

**Dean of Students Office  
ANNUAL REPORT**

**Student Affairs Division  
Texas State University  
2017-2018**

**JULY 5, 2018**

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## **Major Accomplishments/Retention Initiatives from 2017-2018**

1. Student Emergency Services issued Absence Notifications for 1,819 students who could not attend classes because of emergency situations an 32.5% (N=1,373) increase from FY17.
2. Student Emergency Services distributed \$68,623 in emergency funding to 126 students who experienced emergencies, which was an 133% (N=54) increase from FY17.
3. Student Emergency Services received a donation of \$27,000 from a single donor. The *Bobbye Watts Student Emergency Services Endowed Scholarship* Memorandum of Understanding was initiated during the spring 2018 semester.
4. Student Emergency Services raised a total of \$37,840.33 that included \$36,366.33 from 412 individuals and \$1,474 from the Texas State Panhellenic Council during the 2017 *Step Up for State* fundraising campaign towards the Student Emergency Fund. This number represented the largest number of donations to a single group during the 2017 campus-wide campaign. Due to the success of the *Step up for State* 2017 campaign, Student Emergency Services has been selected to be highlighted during the 2018 campaign.
5. The Attorney for Students (AFS) office provided education to students including their legal rights and provided services which earned or saved students over \$462,000.00 (an increase of roughly \$34,000 over last year) in legal services.
6. There were over **950** appointments in the Attorney for Students office an increase from last year (in spite of a policy change that reduced landlord/ tenant dispute cases to zero). 29% of the students who met with attorneys were Freshmen, 18% were Sophomores, 19% were Juniors, 24% were Seniors and 10% were Graduate Students. Students from Exploratory Professional (5%); Psychology (5%); Nursing (4%); Exercise and Sports Science (4%); and Biology (4%) majors used services the most.
7. Attorney for Students Office staff spoke to over 2,500 students in multiple venues, such as US 1100 (roughly 137 classes) and other classes, student organizations, and similar programs. Out of the 2450 presentation questionnaires for US1100 classes that were returned, the majority of respondents continued to report a high degree of satisfaction with the presentations.
8. Attorney for Students Office made 201 notarizations for FY18.
9. ADCS provided various community service opportunities which allowed for 582 individuals to complete their community service requirements which totaled 9410.50 (9% increase) verifiable hours which is equivalent to \$68, 226.13 (9% increase) in-kind minimum wage dollars.
10. ADCS provided 12 Alcohol Education Program for Minors (AEPM, aka MIP classes), where 160 participants registered for courses and 141 participants completed the courses. There was an overall “Knowledge Increase” of 68% (66% last year) from pre-test to post-test scores.
11. Central Office administrative support staff assisted 13,954 customers and provided 59 students with notary services.
12. Central Office administrative support staff coordinated family and institutional notifications for the 21 Texas State students who passed away during the academic year including faculty notifications; initiated the refund process for the family; and prepared and sent sympathy letters to the family.
13. The 3.0 All Greek GPA was higher than the All Texas State Undergraduate GPA
14. The Multicultural Greek Council (MGC) continued improvements to their community wide events including hosting an MGC Picnic that allows students to see the chapter members

together in a more informal setting; highlights their friendships outside of their organizations; and allows potential new members to see more unity throughout the council community as well as providing opportunities for students to meet members of all organizations.

15. DOS-Greek Affairs staff took 19 student leaders to the Association of Fraternal Leadership and Values (AFLV) Meeting Conference, which is the largest gathering of fraternity and sorority leaders in the nation. Seth McNeill, an executive officer of the Interfraternity council and Lindsey Trione, Greek Affairs Coordinator, placed second in the Order of Omega case study competition. The Panhellenic Council (PHC) was recognized for the Association of Fraternal Leadership and Values for their efforts in Academic Achievement, Council Management, Philanthropy & Community Service, Public Relations, and Self-Governance & Judicial Affairs.
16. The Leadership Institute successfully hosted the eighth annual Leadership Institute Annual Conference with a record-high total attendance of 466 with 322 Texas State University student participants, 37 student attendees from other institutions (including students from 5 different universities in Mexico), 12 donors and/or special guests, 32 speakers and 63 volunteers (includes Dean of Students staff, committee and student volunteers) in attendance.
17. Increased scholarship opportunities by two additional \$1,000 scholarships for students involved in the Leadership Institute and other campus involvement, including the creation of the Veronica Gonzales Leadership Institute Endowed Scholarship.
18. Leadership Institute awarded the Medal of Hope to 19 graduating students, and conducted 81 audits to gauge participants' progress in earning the medal.
19. The Student Leadership Board organized its annual 12 Days of Giving during the holiday season, collecting more than 160 donations to benefit Haven for Hope, a system of care for individuals experiencing homelessness. The Student Leadership Board also received recognition as the contributor of the most donated items, earning the 'Giving Meister Cup.'
20. Leadership Institute restructured the Pathfinder: Texas State Emerging Leaders Program curriculum to include a more inclusive approach to leadership, utilizing the Social Change Model of Leadership Development.
21. Student Leadership Board fundraised \$671 during a Breast Cancer Awareness Campaign that included educational outreach in addition to the fundraising campaign. These funds were donated to the Central Texas Medical Center Foundation in support of the Women's Breast Health Center.
22. There was a 55% (N=107) increase in Ombudsperson cases from FY17. The average number of cases for the previous five years was 51 compared to 107 total cases in FY18 alone.
23. Student Justice investigated and adjudicated 476 cases involving 778 students. Though there was a decrease in the number of cases (523 in FY17), the number of students involved was slightly higher (10) than the previous year.
24. Student Justice completed 1,985 disciplinary checks between May 2017 and May 2018. These include disciplinary checks, recommendations, character references, enrollment verifications, etc., submitted by investigating agencies, other higher education institutions and employers.

## **Progress on 2017-2023 Administrative Support Plan**

*Student Affairs Goal 1: Facilitate the retention, graduation and career development of a high quality, diverse student population through sustained partnerships within the campus community and external constituents.*

*Student Affairs Goal 2: Create and deliver innovative co-curricular programs and services through partnership with faculty, staff and external constituents to ensure the success of students.*

1. Greek Affairs-*In Progress*. Create a Scholarship Programming Resource for Fraternity/Sorority Chapters. Greek Affairs staff continues to work with Scholarship Officers from each of the Greek Governing Councils to encourage chapter utilization of the resource manual (created during the 2014-2015 school year). For new chapters colonizing on campus, the manual is reviewed with chapter leadership and/or advisors to assist in developing strong scholarship programs within their organizations at the beginning of their colonization.
2. Greek Affairs-*In Progress*. Collaborate with the Student Success & PACE Center areas on the development of a comprehensive Greek Academic Support Program. Scholarship Officers from the Greek Governing Councils are encouraged to meet with a representative from Alkek Library's Student Learning Assistance Center to create an opportunity to develop a relationship with the service providers in this area. Greek Affairs Staff encourage individual fraternity and sorority chapters to utilize multiple campus resources such as SLAC for assistance with their chapter scholarship programs as well as encourage chapters to set up appointments for individual members in need of academic assistance.
3. Greek Affairs-*In Progress*. Increase award and recognition opportunities for positive academic achievement. This 2018 spring semester we have seen the All-Greek Community Average jump to a 2.98GPA, however because of the Moratorium the Annual Greek Awards Celebration Program was modified to recognize individuals and to the exclusion of organizations.
4. Student Foundation-*Completed*. Pilot small, controlled co-curricular service learning project. Student Foundation received grant funding from the City of San Marcos – San Marcos Commission on Children and Youth in the amount of \$1,935.00 for a pilot program utilizing the service learning information, and sponsored “Bobcat For A Day” event. SF collaborated with members of other Dean of Students Chartered Student Organizations (Student Leadership Board, Student Government, Greek Leadership, etc.) to provide one-on-one peer guide for 35 San Marcos High School AVID Junior and Senior students. Funds came from a one-time project grant.

*Student Affairs Goal 3: Foster a Culture of Care within an environment that is safe, responsive and supportive of a diverse community.*

1. ADCS-*In Progress*. Relocate the ADCS office to a space that is more accessible to student's needs, is ADA compliant, and provides space for required confidentiality. Due to the remodeling of the LBJ Student Center, placement of the ADCS office is currently under review by Administration.
2. ADCS-*In Progress*. Explore/develop, select, and implement software and technology that will enhance all service processes. On-line resource/program was reviewed by the Assistant

Coordinator, as well as by student workers, and was not found to be satisfactory for the needs of the community service program. Will work with ITAC this summer to develop a program that helps fit the needs of the community service program.

3. Student Emergencies-*In Progress*. Create an overview brochure about Student Emergency Services and a specific brochure about academic options for students who have experienced personal difficulties. The design and development of the paper brochure is in progress and will be ready for distribution through the Dean of Students Office and during on-campus and off-campus presentations at the beginning of the fall 2018 semester.
4. Student Emergencies-*Completed*. Create a two-minute informational video showing an overview about Student Emergency Services. Two videos were produced during the fall 2017 semester: the first was produced by Texas State University Marketing office, which is on the main page of the Student Emergency Services website. The second 2-minute video was produced for the *Step Up for State* campaign during fall 2018 semester. The second video was also issued to various mass media outlets by the University Marketing Office prior to the *Step Up for State* campaign.

*Student Affairs Goal 4: Increase the campus culture competencies through University-wide coordination of educational initiatives and skill based training.*

*Student Affairs Goal 5: Increase student resilience by educating on self-advocacy and well-being.*

*Student Affairs Goal 6: Recruit, develop, support and retain high quality, diverse staff.*

1. Attorney for Students- *Incomplete*. Due to the welcomed addition of a half-time staff attorney, it has been determined that a part-time receptionist is essential to meet the demands for student services and allow the office to better serve its student clients. With the potential that the new attorney position may become full time (in 2 years, 2020), AFS will need an additional full time Administrative Assistant to support the growing needs of the law office. AFS is a fully functioning law office that will have three attorneys, is in high demand from students, and will need the support staff to handle the ever-increasing number of student-clients.

*Student Affairs Goal 7: Expand and manage financial, physical, and technological resources effectively and efficiently to meet the growing demands.*

1. Student Emergencies-*In Progress*. Develop and implement a five-year fundraising plan that provides support for Student Emergency Services. This strategy is ongoing. Because of fundraising efforts, Student Emergency Services raised \$37,840.33 during the *Step Up for State* campaign in the fall 2017 semester and a \$25,000 *Bobbye Watts Student Emergency Services Endowed Scholarship* MOU during the spring 2018 semester. These two efforts raised \$62,840.33 for Student Emergency Services during FY18.

## **Assessments Conducted in 2017-2018**

### *Alcohol and Drug Compliance Services: Community Service Program Satisfaction Survey*

This is the third year the Community Service Program has been evaluated using a customer service survey. Results reveal that 61.7 percent of respondents “strongly” agreed that their overall experience was positive, and 34.6 percent “agreeing” their experience was positive (96.3 total level of satisfaction).

92.5 percent of respondents indicated that they would use the program for any new issues that might arise and 93.2 percent of respondents stated that as a result of the community service program they are now aware of new resources/programs on and off campus.

### *Alcohol and Drug Compliance Services: Four-Assessment Session Process Survey*

This is the third year the Four-Assessment Session process has been evaluated. Using a quantitative and qualitative data collection approach in design, a five-question survey was sent via email to thirty-one students, with eight students responding, for a 26 percent response rate. The rate of response decreased from last year’s 40% and was impacted by five invalid e-mail addresses.

Students reported progressing toward change by moving from the “Contemplation” stage of their alcohol or drug issues, which is illustrated in the “Five Stages of Change Model” table below.

Respondents indicated 50 percent more students had achieved the “Action” stage and “Maintenance” stage. Survey results showed the four sessions were “very helpful” for 25 percent of respondents (N=2) and “extremely helpful” for 38 percent of respondents (N=3).

| <b>Five Stages of Change Model Stage</b> | <b>Respondents Reported Stage At First Session</b> | <b>Respondents Reported Stage At Fourth Session</b> |
|--|--|---|
| 1: Pre-Contemplation - “No, not me.”     | 25% (N=2)  | 25% (N=2)   |
| 2: Contemplation - “Well, maybe.”        | 38% (N=3)  | 0% (N=0)  |
| 3: Preparation - “So, what do I do now?” | 12% (N=1)  | 0% (N=0)  |
| 4: Action - “Ok, let’s do this.”         | 25% (N=2)  | 38% (N=3)   |
| 5: Maintenance - “It is possible.”       | 0% (N=0)   | 12% (N=1)   |

Feedback continues to be positive from student respondents and the number of responses this year although the response rate decreased from last year. Responses to the survey continue to show that assessment implementation needs to be continuously re-evaluated, with the survey possibly sent at the end of the last session and then again with a 30-day follow up email.

### *Administrative Support for the Central Office: Customer Tracking*

Customer tracking was conducted during 2017-2018 for both in person and over the phone assistance the Dean of Students Office reception area staff provided. A total of 13,954 contacts were made for the year.

The assessment conducted in the Administrative Support for the Central Office area tallies the type of service that staff is providing and the number of contacts made when providing service. Customer tracking was conducted for both in-person and over-the-phone assistance provided by the Dean of Students Office reception area staff. Contacts include phone calls, walk-ins, and general information obtained by others using the DOS office as a resource. A total of 13,954 contacts were made from June 1, 2017 through May 25, 2018. The busiest months were November (1,763 contacts), October (1,585) April (1,366 contacts) and September (1,185 contacts). The slowest months were December (942 contacts) and June (988 contacts). The reasoning for the drop-in contact between these months is assumed to have been caused by the lack of activity on campus due to extended student breaks that are given within these periods.

The areas with the highest activity during the Summer/Fall 2017 include General (2028), Student Justice (1324) and Emergency Services (1330). The lowest activity within this office include sectors related to Student Foundation (4), Wrong Numbers (24) and Student Government (25). The areas with the highest activity during the Spring 2018 were General (1313) and Student Justice (1068). The lowest activity was seen in Student Foundation (7) and Background Checks and Wrong Numbers (29).

