiple instructors.</td>
<td>360</td>
</tr>
<tr>
<td>American Marketing Association Studies (MKT 4397)</td>
<td>Upper level marketing students</td>
<td>McCoy College of Business</td>
<td>Mary Stutts</td>
<td>Upper level marketing course where students develop projects requiring leadership skills and faculty work on students' leadership development.</td>
<td>25</td>
</tr>
<tr>
<td>Studies in Free Enterprise (MGT 3350)</td>
<td>Upper level management students</td>
<td>McCoy College of Business</td>
<td>Vicki West</td>
<td>Upper level management course where students develop projects requiring leadership skills and faculty work on students' leadership development.</td>
<td>25</td>
</tr>
<tr>
<td>Management of Organizations (MGT3303)</td>
<td>Business students</td>
<td>McCoy College of Business</td>
<td>Paula Rechner</td>
<td>Course covers leadership principles &amp; theories in the organizational area. Part of the leadership studies minor. 2 sections 200 students, 5 sections 80 students, remainder sects. 40 students each</td>
<td>850</td>
</tr>
<tr>
<td>Leadership and Communication (COMM 4347)</td>
<td>Communication students</td>
<td>College of Fine Arts &amp; Comm.</td>
<td>Lee Williams</td>
<td>Upper level communication course studying leadership from a communicative perspective in groups and teams. 1 section.</td>
<td>25</td>
</tr>
<tr>
<td>Organizational Communication (COMM 3319)</td>
<td>Communication students</td>
<td>College of Fine Arts &amp; Comm.</td>
<td>Steven Beebe Dept. Chair</td>
<td>Course covers leadership principles &amp; theories in the organizational area. 2 sections</td>
<td>50</td>
</tr>
<tr>
<td>Business and Professional Ethics (PHIL 3322)</td>
<td>Leadership Minor Students</td>
<td>Dept of Philosophy</td>
<td>Vincent Luizzi Dept Chair</td>
<td>Required core course for a minor in leadership studies. 1 section online only.</td>
<td>20</td>
</tr>
<tr>
<td>Social Psychology (PSY)</td>
<td>Psychology students</td>
<td>Dept of</td>
<td>Rick Archer</td>
<td>Focuses on leadership principles &amp; theories.</td>
<td>245</td>
</tr>
<tr>
<td>Course</td>
<td>Audience</td>
<td>Sponsoring Department</td>
<td>Staff Responsible</td>
<td>Notes</td>
<td>Number of Participants</td>
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</tr>
<tr>
<td>3331)</td>
<td>Psychology</td>
<td>Roque Mendez</td>
<td></td>
<td>Course accepted as part of leadership studies minor.  6 sections</td>
<td></td>
</tr>
<tr>
<td><strong>Industrial Psychology (PSY 3333)</strong></td>
<td>Psychology students</td>
<td>Dept of Psychology</td>
<td>Wade Wheeler</td>
<td>Focuses on leadership principles &amp; theories. Course accepted as part of leadership studies minor. 4 sections (1 sect. with 200)</td>
<td>325</td>
</tr>
<tr>
<td><strong>Leadership &amp; Management 1 &amp; 2 (AS 3311)</strong></td>
<td>AFROTC Students</td>
<td>Aerospace Studies</td>
<td>Paul Hoff</td>
<td>Focuses on leadership principles &amp; theories. Course accepted as part of leadership studies minor.</td>
<td>25</td>
</tr>
<tr>
<td><strong>Ethics in the Health Profession (HA 3309)</strong></td>
<td>Health Profession Students</td>
<td>Healthcare Administration</td>
<td>Eileen Morrison</td>
<td>Focuses on ethical theories. Course accepted as part of leadership studies minor. 1 section.</td>
<td>40</td>
</tr>
<tr>
<td><strong>Supervisory Management for Healthcare Managers (HA 3324)</strong></td>
<td>Health Profession Students</td>
<td>Healthcare Administration</td>
<td>Lloyd Greene</td>
<td>Course introduces supervisory functions. Course accepted as part of leadership studies minor. 2 sections.</td>
<td>60</td>
</tr>
<tr>
<td>Leadership &amp; Professional Development (CATE 3313)</td>
<td>Career &amp; Technology Students</td>
<td>Occupational Education</td>
<td>Mel Weathersby</td>
<td>Covers: leadership styles, leadership development, teaching leadership skills, for public school areas. 1 section.</td>
<td>20</td>
</tr>
</tbody>
</table>
Colleges & Universities Examined
Schools were chosen from the National Clearinghouse for Leadership Programs, from surrounding colleges, and from institutions similar to Texas State in size and make-up.