#### *Attorney for Students: Customer Service Satisfaction Survey*

The office continues to use an electronic tablet for students to answer assessment questions at the end of their appointments. In FY18, 90 percent of students responded to the survey as clients are given the opportunity to complete the survey when they leave their appointments. Responses remain strongly positive, and the negative comments primarily focus on the length of time it takes to see an attorney because the office's legal services are in such high demand and books out at least two weeks in advance. Due to technical conflicts with this office's software, exit survey was unavailable at the time this report was generated, hopefully, this will be resolved by this summer.

#### *Attorney for Students: Customer Demographics*

Demographics about students who use the Attorney for Students Office are available via the Titanium management software used by the office. The demographics indicate the office served more women (58 percent) than men (42%), which remains constant from the previous year. Demographics also indicated 41 percent of the students who utilized office services identified as White (same as last year); 37 percent (2% increase) Hispanic and 12 percent Black (a 3 percent decrease from last year).

#### *Greek Affairs: Chapter and Community Grade Reports*

Information included on the Community grade report includes a) active (initiated) member GPA average for each chapter by council; b) new member GPA average for each chapter by council; c) overall chapter average for each organization by council; d) council GPA averages for active members, new members, and chapters; all Greek member GPA average; e) all fraternity member GPA average; f) all sorority member GPA average; g) all undergraduate student GPA average; h) all male undergraduate student GPA average; and i) all female undergraduate student GPA average.

The 2.87 All Greek Average for Fall 2017 was surpassed only by the All Texas State Female average of 2.96. Texas State Undergraduate GPA for Fall 2017 was 2.86 and All Texas State Males average was 2.73. During the Spring 2018 semester the All Greek Average of 3.0 was the highest when compared to 2.86 for All Texas State Females, 2.74 for All Texas State Undergraduates and 2.6 for All Texas State Males.

Data displays an overall community GPA average of 2.89 for the 2018 spring semester and 83% of chapters achieved a 2.50 or higher chapter GPA average. Overall, the data demonstrates the effective use of current strategies to increase chapter GPA averages as well as to improve the number of organizations achieving a 2.50 average chapter GPA.

Further development of scholarship programs within the councils for chapters will continue in FY19. The results show the effectiveness of providing appropriate data to the governing councils and chapters in an effort to help identify chapters and individual members who may need more assistance or resources to improve academically. However, Greek Affairs staff will continue to develop strategies to assist chapters in utilizing assessment information to improve academic achievement.

#### *Fraternity and Sorority Risk Management Training Survey*

A paper survey was provided to each participant at the conclusion of the State of Texas Mandatory Risk Management program. The survey provided participants the opportunity to assess the individual presentation on quality of the program and the content provided during the training. The assessment used a variety of methods including a Likert Scale and constructed response statements.

108 participants were present and submitted the survey, giving the assessment a 100% rate of response. Overall, the program was successful and useful to participants. Based upon the Likert Scale rankings the program received an average of responses of a 4.53 score out of a 1 to 5 point scale. Participants indicated few desired improvements for the program through comments made in asking for future training topics. However, based on the feedback participants provided, there is a desire to see more training on how to host a successful social event, working with third-party vendors and how to avoid hazing practices in new member education.

#### *Panhellenic Formal Recruitment Survey*

An electronic survey was sent to participants in formal recruitment including chapter advisors, presidents, and recruitment chairs. A total of 24 participants received the electronic survey with 17 responses resulting in rate of response was 70.83%. The survey focused on communication of information, overall experiences throughout the process, and suggestions to next year's schedule using a variety of Yes/No, multiple choice, and constructed response questions.

Overall 52.94% of participants indicated that communication about the program improved slightly from the previous year and only 29.41% believed they had all the information needed to be successful. Effective feedback was provided to Panhellenic throughout the survey data, which detailed preferred schedule changes, topics to discuss for the next year, and overall wellness of the members.

Panhellenic Council is making several adjustments to the program as a result of the results. Improvements include a) shortening the program to three days; b) communicate all deadlines at the beginning of the planning process and any changes are made in writing; c) while the decoration budget was decreased due to a shorter process, the budget was only decreased by \$4,500. Panhellenic feels the adjustments will further improve the wellness of the members, overall morale of the chapters, and tone of the recruitment program itself.

#### *Leadership Institute: Student Leadership Board Satisfaction Survey*

An electronic survey was provided to the membership of the Student Leadership Board at the last meeting of the spring 2018 semester. It was distributed to 19 individuals and collected from 19 individuals for a response rate of 100%. 94.74% of respondents reported advising services to be moderately helpful or extremely helpful (73.68%). 83.3% of respondents reported being satisfied with the topics presented at meetings throughout the year with the same percentage also reporting the speakers of those topics presenting the workshops extremely well or very well.

Based on comments from the assessment, members felt the retreat and programming (workshops, fundraisers, etc.) hosted by the Student Leadership Board were successful and helped create community in the organization. Comments also indicated a desire for more interactive, hands-on events and workshops.

Next year Qualtrics, a new electronic survey will be used to ensure that the questions asked are consistent with what we are seeking to measure/evaluate. The organization will focus more on marketing and branding of the organization, and will formulate a plan for wider recruitment of new members and retention of these individuals throughout both semesters. Staff also intends to be more intentional in providing advising to executive officers, orientating them to their position. Training will also include a mid-year orientation for those who join the team later in the fall or at the beginning of the spring semester.

#### *Leadership Institute: Leadership Workshop Series Evaluation*

The Leadership Workshop Series provides speakers, interactive sessions, panels, and other activities throughout the semester designed to help students develop a strong foundation of leadership beyond the classroom setting. This year six workshops were surveyed and the results were outstanding.

*Workshop 1 – A Self-Care Package: Taking Care of You* – Surveys were distributed to 20 participants and collected from 20 individuals for a response rate of 100%. 100% of respondents agreed or strongly agreed that the presenter was knowledgeable and that the material they learned would be beneficial to them as leaders.

*Workshop 2 - Essentials of Empathy: Understanding Others* – Surveys were distributed to 18 participants and collected from 15 individuals for a response rate of 83.3%. 100% of attendees agreed or strongly agreed that the presenter was knowledgeable, the activities were fun and engaging, and the material they learned will be beneficial to them as leaders.

*Workshop 3 - Professional Leading: Connecting Your Leadership to a Career* – Surveys were distributed to 22 participants and collected from 16 individuals for a response rate of 72.7%.

100% of attendees agreed or strongly agreed that the presenter was knowledgeable and would attend another workshop based on their experience at this one.

Workshop 4 - *A Leader's Skill in Listening* – Surveys were distributed to 26 participants and collected from 25 individuals for a response rate of 96.2%. 100% of attendees strongly agreed the presenter was knowledgeable, and 100% agreed or strongly agreed that the activities were fun and engaging, and the material will be beneficial to them as leaders.

Workshop 5 - *Enhancing Your Organization's Potential* – Surveys were distributed to 22 participants and collected from 18 individuals for a response rate of 81.8%. 100% of attendees agreed or strongly agreed that the presenter was knowledgeable and would attend another workshop based on their experience at this one. Additionally, 94.4% of participants agreed or strongly agreed the material they learned would be beneficial to them as leaders.

Workshop 6 – *Presenting Powerfully* – Surveys were distributed to 23 participants and collected from 10 individuals for a response rate of 47.8%. 100% of respondents agreed or strongly agreed that the presenter was knowledgeable and would attend another workshop based on their experience at this one.

These workshops serve as an opportunity for student leaders to further develop their own personal leadership skills and interact with other students, faculty and staff in a small setting. Workshops are free and open to any members of the Texas State community.

#### *Leadership Institute: Leadership Film Series Evaluation*

The Leadership Film Series provides an opportunity for students to watch movies which reveal aspects of leaders appearing throughout the history of cinema. The Leadership Film Series offers an opportunity to observe leadership in action and relate it to one's own leadership style. Following each film, a panel of students, faculty, and/or staff will engage the audience in a discussion of the film's leadership lessons and implications. A paper survey was provided to student participants during the fall and spring semesters.

For the Fall Film Series showing of, “*The Hunting Ground*” surveys were provided to 21 individuals and collected from 19 individuals at the end of the panel for a response rate of 90.5%. 100% of respondents agreed or strongly agreed that they were better understand the experiences of sexual assault survivors, and were more fully aware of the resources and support available for victims of domestic and sexual abuse. Additionally, 94.7% agreed or strongly agreed that they were able to relate the information they learned to their responsibilities as leaders.

For the Spring Film Series showing of, “*The Lion King*”, survey provided to 41 individuals and collected from 31 individuals at the end of the small group discussion for a response rate of 75.6%. 100% of respondents agreed or strongly agreed that they have a greater understanding of transformative and transactional leadership, and were able think critically about the film and the importance of representation. 87% of respondents agreed or strongly agreed that the material they learned will be beneficial to them as leaders.

The Leadership Institute will be intentional in its selection of the film to keep the event within a two-hour time frame and ensure that the audience connects with the content. Speakers will also be selected with care to ensure they are knowledgeable and engaging. Another important factor to keep in mind is completing the assessment at the close of the film and discussion. Some students must leave before the program is complete, and contributes to the lower response rate.

#### *Leadership Institute Annual Conference Evaluation*

Each year the Leadership Institute holds an annual conference based on the Common Experience theme and Core Values of the Leadership Institute. The conference was held on February 23-24, 2018 and there was a record-breaking total of 466 total participants, including 322 Texas State student participants and 37 non-Texas State attendees. Non-Texas State attendees were from other universities including Texas A&M University-Kingsville, The University of Texas at El Paso, Tecnológico de Monterrey, Campus Saltillo, McLennan Community College, Texas Lutheran University, Universidad Autónoma del Noreste, Coparmex Coahuila Sureste, Concordia University Texas, Universidad La Salle Saltillo, and Instituto Technológico de Saltillo. The demographics indicate that the majority of Texas State students who attended were females (70%) and students and majoring within the College of Liberal Arts (22%).

An electronic Qualtrics survey was provided to all student and was collected from 269 individuals for a response rate of 87% up from last year's rate of 84.4%. Major findings of the assessment showed that 96.6% of participants agreed or strongly agreed (69.7%) that their overall conference experience was positive. 98.1% of participants agreed or strongly agreed that they can demonstrate respect for the viewpoints of other individuals. 95.9% of participants agreed or strongly agreed that the conference was well organized, and 95.1% of participants agreed or strongly agreed (73.6%) they would recommend this conference to another student.

Based on this year's assessment we plan to ensure we select dynamic, engaging speakers who are also diverse and representative of our students. We will ensure the small group facilitators we select are comfortable leading dialogue around challenging topics, and will provide adequate training for their roles. Additionally, for better record-keeping, we will identify a process to capture staff and guest attendance. We also plan to increase our marketing for the conference, both for diverse recruitment and social media engagement at the event. Another important change is the adjustment of where the backdrop for photos is placed to limit distractions to small group tables who were meeting in that area.

#### *Leadership Institute: LeaderShape® Institute Evaluation*

The **LeaderShape®** Institute is six days of dialogue and self-discovery that takes place in a supportive learning community and challenges participants to **lead with integrity™** while working towards a vision grounded in their deepest values. There were 61 participants who explored not only what they want to do, but who they want to be.

In accordance with the contract with the LeaderShape® Institute, program assessment for this program are conducted by the LeaderShape® organization. It is an international non-profit, and they are the stewards of this data so they can compare results across all campus partners. Feedback is collected from paper surveys at the close of the program, and this information has not yet been made available to Leadership Institute staff. Demographics which were obtainable

indicate that 72.1% of participants were female and 27.9% male; 3.3% were Freshmen, 24.6% Sophomores, 34.4% Juniors, 24.6% Seniors, 9.8% Master's and 3.3% Faculty or staff.

#### Ombudsperson Satisfaction Survey

An electronic satisfaction survey was forwarded to each student who visited the office or initiated an online Ombudsman case. There were 18 students who completed the survey for a 17% response rate. Overall 83% of respondents indicated the services were either Excellent (71%) or Satisfactory (12%). There continues to be difficulty increasing the response rate because the completion of cases varies so widely.

#### Student Emergency Services:

Student Emergency Services conducted a total of five assessments this year, which included Absence Notification - Customer Tracking, Absence Notification Completion Rates, Absence Notification Satisfaction Survey, an Emergency Funding Service Satisfaction Survey, and Emergency Funding Completion Rate.

#### Absence Notification - Customer Tracking

To understand the distribution of types of absences reported for notifications, data was analyzed to compare the number of notifications issued during the fall 2017 semester (N=787) and the spring 2018 semester (N=1,032). Of the 1,819 notifications issued in FY18, 72% (N=1,316) of notifications were medically related, 19% (N=345) regarded the death of a loved one, and 9% (N=106) were related to another type of emergency.

#### Absence Notification Completion Rates

The semester completion rates were calculated for students who received Absence Notification services for FY18, comparing the fall and spring semesters. Semester completion rates were defined as not withdrawing from the university and receiving any letter grade for semester courses. The Semester Completion Rates chart below shows that of the 1,819 students who received Absence Notification services, 100% (N=787) of the students during the fall 2017 semester completed and 95.7% (N=988) of students who received Absence Notification services in the spring 2018 semester completed. The percent average for FY18 was 97.85% (N=1,775).

#### Absence Notification Satisfaction Survey

An electronic survey was e-mailed to 1,819 students who had Absence Notifications sent to faculty members. The purpose of the notifications was to verify that the student experienced an emergency or crisis which prevented him or her from attending classes on specific days during the 2017-2018 academic year. During the fall 2017 semester, 787 surveys were sent and 14% (N=112) were completed and returned; During the spring 2018 semester, 1032 surveys were sent and 11.8% (N=122) were completed and returned. Overall, 12.9% (N=234) of the 1,819 surveys distributed in FY18 were completed and returned. According to the responses, during FY18, 96% (N=224) either *Strongly Agreed* or *Agreed* that they were satisfied with the absence notification service; 92% (N=216) either *Strongly Agreed* or *Agreed* that the service was helpful; and 94% (N=220) either *Agreed* or *Strongly Agreed* that the absence notification service was helpful in allowing them to continue their academic career.