- Colorado State University
- DePaul University
- Penn State
- St. Edwards *
- St. Norbert College
- Texas A&M
- Texas Tech
- University of Illinois*
- University of Arizona
- University of Central Florida
- University of Central Michigan
- University of Nevada, Las Vegas
- University of South Carolina
- University of Texas, Austin
- University of Texas, San Antonio

*Featured as part of NASPA Student Leadership Program Spotlight series.

Results
While each university is unique and their leadership development programs tailored for their specific constituents, several commonalities emerged. Leadership development programs tended to focus on specific areas of development such as skill development in a specific context or theme. These common themes included: diversity, social justice, service/civic engagement, excellence, empowerment, and accessibility. Common skill development focused on: self awareness, self management, ethics & values, relationship building, communication skills, team development, leading change, sustainability, and inclusivity.

The commonalities between programs continued when examining how students participate in leadership development programs. Three major methods became apparent: certificate programs, special events, and multi-tiered programs. Certificate programs allow students to earn credit, sometimes academic, to fulfill certificate requirements at their own pace. Many times special events sponsored by the leadership development program counted towards a certificate. Special events included leadership conferences, distinguished lecture series, retreats, workshops, and other experiences in addition to a highly structured on-going series.

Multi-tiered leadership programs were often the crowning jewel in many of the leadership programs examined. These programs tailored the leadership development into distinguishable levels, emerging leaders, established leaders, and senior level leadership. Hallmarks of multi-tiered leadership programs include; peer education, academic courses, networking, and personalization. The most characteristic feature of a multi-tiered leadership development program is the ability to build upon each level and work with a student for potentially four consecutive years, thus optimizing leadership development.
Students involved in Associated Student Government and Student Foundation were asked to provide confidential feedback regarding leadership development opportunities. 66 students were polled with 21 responding for a 31.8% response rate.

Question 1: What is your level of satisfaction with current leadership development opportunities at Texas State? Please select from the following 1-5 scale: 1-Very dissatisfied; 2-Dissatisfied; 3-Satisfied; 4-Very satisfied; 5-I don’t know

Their responses indicated a lukewarm satisfaction with current leadership development programs, with the average of 2.42.

The students were additionally asked to list specific skills they believe should be a part of a leadership development program at Texas State. Their responses are indicated in Table A. Lastly, students were asked to tell us what changes they would recommend to enhance leadership programs at Texas State, those responses are indicated in Table B.

<table>
<thead>
<tr>
<th>Table A: Student Leader’s Top Leadership Skills</th>
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</thead>
<tbody>
<tr>
<td>Communication Skills</td>
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<tr>
<td>Professionalism</td>
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<td>Leadership –general</td>
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<td>Time Management</td>
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<td>Goal Setting</td>
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<tr>
<td>Self Awareness</td>
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<td>Delegation</td>
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<tr>
<td>Etiquette</td>
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<tr>
<td>How to facilitate discussion</td>
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<tr>
<td>How to be a friend and a leader</td>
</tr>
</tbody>
</table>

Numbers reflect how many times the item was mentioned.
| Leading by example | 3 | Responsibility | 1 |
| Team work/Collaboration | 2 | Research skills | 1 |

**Table B: Suggestions for Improved Leadership Development Programs**

| Marketing to students not currently involved | 4 | Better advisor training | 1 |
| Centralize leadership development center | 3 | Leadership programs for 1st year students | 1 |
| Leadership luncheons | 2 | Update vision, mission of SOC | 1 |
| More academic programs | 2 | Student leader recognition | 1 |
| Enhanced collaboration between student organizations | 2 | Peer mentoring | 1 |
| Mentoring for students by staff/faculty/alumni | 2 | More academic involvement | 1 |
| Guest Speakers | 2 | Student empowerment | 1 |

Numbers reflect how many times the item was mentioned.
Major Accomplishments

The number of ombudsman cases increased from nine cases in FY09 to twenty-nine in FY10. In addition to assuming the Emergency Services component this fiscal year, the staff was able to effectively and efficiently address the increase in a timely manner. There was a re-organization within the Dean of Students Office and Ms. Kathy Myres was assigned to provide administrative support for both the Ombudsman Services and Emergency Services component and she did a tremendous job.

Assessments

An electronic survey was e-mailed to all students who represented 29 cases. The e-mail was sent on Thursday, May 13, 2010 and collected through Thursday, May 20, 2010. There were 3 responses for a response rate of 10.3%. For questions one through three, students were asked to indicate their level of satisfaction by using the scale:

1= Unacceptable  2=Poor   3=Average  4=Good  5=Excellent

Question 1: How would you rate Mr. Morton’s level of attention given to your concern?  
Response: All three respondents recorded either a 4 or 5.

Question 2: How would you rate the timeliness of the Ombudsman’s response to your concern?  
Response: All three respondents recorded either a 4 or 5.

Question 3: How would you rate your overall satisfaction with the Ombudsman Services?  
Response: All three respondents recorded either a 4 or 5.

Students were also asked to record either yes or no to questions four through six.

Question 4: Was your concern resolved to your satisfaction?  
Response: 100% of the respondents recorded yes.

Question 5: PRIOR to using Ombudsman Services, did you know the appropriate University Policies and Procedures which directly affected your case?  
Response: 100% of the respondents recorded no.
Question 6: AFTER using Ombudsman Services, do you know the appropriate University Policies and Procedures which directly affected your case?
Response: 100% of the respondents recorded yes.

Students were provided the opportunity to include comments and the comments were:

- “Mr. Morton is one of the many great faculty at Texas State and was very professional. He treats people like peers and that is what makes him so effective.”
- “Mr. Morton was a great help. He got me in contact with the person I truly needed to contact regarding my situation.”
- “The services were really helpful and Mr. Morton was very concerned with my situation and the results. I was told what could be done, helped with what to do, and he followed-up to make sure everything was taken care of properly.”

Presentations by Department Staff

<table>
<thead>
<tr>
<th>PERSON</th>
<th>PRESENTATION TITLE</th>
<th>AUDIENCE</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Mr. Vincent Morton</td>
<td>Career in Student Affairs</td>
<td>Recreational Sports Staff</td>
<td>University of Texas at San Antonio</td>
</tr>
<tr>
<td>2. Mr. Vincent Morton</td>
<td>Representing Texas State</td>
<td>Orientation Assistants</td>
<td>Texas State</td>
</tr>
<tr>
<td>3. Mr. Vincent Morton</td>
<td>Student Affairs Division</td>
<td>Texas State Athletes</td>
<td>Texas State</td>
</tr>
<tr>
<td>4. Mr. Vincent Morton</td>
<td>Absence Notification System</td>
<td>Council of Chairs</td>
<td>Texas State</td>
</tr>
<tr>
<td>5. Mr. Vincent Morton</td>
<td>Code of Student Conduct</td>
<td>Technology Department</td>
<td>Texas State</td>
</tr>
<tr>
<td>6. Mr. Vincent Morton</td>
<td>Academic Honesty Process</td>
<td>Staff Development</td>
<td>Texas State</td>
</tr>
</tbody>
</table>

Major Objectives for 2010-2011

1. Automate the dissemination and collection of assessments for students who utilize Ombudsman Services
Members of the Student Foundation are selected because they are leaders of other campus organizations such as Student Government, Residence Hall Association, fraternities and sororities. Also included in the membership are Terry Scholars, Rockefeller Scholars and top students from University Honors Program. Rounding out the membership are athletes, cheerleaders and Strutters – a broad selection of the campus if there ever was one. The purpose of this 50-60 member organization is to promote Texas State’s positive image. The organization also functions as a corps of student leaders who assist the University President and alumni in building tradition, spirit and pride for Texas State University - San Marcos. The advisor for 2009-2010 was the Attorney for Students, Shannon FitzPatrick and the Coordinator of Leadership Programs, Lisa Furler.