Overall, the three main criticisms of the absence notification service were that instructors would

not automatically “excuse” an absence because a notification had been issued, that students were not provided with information about other services that might be helpful, and that the services was not helpful to students who could not afford to seek medical treatment (in order to provide documentation for the medical emergency). The results of the survey support the goal of the Student Emergency Services staff to create a strategic plan to market absence notification services to faculty and students.

#### Emergency Funding Completion Rate

During FY18, 126 students experienced emergencies that required funding assistance. Of the 126 students, 80% (N=101) applied in the fall 2017 semester and 20% (N=25) applied in the spring 2018 semester. The Semester Completion Rates chart below shows that of the 126 students who received emergency funding assistance, 91% (N=92) of the students during the fall 2017 semester completed and 100% (N=25) of students who received Absence Notification services in the spring semester completed. The percent average for FY17 was 96% (N=117).

#### Student Foundation Student Leadership Skills Proficiency Assessment

Student Foundation Advisors evaluated the leadership skills proficiency of ten of the ten Student Foundation Officers and Directors in the Fall of 2017. In the Fall, all ten Leadership Team members completed the assessment tool for a 100% response rate. In Spring of 2018 nine of the ten completed the assessment tool for a 90% response rate.

In Fall 2017, zero (0%) Leadership Team members were at the *Visionary* level, one (10%) Leadership Team members were at the *Organization Veteran* level, two (20%) Leadership Team members were at the *Coordinator* level, three (30%) Leadership Team members were at the *Volunteer/Contributor* level and four (40%) Leadership Team members were at the *Member* level.

In Spring 2018, four (40%) Leadership Team members were at the *Visionary* level, one (10%) Leadership Team members were at the *Organization Veteran* level, two (20%) Leadership Team members were at the *Coordinator* level, one (10%) Leadership Team members were at the *Volunteer/Contributor* level and two (20%) Leadership Team members were at the *Member* level.

| Leadership Skill Level    | SF Fall 2017 | SF Spring 2018 |
|---------------------------|--------------|----------------|
| MEMBER (lowest level)     | 4            | 2              |
| VOLUNTEER/CONTRIBUTOR     | 3            | 1              |
| COORDINATOR               | 2            | 2              |
| ORGANIZATION VETERAN      | 1            | 1              |
| VISIONARY (highest level) | 0            | 4              |

The results from the Student Leadership Skills Proficiency Assessment indicate that the retreats for the Leadership Team (consisting of the advisors, officers, and directors) for transition in May

and planning for the academic year, along with the meetings with advisors have indeed affected the Leadership Team's continued growth and involvement with the organization.

### **Presentations by Staff in 2017-2018**

1. Ms. Marivel Alvarez served as a Spanish Translator for New Student Orientation Sessions.
2. Ms. Marivel Alvarez served as a Spanish Translator for the University Honor Council (Honor Code).
3. Mr. Ismael Amaya spoke to approximately 100 Top Scholar students and families during an Admissions sponsored program in McAllen, Texas, "*Networking on Campus: Connecting with Faculty, Staff, Organizations & Students*".
4. Ms. Christine Glynis served as the Commencement Speaker for the Non-Traditional Student Organization Graduation.
5. Ms. Christine Glynis spoke on "*Ethical Decision-Making*" to the UPD Citizens Police Academy Fall 2017 and Spring 2018 classes.
6. Ms. Kama Davis spoke during the Philosophy Dialogue Series, "*Veterans Court A Practice in Restorative Justice*".
7. Mr. Bob Dudolski presented at the Delta Sigma Phi Fraternity Executive Officer's Strategic Planning Session.
8. Ms. Shannon FitzPatrick and Ms. Kama Davis spoke to students and parents in Houston Texas, "*Students Preparing for College*".
9. Ms. Kendra Wesson served as a panelist, "*Sexual Assault on Campus*" after the screening of *The Hunting Ground*.
10. Ms. Laramie Mc Williams spoke to US 1100 students, "*Emotionally Intelligent Leadership for College Students*".
11. Ms. Cheryl harper presented, "*ADCS Services and Alcohol Use Among College Students*" to Doctoral Students in the Counseling Center, Healthy Cats and Men Against Violence Student Organizations.
12. Dr. Margarita Arellano presented, "*Texas Women in Higher Education*" at the University of Texas HFSA Symposium: Multicultural Curriculum, Transformation and Research.

### **Special Recognition of Staff in 2017-2018**

1. Dr. Vincent E. Morton-25 Years of Service at Texas State
2. Mr. Ismael Amaya-15 Years of Service at Texas State
3. Ms. Shannon FitzPatrick-20 Year Service Award, University Student Legal Services Association-Western Region
4. Ms. Christine Glynis- College of Applied Arts Outstanding Alumni: Occupational, Workforce, and Leadership Studies Award
5. Ms. Shannon FitzPatrick-Coordinator of University Experience
6. Dr. Margarita Arellano-VPSA Award for Outstanding Leadership and Achievements.
7. Ms. Alma Machado-VPSA Outstanding Contribution to Students
8. Ms. Laramie McWilliams-VPSA Champion for Student Success
9. Dr. Vincent E. Morton-VPSA Outstanding Contribution to Student Affairs
10. Mr. Sean Hembrick- VPSA Outstanding Contribution, Graduate Assistant Recognition
11. Ms. Stacy Stokes-Batts- Executive Board Member & President University Police Department Citizen Police Academy Alumni Association
12. Ms. Lindsey Trione-Order of Omega Case Study Competition 2nd Place, AFA Conference.

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

**Student Affairs Division  
Texas State University  
2017-2018**

**Accomplishments/Retention Initiatives 2017-2018**

1. Administrative Support for the Central Office assisted a total of 13,954 customers throughout the year and provided 59 students with notary services.
2. The Office coordinated notification for the 21 Texas State students that passed away this academic year:
  - a. Emailed deceased students' current faculty
  - b. Emailed university departments to initiate refund process
  - c. Followed-up on refunds due to the family
  - d. Prepared and sent sympathy letters to the family

**Progress on 2004-2018 Administrative Support Plan / Strategic Plan 2017-2018**

n/a

**Assessments for 2017-2018**

Customer tracking was conducted during 2017-2018 for both in person and over the phone assistance the Dean of Students Office reception area staff provided. A total of 13,954 contacts were made for the year. The graphs below represent the breakdown of contacts made during the 2017 summer/fall and 2018 spring semesters.

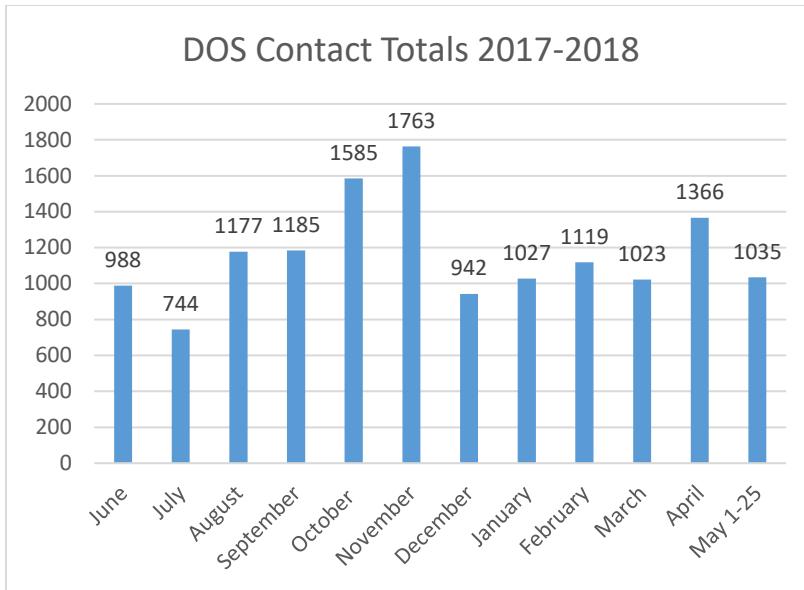


Figure 1 reflects the total number of contacts initiated in the Dean of Students Office June 1, 2017 through May 25, 2018. Contact includes phone calls, walk-ins, and general information obtained by others using our office as a resource. The busiest months for this office are November (1763), October (1585), April (1366) and September (1185), while the slowest are July (744), December (942) and June (988). The reasoning for the drop-in contact between these months is assumed to have been caused by the lack of activity on campus due to extended student breaks that are given within these periods.

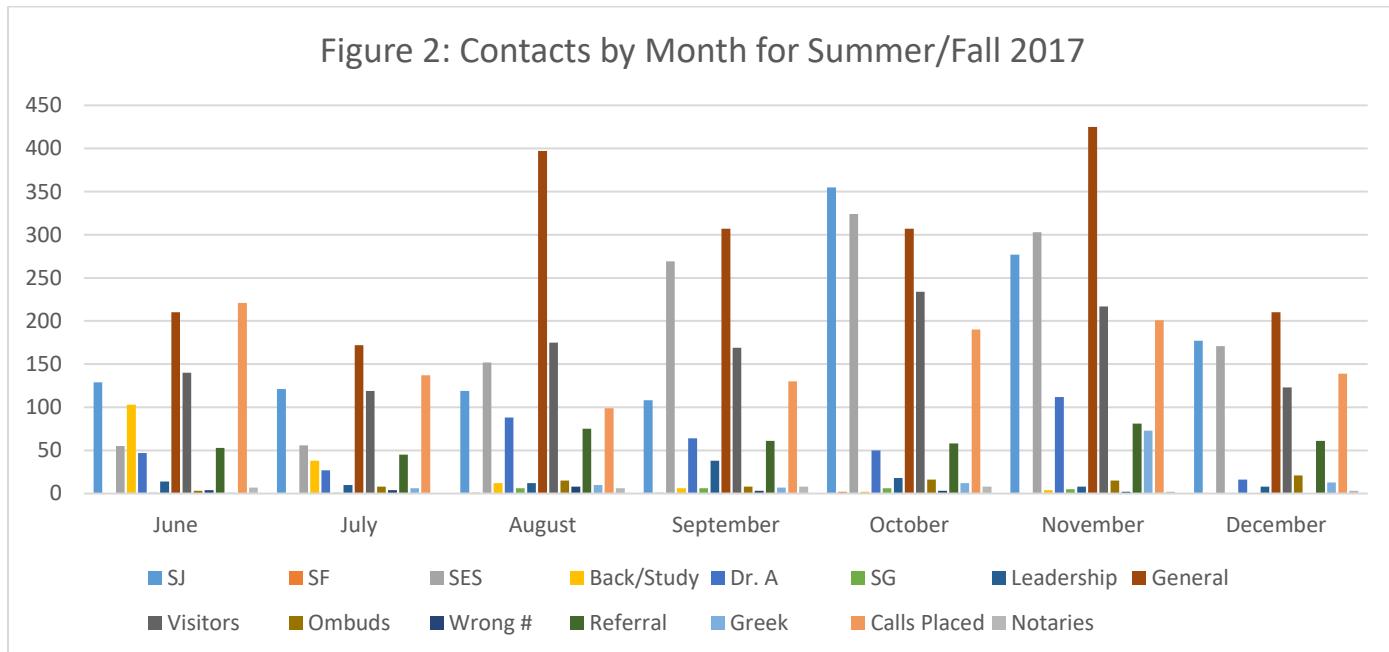


Figure 2 distributes the breakdown of activity in the Dean of Students Office for Summer/Fall 2017. December includes dates ranging from the 1<sup>st</sup> thru the 20<sup>th</sup>. An explanation for the positive increase in activity in our office for the month of November is largely represented by the increase of Background and Study Abroad checks. Almost all activity increased within the month of November and declined soon after as we made our way towards the end of the semester.

Figure 3 represents a breakdown of combined totals of each sector for Summer/Fall 2017. The areas with the highest activity include General (2028), Student Justice (1324) and Emergency Services (1330). The lowest activity within this office include sectors related to Student Foundation (4), Wrong Numbers (24) and Student Government (25).

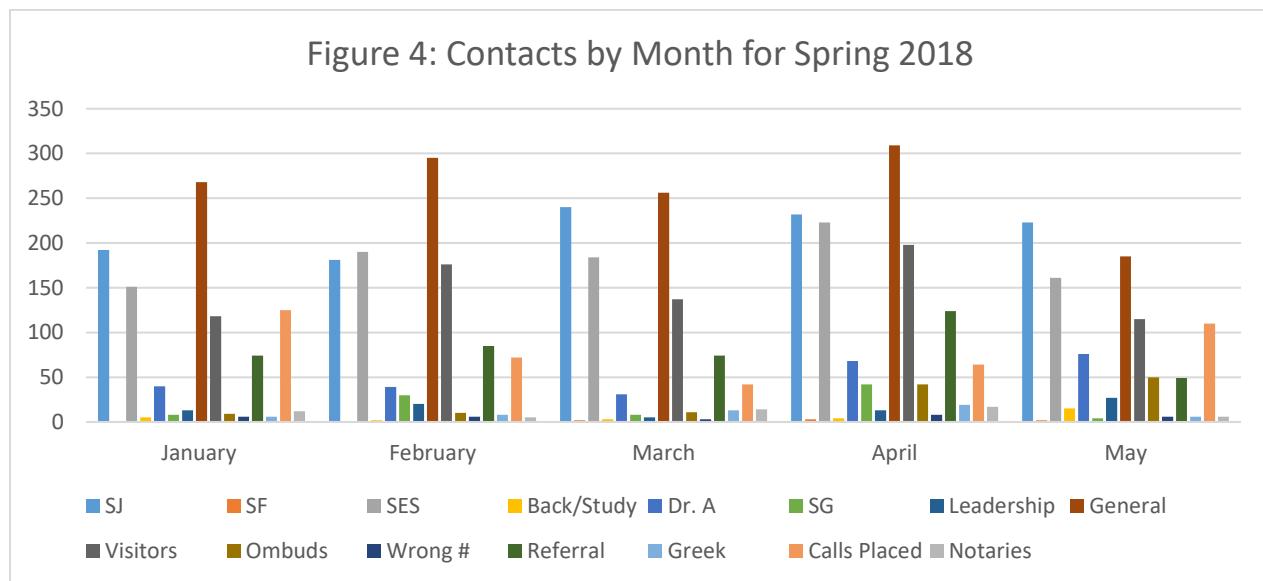
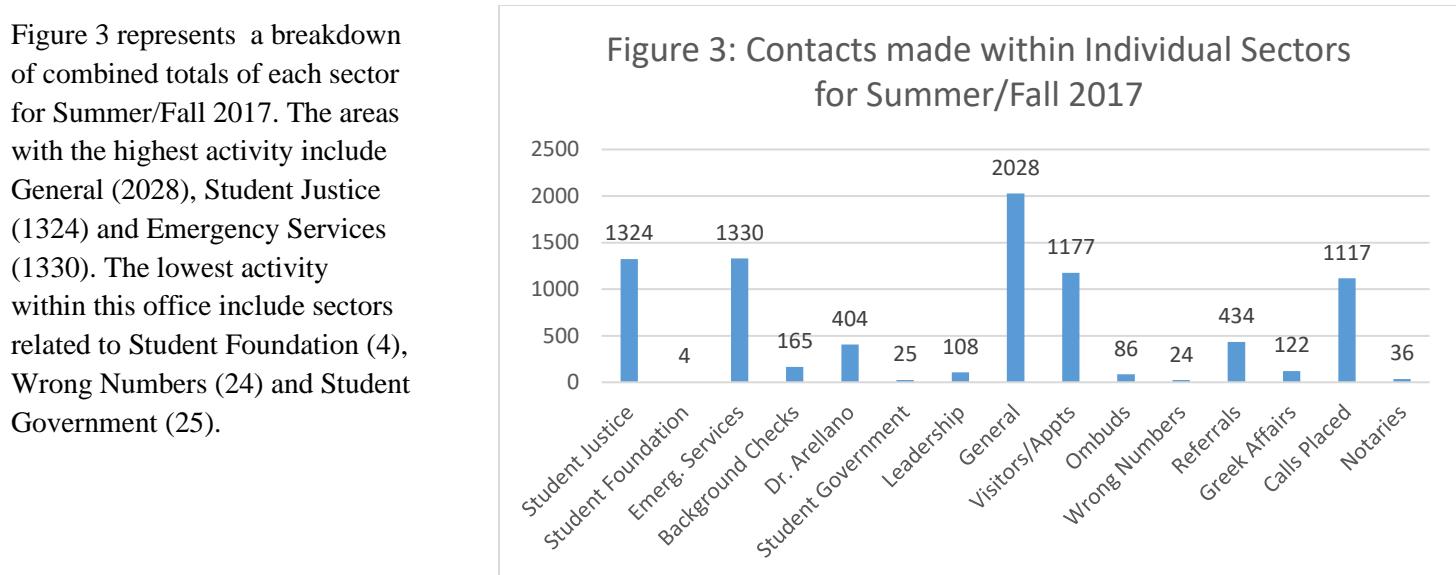


Figure 4 represents the breakdown of activity for Spring 2018. The month of January includes dates ranging 4<sup>th</sup>-31<sup>st</sup> marking the start of Spring '18 while the month of May includes dates ranging from 1<sup>st</sup> through the 25<sup>th</sup> marking the end of Spring '18. Overall, the graph above includes data collected from January 4<sup>th</sup>- May 25<sup>th</sup>. April saw the highest activity in this office. As you can see, activity increases in February, steadily increases as we reach the end of the academic semester. Although there is adequate activity in Spring 2018, we do not see as much activity in comparison to Summer/Fall 2017.

**Figure 5: Total Contacts made within Individual Sectors in Spring 2018**

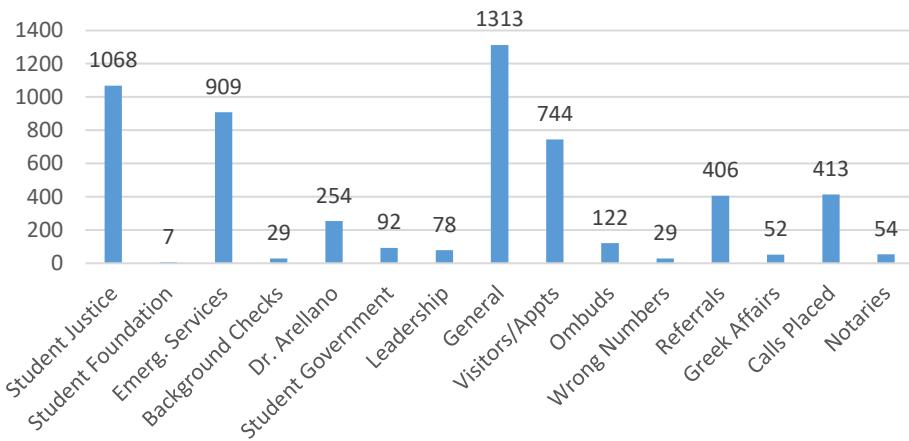


Figure 5 represents the total amount of activity taking place during Spring 2018 at an individual sector. The highest activity was seen at the General standpoint (1313) along Student Justice (1068). The lowest activity was seen in Student Foundation (7) and Background Checks and Wrong Numbers (29).

### **Presentations presented by Area Staff**

n/a

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

Alma Machado received the Vice President for Student Affairs - Outstanding Contribution to Students

### **Objectives for 2017-18**

#### Objective 1

Enhance staff resources with on-line forms to assist all staff in the Dean of Students Office

#### Objective 1 Status

The forms have been extremely helpful to the staff members since it's a convenient and efficient way to access the forms. The staff resources site will be an on-going objective for our area.

#### Objective 2

Implement cross-training for the support staff in all areas of the Dean of Students Office

#### Objective 2 Status

The cross-training objective has been implemented but will be on-going. Also, since there was an administrative assistant vacancy in the Student Justice area this past year we have had support staff crossed trained in that area before the position was filled.

### Objective 3

Coordinate the DOS Central Office support staff to create on-line written procedures for their areas.

### Objective 3 Status

The on-line written procedures are on-going. Due to a support staff vacancy during this past year, the written procedures for each position have not been completed.

### Objective 4

Update office tracking procedures to ensure accurate data.

### Objective 4 Status

Currently, it seems like the current process is working well enough to stay in place for now. We have not been able to find a way to make the process completely digital that is not compromised of expensive (and unnecessary) software/programs.

## **Objectives for 2018-2019**

1. Enhance staff resources with on-line forms to assist all staff in the Dean of Students Office
2. Implement cross-training for the support staff in all areas of the Dean of Students Office
3. Coordinate the DOS Central Office support staff to create on-line written procedures for their areas.

## **Trends/Challenges for 2017-2018**

The trends/obstacles for 2017-2018 will continue to be reviewing and coordinating time entry and leave requests for the time administrator and back-up. Lack of submitting leave requests and away e-mails are challenges as these are vital aspects of the time entry and leave request process. New hires and student employee trainings will continue to rise and become more refined processes. Although this data above paints a general perspective of activity observed in our office, we cannot state the information above reflects the exact amount of activity flown in our office. The factors that could contribute to the lack of adequate information include: multiple marks per student, inability to keep up with traffic flow, employee absenteeism, and forgetfulness of proper marking. With the data above we are still able to track which sectors have the greatest amount of flow along with those who do not. It is important to remind employees to keep track of flow in order to grasp a more accurate sense of activity in the Dean of Students Office. This can reflect which areas are deemed priority in our office with the hopes of administering resources to these particular departments.

**ANNUAL REPORT**  
**Dean of Students Office**  
**ALCOHOL AND DRUGS COMPLIANCE SERVICES**

**Student Affairs Division**  
**Texas State University**  
**2017-2018**

The Alcohol and Drug Compliance Services office provides services to students who are found responsible for alcohol and drug-related violations of the Code of Student Conduct, as well as violations of the law and referred by area Courts, Attorneys and Probation Officers. When students complete their sanctions, many of them are usually able to continue their enrollment at Texas State, unless suspension or expulsion has been identified as the decision from the referral source. In some situations, the services students receive from ADCS go beyond completion of sanctions, such as resource referral and mentoring. ADCS services are implemented to help students make healthier choices, such as identifying networks that will support their choices to reduce or eliminate their use of alcohol or drugs and make positive behavior changes that increases the likelihood of them succeeding academically and socially.

**Accomplishments/Retention Initiatives from 2017-2018**

1. ADCS Coordinator completed her first year of Ph.D. program in Social Work.
2. ADCS Assistant Coordinator completed her first year of graduate school.
3. ADCS provided various community service opportunities which allowed for 582 individuals to complete their community service requirements during the 2017-2018 reporting period.
  - a. These individuals completed a record breaking total of 9410.50 verifiable hours that amounted to the “in-kind” equivalent of \$68,226.13 in minimum wage labor. The number of students served from last year remained relatively the same, however, the Community Service Program had a significant increase of over 9% in the number of hours worked and a 9% increase in the number of “in-kind” wages.
4. ADCS office sends reminder emails to all students who are scheduled to participate in community service for major and/or special events.
  - a. This process continues to reduce the number of “no-shows” to community service events, and continues to be appreciated by the students as exhibited by their email responses to the reminders and feedback based on evaluations.
5. ADCS community service opportunities continue to increase and diversify, both on the university campus as well as in the surrounding local communities. These efforts included collaborating with university departments to assist with daily functions as well as special events. New departments and community organizations continue to become partners with ADCS, and that will continue to help fill in opportunities to the growing student body that will need to complete community service in the future.
  - a. The departments and organizations that students helped through their community service hours included the Dean of Students (Leadership Conference), Office of Student Diversity and Inclusion (Equality University Conference, Martin Luther King Celebration, Graduations (veterans, LBGQTI, and multicultural), City of

- San Marcos, Student Involvement (Bobcat Build, Riverfest), Student Health Center (National Condom Day, AIDS Awareness), LBJ Student Center, Meadows Center, and the Agriculture Department.
- b. Some of the surrounding local communities' events that utilized students included Travis Elementary, Barton Middle, Lehman High School, San Marcos High School, Hays High School, Mendez Elementary School, Crockett Elementary, Downtown San Marcos Beautification Project, City of San Marcos, Cock House, Farmer Fred's Garden Spring Carnival, and Spring Jamboree.
  - 6. ADCS continues to provide a living document listing all of the currently available community service opportunities, and is sent to students via email when they register for hours with the ADCS office in order to schedule optimum hours with more flexibility based on their schedule. We are continuing to receive positive feedback from students.
  - 7. ADCS provided 12 Alcohol Education Program for Minors (AEPM, aka MIP classes) in 2017-2018 which hosted 160 participants registering for the course and 141 participants completing the course. Participants this year exhibited an overall "Knowledge Increase" of 68% (pre-test and post-test scores). The ADCS Coordinator taught seven classes, and the ADCS Assistant Coordinator taught five classes.
    - a. In 2016-2017 there were 14 classes with 154 participants completing the course that exhibited an overall "Knowledge Increase" of 66% (pre-test and post-test scores).
    - b. The continued decrease in the number of classes usually offered in the past (23 classes in 2010-2011 to 13 classes in 2015-2016) is primarily related to the limited availability of space in the LBJ Student Center during the past year.
    - c. The decrease in the number of students registering for and completing the class is attributed to fewer referrals from regular sources, as well as the legislation passed effective 9-1-13 that allows Texas courts and judges to decide if they will accept the on-line Texas Education Agency approved 6-hour timed course, titled Drug and Alcohol Driving Awareness Program (DADAP), that is advertised as being structured similarly to the Texas Department of State Health Services (DSHS) AEPM course. Local area courts and judges have decided to accept the course, although they continue to offer ADCS as a referral source.
    - d. Texas State referral sources (Dean of Students, Student Justice and Department of Housing and Residential Life) have chosen not to accept the on-line course certificate.
  - 8. ADCS's Marijuana 101 program was completed by 172 participants as a result of marijuana-related violations. This represents a 21% increase in Marijuana 101 services from the previous year (142 participants in 2015-2016). These participants met individually with the ADCS Coordinator prior to and after their completion of the online portion of the program. Effective this school year the registration fee for the Marijuana 101 course was made to be equal for either a POM or a PODP violation – previously PODP was \$60.00 and POM was \$100.00 – now all students pay \$100.00 to take the Marijuana 101 course. Because of this process, ADCS office no longer track the specific violation per student.
  - 9. The ADCS Coordinator provided individual Assessments (typically a series of 4 sessions) to 35 students – 31 completely completed all 4 Assessment sessions by the end

of May, 2018 - a 3% increase in Assessment services completed from the previous year (30 participants in 2016-2017). This one-on-one service is typically assigned to students who may have a history of alcohol or drug use/abuse/possession, used/possessed more than one drug or used a drug other than marijuana.

10. Effective January, 2018 the ADCS office made the change from accepting cash only for services to accepting money order only for services. This change was a result of cash handling risks, and has proved much more efficient in tracking income. Feedback from students/constituents on this change have been negative and that it has become more cumbersome to pay for services. ADCS is considering looking into accepting credit card payments possibly as soon as this Fall, 2018.
11. ADCS continues to strive to provide consistent venues and facilitators for Alcoholics Anonymous (AA) meetings on campus. AA meetings continue to take place in the Lampassas Building on campus due to continued space availability in the LBJSC building. Meeting space in the LBJ Student Center continues to become more and more limited, which caused inconsistency with meeting space in the Student Center for the AA meetings. ADCS continues to provide advertisement support for the AA meetings on campus.
12. The ADCS Coordinator provides supervisory duties for the ADCS staff (ADCS Assistant Coordinator and Administrative Assistant II), serves as Co-Advisor for Student Foundation (supervising the SF Executive Board as well as the SF Directors), serves on the Alcohol and Drug Advisory Committee, the Mental Health Advisory Committee, and serves on the Board of Regents Meeting Planning Committee. She also taught the AEPM course seven times in 2017-2018, is the Advisor for The Echoes A Cappella Chorus student organization, and the President for the University Police Department Citizen Police Academy Alumni Association.
13. The ADCS Assistant Coordinator served as Chairman of the Sallie Beretta Outstanding Senior Woman Award Committee, Executive Board and Treasurer - Coalition of Black Faculty and Staff, the LBJ Student Center Tenants Team, Equality University Conference – Conference Leadership Committee member and Co-Chair for Food and Hospitality Sub-Committee, as well as taught five AEPM courses and supervised five student workers.