**National ASAP Conference**
Each summer the advisor and four incoming officers attend the National Affiliated Student Advancement Programs (ASAP) Networking Conference to meet with other student foundation and student alumni groups from around the country to exchange ideas, make plans and get excited about the upcoming academic year. This year the conference will be held in Baltimore, Maryland at an estimated cost of $4,000 including registrations. A donation of $2,000 from the Alumni Association helped cover a portion of the members’ expenses, and the Attorney for Students office funded the advisor’s expenses of $825.00.

In August of 2009, the 2009-2010 officers attended the National ASAP Conference in Baltimore where they acquired the latest information on fundraising, teambuilding, marketing, PR and alumni relations to name a few. At the conclusion of the conference, the advisor took them to go to Ft. McHenry, visit the aquarium and visit the grave of Edgar Allen Poe. Each year the students are taken on a tour of the location of the conference – in Portland they went to the zoo and saw a AAA baseball game between the Portland Beavers and the Iowa Cubs and watched the Stray Cat races; in Boston the following year they attended services in the Old North Church, took a tour of Boston Harbor and visited Paul Revere’s grave. The officers for Student Foundation put in hundreds of hours for this organization and this university during their tenure as elected officials. These trips bring them back both energized and excited about their university, not just for the upcoming year, but for a lifetime.

**Veterans Day**
Each year Student Foundation helps sponsor the Texas State Veterans Day observance on the Quad. This year’s guest speaker was Brigadier General Randy Starbuck (USAF). The rousing event included with a fly over by the Commemorative Air Force. 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.

**Presidential Hosts**

Student Foundation members represent the university and President Trauth at various events during the year. They assisted with events such as the annual LBJ Picnic and other events as requested by the president’s Special Events Coordinator. During the annual Board of Regents meeting, they provide directions, schedules and transportation for the regents and other special guests. Each fall President Trauth holds a reception for Foundation members and the President’s Cabinet.

Members are required to dress appropriately for all events (Khaki pants/skirts and black polos for informal events; khakis and blazers for formal events). Polos are purchased for each member and blazers are provided for members to check out. The Parents Association assists by donating $500 to help with the annual costs ($1,000) for these “uniforms.”

**Etiquette Dinner**

During the fall 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 have gone 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. Costs for this event have been in the range of $1,200 to $1,500 each year and now that our membership has grown to a solid 55-60 members, the funding (which includes dinner, room rental, small centerpieces to name tags) has become very difficult to manage. The guest speaker each year has donated his or her services, so the costs are kept to a minimum.

**Foundations of Excellence**

The Foundations of Excellence program allows members to honor faculty who have made exceptional contributions to their educational experience at Texas State, which is foundational to achieving their goals and ambitions in life. Out of 40+ faculty members nominated, 10 are selected to be honored at an awards dinner each spring. This event is a long standing tradition in Student Foundation and so it was with great lament that the students decided they could not dedicate the time and resources to both Foundation of Excellence and Bobcat Pause.

**Bobcat Pause**

On April 14, 2010 Student Foundation hosted a memorial service honoring 500 faculty, staff, students, alumni and friends of the university who have passed away within the past year. Planning for this intensive program begins weeks before the previous Bobcat Pause (one year before). Members are involved in the process of designing and mailing invitations, 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.
Bobcat Pause 2010 was hosted by Student Foundation for the 22nd time. Last year, this event was held in the LBJ Student Center Teaching Theater; however it quickly became apparent that a larger location was needed. The LBJ Ballroom served as a larger location for the ceremony and as a reception site prior to the service. Families were invited to bring photos or other mementos of their loved ones to display during the reception. So many guest brought items that we need to find additional tables for a total of 12 display tables. The reception costs approximately $2,000.00. Other items brought the total bill for this event to approximately $7400.00. Student Foundation received a $5000 grant from the Student Service Fee Committee to help cover the costs of this important university-wide event.