### **Progress on 2017-2018 Administrative Support Plan / Strategic Plan 2017-2023**

Outline completed strategic plan objectives and strategies from your area's strategic plan.

**Department Goal:** DOS Goal 2 (2017-2023): Provide educational services that develop resiliency of students experiencing academic or university-related difficulties within a Culture of Care.

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

**Department Strategy:** Relocate the ADCS office to a space that is more accessible to student's needs, is ADA compliant, and provides space for required confidentiality.

**Objective Status:**

- i. In Progress.
- ii. Due to the remodeling of the LBJ Student Center, placement of the ADCS office is currently under review by Administration.

**Department Goal:** DOS Goal 2 (2017-2023): Provide educational services that develop resiliency of students experiencing academic or university-related difficulties within a Culture of Care.

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

**Department Strategy:** Explore/develop, select, and implement software and technology that will enhance all service processes.

**Objective Status:**

- i. In Progress
- ii. On-line resource/program was reviewed by the Assistant Coordinator, as well as by student workers, and was not found to be satisfactory for the needs of the community service program. Will work with ITAC this summer to develop a program that fits the needs of the community service program.
- iii. Will be reviewing details and costs associated with accepting credit cards as payment for ADCS services. Possible for effect Fall, 2018.

**Assessments Conducted in 2017-2018**

For this assessment period, Goal 2: “Provide educational services that develop resiliency of students experiencing academic or university-related difficulties within a Culture of Care” in the DOS Strategic Plan 2017-2023 was measured through continued utilization of two ADCS Customer Satisfaction surveys: Method 1 – Survey measuring the Community Service Program, and Method 2 – Survey measuring the ADCS 4 Assessment Session process.

**Method 1 – Survey measuring the Community Service Program**

The ADCS Assistant Coordinator utilized quantitative and qualitative research approach to effectively evaluate the Community Service Program. The surveys were administrated via e-mail upon completion of community service hours.

The return rate for males totals 46.6% and 53.4% for females

- a. **Was the community service procedure and expectations clearly explained?** 54.1% stated Strongly Agree , 41.4 % with Agree and the remaining 3.8 % Disagree
- b. **Was the community service program able to work around my schedule?** 72.2% with Strongly Agree, 26.3% with Agree and only 1.5% with Disagree
- c. **Were the e-mail reminders helpful?** 92.5% with Yes, 2.3% with No and 5.3% with Not Applicable
- d. **If you received the quarter sheets was it helpful?** 42.1% stated Yes, 9.8% stated No and 48.1 % stated Not Applicable
- e. **Would you utilize our program again for a new issue?** 90.2% stated Yes and 9.8% stated No
- f. **The Community Service Program was able to work around my schedule.** 72.2% stated Strongly Agree and 26.3% stated Agree and 1.5 % Disagree
- g. **Given your completion deadline, was ADCS able to assist you in a timely manner?** 69.9% stated Strongly Agree, 27.8% stated Agree, 1.5% Disagree and .8% Strongly Disagree.
- h. **As a result of our program, are you aware of new resources/programs on and off campus?** 93.2% stated Yes and 6.8% stated No.

- i. **Was the Community Service Newsletter helpful?** 65.4% stated Yes, 12% stated No and 22.6% stated Not Applicable.
- j. **Overall experience with our program was positive.** 61.7% stated Strongly Agree, 34.6% stated Agree and 3.8 % stated Disagree.
- k. **Would you recommend our program to other students who may need community service?** 98.5% of participants said Yes and 1.5% said No.

Some of the comments include:

- a. "They were very polite and helped me with anything."
- b. "I did not know of all the volunteering opportunities we had around campus! It was surprising."
- c. "They were able to help me within a day."
- d. "Everyone was so nice and helpful."
- e. "Everyone was so nice!"
- f. "They were great reminders to insure I made it to my volunteer hours."
- g. "Very well organized and informative. Made it easy to schedule and complete."
- h. "Cheryl did a fantastic job of helping figure out times that would best work for my schedule to volunteer."
- i. "I was able to talk to Cheryl several times to get clear understanding of what I needed to do. She also helped me along the way if I had any questions and was available frequently to answer questions."
- j. "Very friendly environment. Everyone involved with the ADCS office is very sweet and helpful and will make sure you have what you need."

### **Method 2 – Survey measuring the ADCS 4 Assessment Session process**

This is the third year the ADCS 4 Assessment Session process has been evaluated. Feedback continues to be mostly positive from student respondents, and the number of responses this year decreased significantly compared to the number of responses last year due to the number of invalid university email addresses (five) and the number of non-response. The process of emailing the surveys to students 30 days after they completed the sessions was repeated this year. The ADCS Coordinator utilized quantitative and qualitative data collection approach, and created a five question survey that was sent via email to 31 students, with 26 surveys being received through valid working university email addresses. Eight students responded to the survey. The information below is a summary of the information collected from the eight surveys received.

The Five Stages of Change Model utilized for this Assessment process is summarized as follows: Stage 1 – Pre-Contemplation “No, Not Me”, Stage 2 – Contemplation “Well, Maybe”, Stage 3 – Preparation “So, What Do I Do Now”, Stage 4 – Action “Ok, Let’s Do This” and Stage 5 – Maintenance “It Is Possible”.

The five questions and response summaries are as follows:

- 1) Reflecting on your 1<sup>st</sup> Assessment Session, what Stage of Change (regarding any of the life issues we discussed) would you say you were in? Care to comment further?

Stage 1 – 2 responses (25%)  
Stage 2 – 3 responses (38%)  
Stage 3 – 1 responses (12%)  
Stage 4 – 2 response (25%)  
Stage 5 – 0 response

- The first assessment was a time I did not really feel myself and just felt as though my brain was filled with negativity and stressful thoughts. I did not really know how to say no to what others suggested or just situations in general.
  - Realizing I had an issue, but not taking steps to change.
  - Just because the situation and life issues we discussed, for the most part, I had already moved past, and had made plans to maintain control.
  - I was in the 3rd stage, I knew what I had done, I knew why I was there, and why I was sitting with you the first session.
- 2) Reflecting on your 4<sup>th</sup> Assessment Session, what Stage of Change (regarding any of the life issues we discussed) would you say you were in? Care to comment further?

Stage 1 – 2 responses (25%)  
Stage 2 – 0 responses  
Range of 2 to 5, and Range of 2 to 3 – 2 responses (25%)  
Stage 3 – 0 responses  
Stage 4 – 3 responses (38%)  
Stage 5 – 1 responses (12%)

- At this point, a month had passed. I truly felt as the mindset I was in was in a much better light and I could almost handle the situations I once thought I couldn't.
  - I'm taking baby steps to change and a new way of thinking.
  - For some issues, I was at stage 5, but others, just at stage 2. Considering I found out information that I had not known about from 2 years ago, when I was given disciplinary action, I was shocked, and it put me back some stages, and I am still adjusting to those revelations, including issues with Title 9 situation, etc.
  - I feel like I was in the 5th stage, I say this because by the end of it all I felt that I learned some new things and I talked out a lot of struggles I thought I was going through at the time.
- 3) Please rate the helpfulness of the overall Assessment process to your situation (underline or highlight your response below): Care to comment further?
- (1) Not Very Helpful – 0 responses  
(2) Minimally Helpful – 1 responses (12%)  
(3) Indifferent – 2 response (25%)  
(4) Very Helpful – 2 responses (25%)  
(5) Extremely Helpful – 3 responses (38%)

- I honestly think without this assessments last semester with Stacy I would have had an awful time. I think it really pushed me to be more of a considerate and overall better citizen.
  - It really helps to talk to someone who is there to help and not to judge.
  - I enjoyed meeting with you. I just felt that I didn't have a real problem.
  - I would rate it a 2 because as I said, it was just because the situation was so long ago, and I was mistakenly told I was suspended rather than correctly being told I had community service, I was past the situation for the most part. If I had these assessments say the semester after I left/ the situation took place, it probably would have helped me more. But I was misinformed by the Dean's office, etc.
  - Extremely helpful, only because it was you Mrs. Stacy that helped.
- 4) Did you take advantage of the Follow-Up sessions offered once the 4 Assessments were completed? Care to comment further?

Yes – 1 response (12%)

No – 7 responses (88%)

- To be honest I completely forgot these were available, but if I had indeed remembered I surely would have utilized them.
  - I was given 4 more assessments, in which I found out more information than I originally had even when the situation occurred.
  - Sadly I didn't; no reason really, but I will be coming to meet with you sometime in this upcoming semester.
- 5) Based on your overall Assessment experience, do you have any suggestions that would improve the service and/or the process?
- Well it would have been nice not to be lied to. I was told on the first assessment that it would just be those 4 and I would be finished. I have trust issues as it is. At the last assessment when you said I didn't need any further treatment it just made my trust issues grow even worse because I did begin to trust you during those assessment. (**My response to this feedback is added in the raw data**)
  - If anything I wish there was possibly more assessments, but I truly have no other suggestions.
  - I think the Assessment process was very helpful, I am not sure how I would improve it.
  - Just to be sure to coordinate better with the Dean's office on assessments, etc. Also, when giving certain sensitive information, to be sure to be careful with names, and ease into the information, rather than seeming accusatory. I sometimes felt as though I was being berated for things I had no control over. (**My response to this feedback is added in the raw data**)
  - Felt very open, felt like I could say whatever.
  - No, it was great.

This was the third year for using this Assessment Evaluation process. Response rate to the survey continue to show that implementation needs to be re-evaluated again, with possible survey sent at the end of the last session and then again with a 30 day follow up email. Also, the Qualitative

questions need to be re-worded to be “open ended” instead of “closed ended”. This change was not administered during this past year, and will be updated this coming year.

### **Presentations by Area Staff in 2017-2018**

Complete the table with information requested. (Add more rows by highlighting row, right click, select “insert” and select “insert row below”)

|  | <u>PERSON</u>      | <u>PRESENTATION TITLE</u>                            | <u>AUDIENCE</u>   | <u>LOCATION</u>       |
|--|--------------------|--|---|-----------------------|
|  | Mariel Alvarez     | Spanish Translator                                   | NSO – Spanish Sessions                                      | LBJSC                 |
|  | Mariel Alvarez     | Spanish Translator                                   | Honor Code Spanish Translator                               | LBJSC                 |
|  | Stacy Stokes Batts | Alcohol Education Program for Minors                 | AEPM/MIP Students   | LBJSC                 |
|  | Stacy Stokes Batts | DSM & Substance Related Diagnosis                    | SOWK 5372 – Dr. Hawkins Class                               | HPB                   |
|  | Cheryl Harper      | Alcohol Education Program for Minors                 | AEPM/MIP Students   | LBJSC                 |
|  | Cheryl Harper      | ADCS Services and Alcohol Use Among College Students | Doctoral Students in the Counseling Center                  | LBJSC                 |
|  | Cheryl Harper      | ADCS Services and Alcohol Use Among College Students | Healthy Cats and Men Against Violence Student Organizations | Student Health Center |

### **Special Recognitions for Area Staff in 2017-2018**

Complete the table with professional recognition(s) such as awards, organization positions attained, etc. (Add rows by highlighting row, right click, select “insert” and select “insert row below”)

|                    |   |   |
|--------------------|---|---|
| Stacy Stokes Batts | Committee Member                                  | Alcohol and Drug Advisory Committee                                       |
| Stacy Stokes Batts | Committee Member                                  | Mental Health Advisory Council  |
| Stacy Stokes Batts | Executive Board Member & President                | University Police Department Citizen Police Academy Alumni Association    |
| Cheryl Harper      | Committee Chair                                   | Sallie Beretta Outstanding Senior Woman Award Committee                   |
| Cheryl Harper      | Committee Member                                  | LBJ Student Center Tenants Team   |
| Cheryl Harper      | Committee Member                                  | Equality University Conference Leadership Committee                       |
| Cheryl Harper      | Committee Co-Chair<br>Committee Member & Co-Chair | Equality University Conference Co-Chair, Food & Hospitality Sub-Committee |
| Cheryl Harper      | Executive Board Member & Treasurer                | Coalition of Black Faculty and Staff                                      |
| Cheryl Harper      | Committee Member                                  | Academic Achievement Ceremony   |

### **Progress on Objectives from last year's Annual Report**

1. Please write in numbered sentences each Objective from last year.
  - a. Please write the type of progress with either: completed, in-progress or modified for each objective.
  - b. Please write under the type of progress for each objective about the progress (e.g. how, when, etc. was objective completed or how was the objective modified).
    - a. Last year's objective of creating a customer service survey for providers who utilize the Community Service Program was created and completed.
    - b. Last year's objective of continuing to implement a survey to determine customer satisfaction for ADCS area and what services, if any, students would find useful that would be appropriate for ADCS to provide was completed in last year's report. Survey continues to be implemented.
    - c. Last year's objective of continuing to implement and improve a survey for the ADCS 4 Assessment process is still in progress, as the method of delivery and wording of the survey need revision.

### **Objectives for next year.**

1. ADCS Assistant Coordinator will implement the customer service survey for providers who utilizes the Community Service Program.
2. Continue to implement a survey to determine customer satisfaction for ADCS area and what services, if any, students would find useful that would be appropriate for ADCS to provide.
3. Continue to implement a survey to determine customer satisfaction with the ADCS 4 Assessment process, as well as to re-word the qualitative questions to be "open ended".

## **Trends/Challenges for 2017-2018**

Please write in either paragraphs or numbered sentences new variables, trends, issues that we should be aware of that will affect future planning at the University.

1. The trend impacting the Community Service Program is an increase number of students of color, specifically, African American students.
2. Texas State should be aware of these trends as it can impact retention in a negative manner.
3. Binge use and abusive use attitudes, along with increasing pro “social norming” perceptions of students regarding marijuana and alcohol, as well as impact of marijuana decisions made in cities across the state of Texas regarding de-criminalization of possession, correlating with their refusal to discontinue using.
4. Increase use and social norming behavior of marijuana concentrates (dabs, wax, shatter) among students, all classifications but significant among Freshman, has become more of a trend this past year. Significant health, cardiovascular, and mental health related concerns are correlated with this current trend.
5. Increase use and social norming behavior of THC concentrates/oils in vape technology among students, all classifications but significant among Freshman, has become more of a trend this past year. This method of THC use allows students to use stronger concentrates in public, as well as the potential for physical health and mental health related concerns and university policy enforcement concerns.
6. Increase use and social discussion of access to illegal prescription drugs for Attention Deficit Hyperactivity Disorder (ADHD) in the Residence Halls was a trend for this past year. Discussions validate ease of access and distribution of Adderall in the halls, increased presence during mid-terms and finals, and impact on students both legal (Felony charges) and mental.
7. Increase numbers of student population, along with the consequences of attitudes and perceptions challenge, create an increased demand on ADCS services, specifically Community Service and Marijuana 101 classes. ADCS office space is extremely small, and continues to pose a problem for efficiency and safety for staff and students. Storage is also a related challenge.
8. Access to space in the LBJ Student Center for classrooms for the AEPM/MIP continue to present as a challenge each year, and will continue to be a challenge as the demand for more student programs increases, as well as when construction on the LBJ Student Center begins.
9. More referral resources outside of the Texas State University community are accessing the ADCS services such as Adult Probation, Attorneys, Courts and Judges, as well as parents.
10. Legislation approving the court’s decision to accept the TEA on-line Drug and Alcohol Driving Awareness Program (DADAP) course in lieu of the DSHS certified AEPM classroom based course will continue to present as challenging for all AEPM courses around the state as more individuals prefer to complete the on-line course from a variety of “smart” products instead of attending a class in person, and the ADCS office will need to continue to monitor class scheduling and registration numbers. Texas Department of State Health Services (DSHS) is continuing to monitor the decisions made during the current Texas Legislative Session regarding the appropriateness of the on-line course.

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

**Student Affairs Division**  
**Texas State University**  
**2017-2018**

**Accomplishments/Retention Initiatives from 2017-2018**

1. The Attorney for Students office educates students of their legal rights and provides these services without any additional fees. The legal services fees students pay to the university are well worth it to the students. This year this office earned or saved students over \$462,000.00 (an increase of roughly \$34,000 over last year) in legal services. This “dollar amount” is an indicator that AFS has provided higher-level services to more people in more areas of the law, taught them how to better utilize legal resources, and empowered them to take control of some of their own legal issues.
2. AFS also helped more than **44** students start and run their own businesses.
3. Numerous students were sued by creditors (such as collection agencies), or had outstanding debt for hospital bills, and other emergency situations. AFS helped students settle this debt, which allowed them to focus on their studies and allowed several of them to stay in school, rather than use their tuition money on paying off bad debt. It also helped students avoid bankruptcy.
4. This year’s statistics are compared to the same time frame from last year: June 1, 2016 – May 31, 2017. This year (June 1, 2017 – May 31, 2018) there were over **950** appointments in the Attorney for Students office, which up from the number of appointments AFS had last year. This increase in cases is in spite of a policy change that reduced landlord/ tenant dispute cases to zero. Also, the director of AFS was the co-chair of the University’s Common Experience, which took her out of the office for more than 160+ hours throughout the year, yet AFS handled more cases than last year. AFS made **201** notarizations (down from 256). This is a positive change as other notaries have come on board on campus to assist students, which has decreased the number of requests for notarizations by this office. Students from the Early Childhood Development department and the School of Nursing normally come to AFS to notarize class documents. Since the School of Nursing was transferred to the Round Rock Campus, the number of nursing students in need of notary services decreased.

The majority of student clients who met with attorneys were Freshmen (**29%**), which is consistent with last year. Seniors were close behind the Freshmen (**24%**). Sophomore student clients dropped lower than Seniors down from last year (**18%**). Juniors comprised **19%** of the student clients seen.

Students from some majors used student legal services at the Attorney for Students more than others. Exploratory Professional majors comprised **5%** of clients seen; Psychology also comprised **5%**; Nursing majors comprised **4%** of the cases seen; Exercise and Sports Science majors comprised **4%**; and Biology majors comprised **4%**.

- The majority of the cases were criminal matters, **38.8%**, which is slightly up as compared to last year at 37.5%.
  - Lease reviews comprised the next highest number of cases, at **20.2%** of the case load, an increase from 13.3% over last year.
  - Expunctions and orders of non-disclosure increased to **11.5%**, up from 7.7%.
  - Family matters saw a slight increase to **9%**, up from 8.7%.
  - Civil matters were at **7.3%**, up from 5.5%.
  - Insurance (auto and medical) cases were at **5.2%**, up from 1.7%.
  - Victim services cases were at **3.5%**, up from 2.6%.
  - Financial credit or debt issues at **2.3%**, up from 1.5%.
  - Business matters decreased slightly to **5.3%**, down from 6%.
5. Out of the 2450 presentation questionnaires for US1100 classes that were returned, the majority of respondents continued to report a high degree of satisfaction with the presentations. Based on student responses to last year's questionnaires, the office continued to modify its PowerPoint to accompany these presentations, which continue to be well-received.
  6. The office continues to refine the use of Titanium to keep track of scheduling matters and assist in compiling usage data. Reminding students of their appointments via text message has resulted a substantial reduction of missed appointments.
  7. The office spoke to over 2,500 students in multiple venues, such as US 1100 (roughly 137 classes) and other classes, student organizations, and similar programs.
  8. The Office Director and Staff Attorney continued serving on various committees and made numerous presentations to parents, students, faculty, and staff. The Director began working on the Common Experience project, served on search committees, and gave over 17 presentations outside of US1100 presentations. Ms. FitzPatrick lead the Common Experience this year and lead/ presented/ attended more than 160 hours of meetings/ workshops/ etc. She also completed more than **50** US1100 presentations and more than 20 presentations outside of Common Experience and US1100s.
  9. Staff Attorney Kama Davis gave 18 presentations outside of US1100 presentations, she also completed **87** US1100 presentations. She continued to serve on the Veterans Advisory Council.

## **Progress on 2018-2023 Administrative Support Plan / Strategic Plan**

### Department Goal 2 (2018-2023):

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

### Department 2.1 (2018-2023):

Utilize information technology to improve achievement of department core functions.

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

### Department Goal 4 (2018-2023):

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

**Department Objective 4.1 (2018-2023):**

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

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

**Department Strategy 4.1.1 (2018-2023):**

Research and implement by 2019 the addition of a half-time receptionist to support the new half-time attorney; and by 2020 increase that half-time receptionist position to full-time when the third attorney's position becomes full-time.

Beg FY: FY18      End FY: FY20

Status: *Incomplete*. Due to the welcomed addition of a half-time staff attorney, it has been determined that a part-time receptionist is essential to meet the demands for student services and allow the office to better serve its student clients. When the new staff attorney position becomes full-time (in 2020), it will be necessary to hire a full-time receptionist. A law office with three attorneys, such as AFS, requires substantial staff support. The Administrative Assistant II continues to hire, supervise, and train all the student workers and handles the day-to-day running of the office. This includes handling the budget for the law office, which includes purchasing, travel, continuing legal education classes, and memberships to various legal communities, and drafting reports and collecting the underlying data. It also includes assisting students in crisis, performing notarizations, scheduling appointments, and managing both attorneys' calendars . Her workload is going to increase substantially with the addition of another attorney. AFS needs a part-time receptionist assist with the new half-time attorney's work-load. When the new attorney position becomes full time (in 2 years, 2020), AFS will need an additional full time Administrative Assistant to support the growing needs of the law office. The new staff attorney will be able to attend more student clients and will help increase the number of presentations given by AFS. AFS is a fully functioning law office that will have three attorneys, is in high demand from students, and will need the support staff to handle the ever-increasing number of student-clients.

**Assessments Conducted in 2017 – 2018**

The Attorney for Students Office continues to implement two instruments for measuring student satisfaction of AFS programs and services: a digital Client Satisfaction Survey offered at the end of each appointment and an in-person, paper program-evaluation that is distributed after most presentations.

1. Student Assessments “Client Satisfaction Survey” Conducted After Office Consultations in 2017-2018

- a. AFS conducts customer satisfaction surveys at the end of each appointment. Not all students are able to participate.
  - i. The office continues to use an Android tablet to encourage students to answer assessment questions at the end of their appointments. Because the clients are given the opportunity to respond as they are leaving their appointments, the response rate has remained steady at over 90%. The responses are strongly positive, and the negative comments primarily focus on the length of time it takes to see an attorney because the office's legal services are in such high demand and books out one to two weeks.
  - ii. The surveys are meant to gather information on how the legal services have helped students stay in school (retention), how well the services helped educate the students (education), the overall experience the students had (overall satisfaction), and how the legal services improved students' affinity to Texas State as a whole (affinity).
  - iii. AFS uses an Android tablet for the Client Satisfaction Survey.
- b. Due to technical conflicts with this office's software, exit survey was unavailable at the time this report was generated. Hopefully, this will be resolved by this summer.

Supporting students when they need it most, with education, care and compassion is a hallmark of the office of the Attorney for Students.

## 2. Paper program evaluation given at the end of presentations

- a. The paper program evaluations were passed out in each of the US1100 courses after the attorneys gave a presentation. These allowed for student comments and evaluated the students' overall experience.
  - i. Type of assessment  
This is a customer satisfaction survey.
  - ii. Data the assessment was intended to gather  
The assessment was intended to gather data about how well the attorney speaker connected with the student audience. How to improve the presentation. Whether the student would use the AFS services after hearing the presentation.
  - iii. The Assessment instrument used was a paper evaluation sheet with ? number of questions and a space for written comments.

### b. Summary of highlights (comments)

*Written comments from the US1100 presentations were also valuable in confirming that the attorney speakers connected with their student audiences:*

- “Very engaging! Informative and enjoyed the presentation, very funny”
- “I appreciated the program because it opened my eyes to what the law is and how to rent out”

- “The presentation was very helpful and knowledgeable especially if people don’t have parents near or who are willing to help them with the whole legal process of things”
- “The discussion on possession of alcohol and how to deal with cops also the information about apartment leasing was very helpful”
- “This presentation actually told me things that I want and need to know. Very valuable information”
- “The presenter was engaging. Enthusiastic and made everything easy to understand”

c. Brief summary of improvements made or will be made based on results

The attorneys will continue to update the topics on their presentation based on changes in the law and material that is relevant to the students. The students often said there was not enough time in the presentation for questions and answers, mostly because there was so much material covered in the presentation. The presentation could be shortened, but it is more effective to keep it longer, and not necessarily have a long question and answer session so that individual students will make appointments to discuss their personal questions in a confidential setting. The attorneys will continue to update their power point presentation and adapt it to the different types of presentations they give.

**Pertinent Demographics:**

The following demographics were made available via our Titanium management software:

- AFS served more women than men last year (**58%** women, **42%** men). This year, AFS served **54%** women and **46%** men, which means AFS served **8%** more women than men this year. This is likely owing to the university’s changing demographics in which more women than men are enrolling.
- AFS increased lease reviews by 26% over last year. Despite policy changes, there has actually been an increased need for property and contract (lease reviews) legal services, especially because there has been the need to advise numerous students on evictions.
- The majors who used AFS’s services most frequently were Exploratory Professional majors comprising **5%** of clients seen; Psychology also comprised **5%**; Nursing majors comprised **4%** of the cases seen; Exercise and Sports Science majors comprised **4%**; and Biology majors comprised **4%**. The same as last year, the Primary College using AFS’s services were Liberal Arts and Science and Engineering.
- **41%** of the students who utilized AFS’s services identified as White, which is the same percentage as last year. **37%** of the students identified as Hispanic, which is up 2% from last year’s 35%. **12%** of the students using AFS services identified as Black only, which is down by 3% from last year’s 15%.

### **Presentations by Area Staff in 2017-2018**

Both attorneys made over **214** presentations (up from 160 in 2017), which includes roughly **151** University Seminar (US1100) classes. Requests for presentations by the Attorney for Students Office were in such high demand, that AFS had 11 more requests than they could accommodate.

Ms. FitzPatrick made more than **50** Freshman Seminar US-100 presentations, was involved with campus dialogues, gave more than a dozen Common Experience presentations (and served 160+ hours engaged in a leadership role with Common Experience), presented at the Regional Conference for University Legal Services and multiple other presentations. She helped organize and facilitate an event with internationally known speaker Bryan Stevenson, in which more than **1000** tickets sold to students, faculty, and staff. She helped organize and facilitate a day-long event with Anthony Graves as a speaker, in which more than **1200** students, faculty, and staff participated.

Ms. Davis proctored a campus Philosophy Dialogue which included the Judge who presides over the Veterans Court, Wes Mau the District Attorney, an attorney who represents veterans in the Veterans Court and a faculty member at Texas State who is also a Veteran.

Both Ms. FitzPatrick and Kama Davis made presentations to Student Government, McCoy School of Business, and US1100 faculty. Ms. FitzPatrick, Ms. Fraker, and Ms. Davis presented twice to Transcend (LGBTQIQ+ student organization) to help with name and gender marker changes and Ms. Davis also presented to Veterans.

US1100 presentations received excellent feedback from students. Based on last year's evaluation, the PowerPoint presentation has added new material and received high marks.