This year’s ceremony hosted over 400 guests and received a host of accolades for the slide show Kathy Myres created of photos families submitted of their loved ones. Another soaring hit of the ceremony was the touching performance by the Texas State Chorale. Members worked with Choral Director, Joey Martin in the months preceding the event. The poignant ceremony concluded in singing the alma mater.

The challenges to put on this program are legion. Seeing that everyone possible is included is a daunting and time-consuming task – a task that proved difficult and time consuming for Members to complete on their own. The entire Dean of Students Office committed countless hours to compile the list of honorees. Much time was spent searching for closest living relatives and their addresses. Every effort was made to enhance collaboration for this event; representatives from the following departments were invited to play an active role on the planning committee: Campus Activities & Student Organizations, Counseling Center, Human Resources, Parking Services, Provost Office, Retired Faculty & Staff Association, & University Advancement. The Dean of Students Office convened this committee in hopes of sharing the responsibility for this major university event, yet much of the responsibility remained with Student Foundation and the Dean of Students Office. Student Foundation members elected to focus on the planning and funding of Bobcat Pause in place of Foundations of Excellence, a much beloved Student Foundation tradition.

Currently Student Foundation is reviewing the costs/benefits for this program. In effort to focus on their goals, members have discussed honoring only current students, faculty, & staff. This would decrease the number of honors significantly and give the members more creativity in planning a meaningful student centered event. Other discussion is to make this program an Presidential Event with Student Foundation members serving as hosts and not organizers of this major event.
Scholarships
As recently as three years ago, Student Foundation gave out one scholarship for $500 – the Bill Hogue Scholarship. Thanks to the efforts of former Dean of Students John Garrison who worked to develop strong alumni involvement, Student Foundation handed out $10,000 in scholarships at their Spring Banquet in May 2010. The Bill Hogue Scholarship is now $5,000 and there are five $1,000 scholarships awarded to outstanding members of Student Foundation. This investment by alumni is critical on many fronts: it establishes a relationship between our alumni and current students; alumni demonstrate that they genuinely care about current students by being a helpful resource and assisting with internships and jobs. Current student will be expected to carry on this legacy of continued involvement in Texas State.

Spring Banquet
Each May members of Student Foundation gather to celebrate the year’s accomplishments, hand out awards, listen to inspirational speakers and receive scholarships from their Alumni Board of Directors. The event this year was held outdoors at the San Marcos River Institute.

The Budget
With an annual Maintenance and Operating budget of $7,325, the mission of this organization could not be carried out without the generous donations from other university departments who value the role that Student Foundation plays in the promotion and image of Texas State University-San Marcos. This year (as is typical), Student Foundation spent approximately $14,980 in partnership with many offices, individuals and organizations to accomplish its ongoing charge.

Assessments
Two assessments were implemented to mark satisfaction and leadership development.
1. Leadership development of Student Foundation Executive Board (leadership matrix) suggests that leadership development opportunities available to students may have helped them grow in their leadership skills.
2. Dean of Students Office satisfaction survey completed by Student Foundation Executive Board demonstrates a desire from the officers for more leadership training and DOS support during officer transition.

Special Recognitions

4. Student Foundation President, William Clay Patterson, was selected as Student Regent for 2009-2010.
5. Student Foundation President-Elect, Christopher Covo was selected as Student Regent for 2010-2011.

Major Objectives for 2010-2011

1. Develop and implement a leadership training program for Student Foundation Members
2. Increase leadership opportunities by partner students together to lead committees instead of having only one committee chair.
3. Develop organizational leadership by facilitating a summer retreat for officers and committee co-chairs
Major Accomplishments

1. Investigated and adjudicated 257 cases that involved 443 students (76.5% increase from 2009); this included 401 suspects (+ 85.5 %), 48 victims (+ 150%) & 25 witnesses (+ 55%). The cases also included 2 “care and concern” cases where no specific violation was alleged but outreach was made to contact students whose well-being was questioned and resources/referrals were extended to them. In addition to these cases, Student Justice kept 33 information files, mostly cases that did not warrant the completion of an investigation, were referred to DHRL for adjudication, or simply warranted “a chat” with a student to express concern for a particular action or allegation.