The office staff made presentations on campus mostly to freshmen. That is a more vulnerable population in terms of needing information and resources and in terms of starting their academic careers, and of critical importance to this office. It gives incoming students and peer mentors an avenue to address their legal needs, and the presentations help spread the word that AFS offers legal services. Such presentations will continue as long as there is a need and impact.

| <u>Person</u>  | <u>Presentation Title</u>                                     | <u>Audience</u>                                | <u>Location</u>                     |
|--|---|--|-------------------------------------|
| Shannon FitzPatrick/<br>Kama Davis                   | Pro Bono Day -<br>Immigration Law                             | International students<br>and their supporters | LBJSC 5-1.5                         |
| Shannon FitzPatrick/<br>Kama Davis                   | Office of Attorney for<br>Students – preparing for<br>college | Parents and Students                           | Houston                             |
| Shannon FitzPatrick /<br>Kama Davis                  | Attorney for Students<br>and current issues in the<br>law     | Business Students                              | McCoy                               |
| Shannon FitzPatrick /<br>Kama Davis                  | Welcome to the Family<br>– tabled for AFS                     | Allied Students and<br>LGBTQIA+                | LBJ Ballroom                        |
| Shannon FitzPatrick /<br>Kama Davis                  | Office of the Attorney<br>for Students                        | Transfer Students                              | LBJ                                 |
| Shannon FitzPatrick /<br>Kama Davis                  | Office of the Attorney<br>for Students                        | Academic Advisors                              | UAC                                 |
| Kama Davis/<br>Shannon FitzPatrick/<br>Sharon Fraker | Name and Gender<br>Marker Changes                             | Transcend Students                             | LBJSC (2<br>presentations)          |
| Shannon FitzPatrick                                  | Human Resources and<br>the Law                                | Business Law<br>Students                       | McCoy                               |
| Shannon FitzPatrick                                  | Renting Tips for<br>Athletes                                  | Volleyball Team                                | Strahan                             |
| Shannon FitzPatrick                                  | Summer Dialogues  | Students/Community                             | LBJ Museum                          |
| Shannon FitzPatrick                                  | Common Experience   | People throughout<br>campus                    | Across Campus                       |
| Shannon FitzPatrick                                  | Attorney for Students<br>and Leadership                       | Capstone Class                                 | LBJ 1.9                             |
| Shannon FitzPatrick                                  | Attorney for Students   | US1100 classes                                 | Across campus – 50<br>presentations |
| Shannon FitzPatrick                                  | Journalism and the Law  | Journalism with Kim<br>Fox                     | Old Main                            |
| Shannon FitzPatrick                                  | Common Experience –<br>Crime and Justice                      | Black Women United                             | Derrick Hall                        |
| Kama Davis   | Office of Attorney for<br>Students                            | International Students                         | JCK                                 |
| Kama Davis   | Office of Attorney for<br>Students                            | Veteran Community                              | LBJSC (2<br>presentations)          |
| Kama Davis   | Attorney for Students   | US1100 classes                                 | Across campus – 87<br>presentations |

|            |  |  |                |
|------------|--|--|----------------|
| Kama Davis | Philosophy Dialogue –<br>Veteran’s Court A<br>Practice in Restorative<br>Justice | Veteran and general<br>population students | Comal Building |
|------------|--|--|----------------|

### Special Recognitions for Area Staff in 2017-2018

1. Shannon FitzPatrick was the coordinator for this year's Common Experience – “The Search for Justice: Our Response to Crime in the 21<sup>st</sup> Century”
2. Recognition for participation in Business Leadership Week, Integrity in Business, McCoy College of Business, 2018
3. USLSA-WR (University Student Legal Services Association – Western Region) Award for 20 years Participation and Service

### Progress on Objectives from last year's Annual Report

1. Revise the PowerPoint presentation for US1100 presentations. *Successful/Ongoing.* The office designed a PowerPoint presentation for the US1100's based on evaluations received in the 2016-2017 academic year. The presentations were well-received and are changed/updated on a regular basis to meet the needs and concerns of the students.
2. Creation of a video for US1100s to help meet demand for the Attorney for Students Presentation. *Reconsidered.* It has been determined that this goal should be changed. The presentations are highly effective when given in person, and allow for question and answer sessions, which greatly benefit the students.
3. Update the Attorney for Students Handbook. *Completed.* A new handbook is now required (due to the addition of a new immigration staff attorney and changing legal issues and laws).
4. Update the Attorney for Students Brochure. *Completed.* A new is now handbook required (due to the addition of a new immigration staff attorney and changing legal issues and laws).
5. Track Legislative changes that will impact our students. *Ongoing.* Specifically, there were changes in the immigration laws and policies in the United States and Texas. The laws and policies change at such a rapid rate, that an attorney with the expertise and specialization in immigration law must stay abreast of the changes. It will be highly valuable to this office and the student body to have an immigration attorney on staff starting this year.

### Objectives for 2018-2019

1. Based on student and faculty demand, this office will continue to integrate legal services and academic advancements in the classrooms. These presentations have been seen by over 2,500 freshmen and the impact continues to be made evident in the assessment comments and the individual appointments generated by the presentations. US1100

instructors have sought out the attorneys and petitioned for more presentations because they feel the information is vital for students, and because students gave such positive remarks about them. The US1100 department has requested that AFS give presentations to the faculty, staff, and peer mentors, in part because the peer mentors, who saw the presentations as Freshmen, have pushed for the additional presentations. Last year the office had hoped to have more classes combined, but with requests for presentations starting as early as the spring (2018) semester and classrooms are not assigned until a late date, this has continued to be a challenge.

2. AFS's office website has undergone additional renovations and updates with an eye to explore ways to make the elements more congruent with the Dean of Students site. Because of new laws that have gone into effect, the addition of a staff attorney focusing on immigration law, and the ever-present property law struggles, we will work to update our "Student Anti-Anxiety Guide to Texas Laws" handbook, which remains popular with our student-clients.

### **Trends and Challenges for 2018-2019**

Variables AFS anticipates are particular issues facing students ranging from housing to immigration status and drug crimes. The Legislature will be meeting in January and invariably new laws will be created that will impact the lives of Texas State students.

Trends include arrests for marijuana related crimes are decreasing, though more tickets are being issued for these crimes. Students' academic careers continue to be threatened by this issue as they are subject to suspension or expulsion. Private student-housing corporations continue to exploit the inexperience of students, who are signing leases before they understand what is in the contracts. Students are also experiencing long-term economic injury when faced with the costs of this type of housing. Immigration law is in flux and international students are becoming more and more vulnerable to changes in the application of the law.

The challenges for next year will continue to include space issues, as we will have multiple professionals and staff in a very small footprint, which increases challenges with confidentiality. AFS is also increasing legal staff without corresponding support staff, which will make efficiency more difficult.

The Attorney for Students Office is in high demand, with the demand for services and presentations outweighing the office's current capacity currently. It is believed that the addition of a new staff attorney will better meet the needs of students.

Presentations continue to be highly successful, and with increased demand, new staff will hopefully be able to assist in increasing the number of presentations. These presentations continue to be sought by US100 classes, US1100 faculty and staff, transfer and international students, veteran students, LGBTQIA+ students, university organizations, first generation parents of college students, Student Government, university faculty and staff, and other organizations. The Attorney for Students office will be better able to serve student clients with the addition of space and an additional staff attorney focusing on immigration law. A full-time receptionist would greatly benefit the office to accommodate three attorneys.

The office seeks a part-time receptionist to assist attorneys and office staff with meeting the needs of the growing and diverse student body, to assist the new half-time staff attorney. This will be a cost-effective approach to being able to respond more quickly and with more accuracy to an increasing number of requests for this office's services, and to assist the new immigration attorney who will come on board later this year. As has been the norm for the past four years, this office's support staff continues to be stretched thin for a busy and successful law office whose case load continues to increase.

The director of the office was more engaged with the 2018 Common Experience, and shouldered the time and energy consuming tasks with the everyday demands of the law office. The payoff for both the department and the division has been enormous.

#### Titanium Software Reports

Titanium has given provided access to more participant demographics, and it is continually refined. The software has capabilities to break down and analyze each area of law that students seek legal advice from the Attorney for Students. It allows the attorneys to see where the AFS legal practice is growing, and to tailor their Continuing Legal Education to those needs.

Titanium allows the attorneys and staff to best allocate time, resources, and to plan appointments. It tracks how far out the appointments need to be booked. Currently, students must wait one to two weeks to consult with an AFS attorney, since the demand for services is so high.

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

**Student Affairs Division**  
**Texas State University**  
**2017-2018**

**Accomplishments/Retention Initiatives from 2017-2018**

1. The Greek Affairs Programming Board of Directors had a fourth successful year focusing on the major areas of leadership development, community service, school spirit, positive public relations and community and campus involvement. The Board hosted and coordinated several events throughout the year, developed by the student leadership organizations or through collaborations with community partners. These events include: a) hosting and coordinating a revitalized Greek Week; b) collaborating with Campus Recreation to encourage participation in Intramural Sports; c) collaborating with South Texas Blood and Tissue center to host two blood drives; d) collaborating with Keep San Marcos Beautiful to coordinate three community wide service projects in the Fall; and e) collaborating with Hays County Food Bank and the San Marcos School Fuel program to coordinate two community wide service projects.
2. The Interfraternity Council (IFC) continued growth and progress this year. 298 men accepted bids during Fall 2017. We began a tracking of a three-semester retention rate and the average retention for the IFC community is at 62%, which provides a goal to increase in the coming years. The IFC hosted two recruitment trainings this year with facilitators from Phired Up productions in August 2017 and April 2018. The council voted to welcome Lambda Chi Alpha to our community continuing a successful five-year expansion plan. Community service and philanthropy were a continued focus as the council coordinated a community wide canned good drive, which collected over 5,000 pounds of canned goods donated to Hays County Food bank providing the largest single donation for the second year.
3. The Multicultural Greek Council (MGC) continued improvements to their community wide events. The Multicultural Greek Council (MGC) continued their movement towards a more unified Recruitment by hosting an MGC Picnic which allows students to see the chapter members together in a more informal setting and highlights their friendships outside of their organizations. This allowed potential new members to see more unity throughout the council community as well as providing opportunities for students to meet members of all organizations.
4. The National Pan-Hellenic Council (NPHC) worked under a moratorium this year that allowed undergraduate members, graduate advisors and regional volunteers to work with the university staff to focus on creating an improved approach to membership intake. The pause in operations also was intended to shift the focus of the chapter from a strictly social experience to one that is more aligned with service to the community and providing continuing education to members of the NPHC fraternities and sororities.
5. The Panhellenic Council (PHC) had 609 women register for Recruitment with 454 receiving bids (invitation to join) giving the council an 74.5% retention rate.

6. DOS-Greek Affairs took student leaders to the Association of Fraternal Leadership and Values (AFLV) Meeting from February 7-11, 2018. Texas State was represented by 19 student participants and 3 DOS-Greek Affairs staff at the AFLV Conference, which is the largest gathering of fraternity and sorority leaders in the nation. Seth McNeill, an executive officer of the Interfraternity council and Lindsey Trione, Greek Affairs Coordinator, placed second in the Order of Omega case study competition. The Panhellenic Council (PHC) was recognized for the Association of Fraternal Leadership and Values for their efforts in Academic Achievement, Council Management, Philanthropy & Community Service, Public Relations, and Self-Governance & Judicial Affairs.
7. The fourth annual Chapter President's retreat was hosted on April 7-8, 2018 at T Bar M Ranch in New Braunfels, Texas. Each fraternity and sorority sent their chapter president who joined the Greek Governing Council President for a weekend of leadership development training, goal setting, and dialogue on community challenges and trends.
8. DOS-Greek Affairs staff created a Civility and Respect workshop series, which included participation in University programs such as The Office of Student Diversity and Inclusion's "Equality U." Workshops included the following: a) Fraternity and Sorority Executive Officer Risk Management Training; b) "Elephants and Onions" Social Justice Training; c) National Hazing Prevention Week activities; d) Fraternal Values "IMPACT" retreat weekend; and e) Equality U conference.
9. The State of Texas mandated Risk Management Training was held on Sunday September 17, 2017. This program provided an overview of the university policies and state laws related to Title IX, hazing, risk management, and hosting safe events with alcohol. The participants learned detailed information on topics related to hazing and had opportunities to meet with a national consultant regarding the development and implementation of new member education programs. Participants also learned how to manage risk for an event as well as the requirements for submitting the appropriate forms and documentation. The keynote speaker for the training was Michael Wilson who spoke about research, topics, and trends regarding risk management and hazing.
10. Greek Council Executive Officer Kick-Off Leadership Training was held on August 25, 2017. This program was led by the Greek Affairs staff to introduce the staff to the student leaders, review the calendar of events for the year, and participate in interactive programming. Fall programming focused on effective marketing and positive public relations strategies.
11. During the months of December to February, the Greek community was placed under a community-wide moratorium following the tragic death of a fraternity new member. Dr. Smith, Vice President for Student Affairs, was charged with leading a task force comprised of faculty, staff, students and alumni to review initiatives to create a healthier fraternity and sorority community and to shift to a more positive culture across our individual Greek chapters and the entire Greek community.

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

*Department Goal:* 1 (2012-2017): Support student success by enhancing services to assist students in social Greek letter organizations, students affected by emergencies and students affected by university related concerns.

*Department Objective:* 1.2 (2012-2017): Develop an academic achievement and support program reflective of university and national social Greek letter organizations academic standards and requirements.

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

*Department Strategy:* 1.2.1 (2012-2017): Create a Scholarship Programming Resource for Fraternity/Sorority Chapters.

*2017-2018 UPDATE:* Greek Affairs staff continues to work with Scholarship Officers from each of the Greek Governing Councils to encourage chapter utilization of the resource manual created during the 2014-2015 school year. The manual is provided through the Greek Affairs website and by Greek Affairs staff to individual chapters and chapter executive officers as annual officer transitions take place. For new chapters colonizing on campus, the manual is reviewed with chapter leadership and/or advisors to assist in developing strong scholarship programs within their organizations at the beginning of their colonization.

*Department Strategy:* 1.2.2 (2012-2017): Collaborate with the Student Success & PACE Center areas on the development of a comprehensive Greek Academic Support Program.

*2017-2018 UPDATE:* Scholarship Officers from the Greek Governing Councils are encouraged to meet with a representative from Alkek Library's Student Learning Assistance Center to create an opportunity to develop a relationship with the service providers in this area. Greek Affairs Staff encourage individual fraternity and sorority chapters to utilize multiple campus resources such as SLAC for assistance with their chapter scholarship programs as well as encourage chapters to set up appointments for individual members in need of academic assistance.