2. Student Justice continues its working relationship with UPD and DHRL, which all meet on a regular basis to address safety and wellness issues in a timely manner. Recently, Sergeant Wade Parham of the Hays County Narcotics Task Force has been invited to these meetings (per his request) to exchange information that can assist Student Justice in addressing issues and incidents that arise off-campus but could impact the university community.

3. The administration of the student justice system led to the suspension or expulsion of 26 students (almost + 20%) and the medical withdrawal of one (two hearings related to these and the resolution of numerous other cases still pending). While suspensions and expulsions may intuitively be seen as negatively impacting retention, these generally involved drug violations which unaddressed can be overall detrimental to the safety and wellbeing of persons or disruptive to the university community. For those whose removal from Texas State is temporary, the sanction allows them the opportunity to assess their interest and commitment to completing their degree at Texas State.

4. The Student Justice Coordinator continued to lead the Behavior Assessment Team (established by UPPS 07.10.05). The team met regularly and the Dean of Students provided funds so that the team may participate in development activities (webinars) and the coordinator to attend the National Behavioral Intervention Team Association that allow the team to remain up-to-date on best practices in order to function effectively and reduce liability.

5. Though not new, the impact of the change in the drug policy (previously requiring the suspension of students found responsible for a first time drug violations) is significant enough to note: 78 students found responsible for drug violations (excluding paraphernalia only cases) were allowed to remain enrolled. This is a 25% increase in students “saved” from 2009.

6. The Student Justice Administrative Assistant participated in a divisional collaborative project – Multicultural Student Affair’s Diversity Month event (Mental Health in Minority Cultures).
7. Expansion of Assessments. Student Justice continued the use of customer satisfaction surveys and implemented the use of a reflective essay to further assess student learning. See Assessments section for more details.

Progress on 2004-2012 Administrative Support Plan

1. Provide student educational sessions on relevant Student Justice issues.
   a. Coordinator made a group and a one-on-one presentation to students participating in a Study Abroad program (Dr. Moriuchi’s program to Japan).
2. Provide annual updates of the student judicial process and issues for relevant academic offices and departments as well as Residence Life.
   a. Since the change in the drug policy, there have not been any significant changes that would warrant an annual update. Collaboration with and consultation to other offices, including individual faculty, academic administrators, and the chair of the Honor Code Council, is on-going and typically engaged in individually as specific issues arise.
   b. The Student Justice Coordinator and the Associate Dean of Students continued to participate in the revision of the Honor Code UPPS. With the changes expected to be near completion and the Chair of the Honor Council taking ownership of the hearing process, the only steps remaining in the process of giving Academic Affairs ownership of the review of alleged academic violations is the transfer of records from the Dean of Students Office to the Vice-President for Academic Affairs. The Dean of Students Office (Student Justice Coordinator and others as appropriate) will collaborate with Academic Affairs to provide updates and trainings on this topic to faculty.
   c. Regular meetings with DHRL staff and UPD have provided an avenue for timely sharing of information between these offices and student justice.

Assessments

1. **Customer Satisfaction Survey:**
   120 of 141 students adjudicated in spring 2010 for alleged Code of Student Conduct violations returned surveys (non-suspended/expelled). Overall satisfaction with the Student Justice process remains positive. The findings are very similar to 2009. The average of all surveys was 1.48 (1.46 in 2009).
   There were three notable differences, all improvements from 2009. First, the number of surveys completed was much larger, 120 compared to 20. Second, though the number of students who gave the lowest marks (4) in all questions remained the same (1), this one in 2010 represented < 1 % of the 120 respondents whereas the one in 2009 represented 5 % of the 20 respondents. Finally, the percent of students who gave the highest marks (4) in all questions increased from 20 % in 2009 to 23 % in 2010.
   By individual respondent/survey: 28 indicated all 1 responses (avg. 1). 8 indicated an average of 3.0-4.0 and only one of those averaged a 4. By question: The question average ranged from 1.29-1.74 (1.3-1.75 in 2009). While individual surveys may be skewed by a student’s outcome/experience/attitude, the survey question offers an average of all students’ responses to a particular area.
Overall, when measuring satisfaction with the Student Justice process, 87% averaged a positive response compared to 13% who averaged negatively (2.01-4). All question averages were positive with the lowest average being 1.74. Questions/statements gauging learning included, “My experience with the discipline process and Student Justice will positively influence future choices I make concerning my behavior as a student” and “has had a positive impact on my values and attitudes.” Assessment indicates students are having a positive experience and are learning. The items ranked lowest continue to revolve around the timeliness of the judicial process, therefore, that will be the targeted improvement. Adoption of e-mail communication as an official mode of notification to students is being proposed as a modification to the Code of Student Conduct. If changes are approved over summer 2010, use of e-mail as a primary mode of communication will be adopted immediately (fall 2010).

2. Reflective Essay:
19 students of 60 opted to voluntary complete a reflective essay (in lieu of 10 hours of community service hours) towards their Student Justice sanctions for a 2009-2010 Code of Student Conduct violation.

The essay was intended to evaluate the student’s understanding of inappropriate behavior and the consequences of engaging in such behavior. The essay asked students to discuss their understanding of inappropriate behavior, personal responsibility, and campus safety. An assessment rubric ranked each area by level of understanding including awareness, appreciation, and application; the level reflected corresponded with a score of 1, 2, and 3, respectively. Prior to scoring, a total score of 6 (out of the possible 9) was established as the standard for considering the essay successfully completed and demonstrative of understanding of the areas being measured.

84% of the students who submitted an essay demonstrated a minimum understanding, though all but one had more than the minimum required score of 6. Of the three that did not meet the overall score of 6, two scored a 4, the other scored a zero (0). The latter did not even appear to have read the instructions and his essay was not accepted in lieu of community service hours (eligible to revise).

This assessment was a pilot. It was well received and as new students are being adjudicated, they are voicing appreciation for the opportunity to complete this essay in lieu of community service hours (partial fulfillment). The opportunity for students to reflect on inappropriate behavior, personal responsibility, and campus safety appears to be a positive process for students completing the essay. Completion of a reflective essay will be utilized more broadly as an alternative sanction effective immediately (summer 2010).

**Presentations by Department Staff**

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<tr>
<th>PERSON</th>
<th>PRESENTATION TITLE</th>
<th>AUDIENCE</th>
<th>LOCATION</th>
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</thead>
<tbody>
<tr>
<td>Mr. Ismael Amaya</td>
<td>Study Abroad: Things to Remember Wherever You Go</td>
<td>21 students going to Japan for Study Abroad</td>
<td>Texas State</td>
</tr>
</tbody>
</table>
Major Objectives for 2010-2011

1. Implement the Discipline Education Programs component under Student Justice (service previously provided by the Alcohol and Drug Resource Center.
2. Further explore transition to a more effective (web-based) judicial database to facilitate case tracking, data analysis, and record retention.
3. Implement a comprehensive training program for Student Justice Hearing Committee members.
4. Finalize transition of the adjudication and record retention of alleged Honor Code violations to Academic Affairs.

Major Trends/Challenges for 2010-2011

1. A trend that has been noted in recent annual reports and continues to be observed is the involvement of non-traditional and graduate students in alleged violations of the Code of Student Conduct and the Honor Code.
2. Mental health issues have been a trend the last few years and it is not expected to diminish as more and more veterans return with disorders such as PTSD.
3. With the prevalence of students coping with mental health disorders and increased enrollment of veterans with mental health and re-integration issues, the Behavior Assessment Team is likely to be further called upon to provide consultations. Increases in students seen by Student Justice and the recent reorganization changes made in the Dean of Students Office will result in the chair of the team being yielded to the Assistant Dean of Students not overseeing Student Justice.
4. University growth, including growth at the Round Rock campus, will require assessment of the need for expansion of services/staff and training. Expansion of services/staff refers to overall growth in the San Marcos campus and designating Round Rock campus staff who can adjudicate alleged conduct/academic violations and respond in the way the BAT does in San Marcos. Training would be for staff charged with adjudicating alleged violations and playing lead roles in the BAT team and orienting faculty/staff on these resources.