*Department Strategy:* 1.2.3 (2012-2017): Increase award and recognition opportunities for positive academic achievement.

*2017-2018 UPDATE:* During the spring 2018 semester, the Greek Affairs were unable to provide the annual awards normally presented at the Greek Awards Reception due to the moratorium implemented earlier in the year. However, in review of the spring 2018 semester grade report we were

able to view that a significant increase has occurred in the fraternity and sorority community with regard to overall academic performance. This 2018 spring semester we have seen the All-Greek Community Average jump to a 2.98GPA.

### **Assessments Conducted in 2017-2018**

1. Organization Grade Reports, Fall and Spring Chapter and Community Grade Reports
  - a. Community and individual chapter grade reports are compiled by Greek Affairs staff each long semester. Data is retrieved at the conclusion of each long semester from the Student Affairs database, MAKO, as well as from institutional research through Student Affairs Technology. For each Greek affiliated member in all active organizations for each long semester, Greek Affairs staff retrieves semester hours completed, semester GPA, and institutional cumulative GPA. The data is then used to calculate averages for three different categories: active members, new members, and overall chapter averages. The semester hours completed, semester GPA, and institutional GPA are all averaged for each of the three categories. Active member averages show the average of all active initiated members in each organization. New member averages show the average for all new members inducted into the organization in that semester. Overall chapter averages show the average GPA for all members in the organization, both active and new member. The data was then compiled into individual grade reports for each organization as well as used to compile an overall community report. Individual chapter reports display data for each member in the organization as well as the GPA averages for each of the three categories. The Community grade report displays the averages in each category for every organization in addition to council and community averages in comparison to institutional research data on all undergraduate students provided by Student Affairs Technology. Information included on the Community grade report includes a) active (initiated) member GPA average for each chapter by council; b) new member GPA average for each chapter by council; c) overall chapter average for each organization by council; d) council GPA averages for active members, new members, and chapters; all Greek member GPA average; e) all fraternity member GPA average; f) all sorority member GPA average; g) all undergraduate student GPA average; h) all male undergraduate student GPA average; and i) all female undergraduate student GPA average.
  - b. The individual and community grade reports are used to assist chapters in determining which members may need additional academic support as well as assisting Greek Affairs staff in determining which chapters may need additional resources or support with their chapter academic plans. Data displays an overall community GPA average of 2.89 for the 2018 spring semester and 83% of chapters achieved a 2.50 or higher chapter GPA average. Overall, the data demonstrates the effective use of current strategies to increase chapter GPA averages as well as to improve the number of organizations achieving a 2.50 average chapter GPA.
  - c. The assessment data provided in the grade reports show strategies used to improve academic performance for the Greek affiliated students, and

consequently their chapters, are continuing to be effective as long-term solutions. However, staff will collaborate with other University departments to identify new strategies to detect Greek members who may need additional academic support throughout the year. The academic resource manual, which Greek Affairs staff completed in fall 2014, will continue to be distributed to all chapters each year. Additionally, council executive officers have implemented new approaches to working with chapter scholarship representatives to provide support and resources to chapters. Further development of scholarship programs within the councils for chapters will continue in FY19. The results show the effectiveness of providing appropriate data to the governing councils and chapters in an effort to help identify chapters and individual members who may need more assistance or resources to improve academically. However, Greek Affairs staff will continue to develop strategies to assist chapters in utilizing assessment information to improve academic achievement.

2. Fraternity and Sorority Risk Management Training Survey

- a. A paper survey was provided to each participant at the conclusion of the State of Texas Mandatory Risk Management program. 108 participants were present and submitted the survey, giving the assessment a 100% rate of response. The survey was designed to gather information on the overall success of the program. The survey provided participants the opportunity to assess the individual presentation on quality of the program and the content provided during the training. The assessment used a variety of methods including a Likert Scale and constructed response statements.
- b. Overall, the program was successful and useful to participants. Based upon the Likert Scale rankings the program received an average of responses of a 4.53 score out of a 1 to 5 point scale.
- c. Participants indicated few desired improvements for the program through comments made in asking for future training topics. However, based on the feedback participants provided, there is a desire to see more training on how to host a successful social event, working with third-party vendors and how to avoid hazing practices in new member education.

3. Panhellenic Formal Recruitment Survey

- a. An electronic survey was sent to participants in formal recruitment including chapter advisors, presidents, and recruitment chairs. A total of 24 participants received the electronic survey with 17 responses. The rate of response was 70.83%. The survey focused on communication of information, overall experiences throughout the process, and suggestions to next year's schedule using a variety of Yes/No, multiple choice, and constructed response questions.
- b. Overall participants found communication about the program improved only a little compared to the year before. With 52.94% saying communication improved a little while 29.41% felt they had all the information needed to be successful. Effective feedback was provided to Panhellenic throughout the survey data, which detailed preferred schedule changes, topics to discuss for the next year, and overall wellness of the members.

- c. Panhellenic Council is making several adjustments to the program as a result of the results. Improvements include a) shortening the program to three days; b) communicate all deadlines at the beginning of the planning process and any changes are made in writing; c) while the decoration budget was decreased due to a shorter process, the budget was only decreased by \$4,500. Panhellenic feels the adjustments will further improve the wellness of the members, overall morale of the chapters, and tone of the recruitment program itself.

#### **Presentations by Area Staff in 2017-2018**

| <u>#</u> | <u>PERSON</u>  | <u>PRESENTATION</u><br>(title or topic)                     | <u>AUDIENCE</u><br>(amount and type –<br>students, staff)               | <u>LOCATION</u><br>(Texas State,<br>conference) |
|----------|----------------|---|---|---|
| 1.       | Lindsey Trione | Greeks at Texas State                                       | Parents at New Student Orientation                                      | LBJ Student Center                              |
| 2.       | Lindsey Trione | Recruitment Counselor Training                              | Panhellenic Executive Board and Recruitment Counselors                  | UAC   |
| 3.       | Lindsey Trione | Understanding the Release Figure Methodology                | Panhellenic Executive Board and Recruitment Counselors                  | UAC   |
| 4.       | Lindsey Trione | Selection with Campus Director                              | Panhellenic Executive Board and Recruitment Counselors                  | UAC   |
| 5.       | Lindsey Trione | Greek Executive Council Kick-Off                            | Programming Board, IFC, MGC, NPHC & PHC Council Executive Board Members | LBJ Student Center                              |
| 6.       | Lindsey Trione | Aligning our Values   | Phi Gamma Delta (FIJI) Fraternity                                       | LBJ Student Center                              |
| 7.       | Lindsey Trione | Theta Chi Hazing Prevention Workshop                        | Members of Theta Chi Fraternity   | LBJ Student Center                              |
| 8.       | Bob Dudolski   | Emerging Leaders Academy – Living Your Ritual               | Epsilon Lambda Alpha: The Emerging Leaders Academy participants         | LBJ Student Center                              |
| 9.       | Bob Dudolski   | Greek Executive Council Kick-Off                            | IFC, MGC, NPHC, & PHC Council Executives                                | LBJ Student Center                              |
| 10.      | Bob Dudolski   | Delta Sigma Phi Fraternity Executive Officer Strategic Plan | Delta Sigma Phi Executive Officers and Alumni                           | LBJ Student Center                              |
| 11.      | Bob Dudolski   | IMPACT Leadership Retreat                                   | Greek Chapter Presidents and Emerging Leaders                           | T Bar M Ranch                                   |
| 12.      | Bob Dudolski   | Chapter Presidents' Retreat                                 | Greek Chapter Presidents  | T Bar M Ranch                                   |

### Special Recognitions for Area Staff in 2017-2018

|    | <u>PERSON</u>  | <u>RECOGNITION</u>  | <u>ORGANIZATION RECOGNITION FROM</u>   |
|----|----------------|---|--|
| 1. | Lindsey Trione | Committee Member  | Association of Fraternity and Sorority Advisors<br>Region IV Drive-In Planning Committee |
| 2. | Lindsey Trione | Committee Member  | Association of Fraternal Leadership & Values<br>Education Programs Selection Committee   |
| 3. | Lindsey Trione | Committee Member  | National APIDA Panhellenic Association of<br>Standards of Excellence Review Committee    |
| 4. | Lindsey Trione | Order of Omega Case Study<br>Competition 2 <sup>nd</sup> Place Winner | Association of Fraternal Leadership and Values<br>– Central and Order of Omega           |
| 5. | Bob Dudolski   | Committee Member  | Association of Fraternity and Sorority Advisors<br>Region IV Drive-In Planning Committee |
| 6. | Bob Dudolski   | Membership Education<br>Committee & Ritual Review<br>Committee        | Delta Sigma Phi National Fraternity  |
| 7. | Bob Dudolski   | Order of Omega Case Study<br>Competition Judge                        | Association of Fraternal Leadership and Values<br>– Central and Order of Omega           |

### **Progress on Objectives from 2017-2018**

4. Continue growing the Fraternal Values Society into the Leadership Development Curriculum by creating a mentoring relationship with the Emerging Leaders Academy and ending with eventual membership in the Order of Omega.
  - a. In-Progress
    - i. Due to the Moratorium, the Fraternal Values Society was not able to hold necessary meetings to discuss its purpose and role within the Greek community. This will be worked on during the 2018-2019 year.
5. Increase representation and participation in Epsilon Lambda Alpha to include the Multicultural Greek Council and National Pan-Hellenic Council.
  - a. In-Progress
    - i. There were 4 members of Multicultural Greek Council organizations in the Fall 2017 cohort of Epsilon Lambda Alpha, equaling 16% of the membership. The National Pan-Hellenic Council did not have representation.
6. Continue development to improve a National Hazing Awareness Week campaign here on campus through collaboration with Greek Councils and Greek Affairs Programming Board.
7. Redevelop a philanthropy fundraising program that will be a better fit for the culture of our local Texas State Greek community to benefit local non-profit organizations in the San Marcos community.
8. Continue to increase the number of Greek Governing Councils applying for AFLV Awards.
  - a. In-Progress
    - i. Due to the Moratorium, all councils had to cease their progress on applications for awards. However, Panhellenic had completed their application prior to the Moratorium and were in the process of final revisions; therefore, were able to submit when permission was given.

9. Continue the revision process for the constitution and by-laws of Order of Omega to better fit its current purpose and programs.
  - a. Modified
    - i. This was pushed to next academic year due to the Moratorium
10. Continue the Interfraternity Council expansion plan, with Lambda Chi Alpha Fraternity recolonizing in Fall 2017.
  - a. Completed
    - i. Lambda Chi Alpha National Headquarters staff were on campus throughout the fall semester to oversee the colonization of the organization. Greek Affairs staff provided support and administrative assistance to ensure the colonization was successful. The colony was established with 40 members. IFC voted Lambda Chi Alpha in as an associated member of the council in November 2017.
11. The Interfraternity Council will better understand and utilize the concept of 365 recruitment approaches.
  - a. Completed
    - i. The IFC hosted two recruitment training seminars for all fraternity chapters in the fall 2017 and spring 2018 semesters. The Council voted to implement a requirement of a minimum of 12 credit hours earned on a college campus and a 2.7 minimum cumulative GPA to receive an invitation to join a fraternity beginning the 2018-2019 academic year. The council will increase recruitment programming and implement recruitment counselors to help potential new members learn about each of the fraternities available for them to join.
12. Multicultural Greek Council continues to assess its recruitment program looking for ways to show a unified council and increase the number of interested students attending council hosted Recruitment events.
  - a. Complete
    - i. The council created a new Recruitment program, MGC Picnic, which allows interested students to meet chapter members in a more informal setting and shows the relationships they hold across the council.
13. The Multicultural Greek Council will successfully launch ChapterBuilder to assist with Recruitment efforts.
  - a. In-Progress
    - i. The council was most of the way through their training when the Moratorium went into place. They will continue their training in the Fall.
14. The National Pan-Hellenic Council will look to adopt Chapter Builder into their intake process.
  - a. Modified
    - i. The National Pan-Hellenic Council were placed on an Intake Moratorium and did not participate in the trainings with the Multicultural Greek Council. The NPHC will start their training in Fall 2018.
15. Panhellenic Council successfully moves to a no-frills Day 1 of Recruitment.
  - a. Modified

- i. The council had implemented policy to align with a No-Frills Day 1 but Hurricane Harvey forced the council to cancel Day 1 of Recruitment. The council this year has opted to move towards a three-day Recruitment.

## **Objectives for 2018-2019.**

1. Increase representation and participation in Epsilon Lambda Alpha to include the Multicultural Greek Council and National Pan-Hellenic Council
2. Panhellenic Council successfully moves to a three-day Recruitment.
3. The Multicultural Greek Council will apply for AFLV Awards.
4. The Multicultural Greek Council will successfully launch ChapterBuilder to assist with Recruitment efforts.
5. The National Pan-Hellenic Council will successfully launch ChapterBuilder to assist with Recruitment efforts.
6. The Fraternal Values Society will understand their role and purpose in the development of our leaders and work towards achieving that goal.
7. Continue development to improve a National Hazing Awareness Week campaign here on campus through collaboration with Greek Councils and Greek Affairs Programming Board.
8. Redefine a philanthropy fundraising program that will be a better fit for the culture of our local Texas State Greek community to benefit local non-profit organizations in the San Marcos community.
9. Continue to increase the number of Greek Governing Councils applying for AFLV Awards.
10. Continue the Interfraternity Council expansion plan, with Phi Kappa Sigma Fraternity colonizing in the fall 2018 semester.

## **Trends/Challenges for 2017-2018**

Please write in either paragraphs or numbered sentences new variables, trends, issues that we should be aware of that will affect future planning at the University.

### **Greek Affairs Programming Board**

The Programming Board will be facing the challenge of developing new innovative programming and events as well as improving the revised program of Greek Week. Participation from organizations from all four Greek Councils will continue to be a focus. By retooling or developing new innovative programs, the board should find new ways to collaborate with all four councils and improve turnout for programs and events. Continued improvement of the curriculum for the Fraternal Values Society and philanthropy fundraising programs will also be a focus next year as the board looks to increase overall community participation as well as incorporate more members from MGC and NPHC organizations.

### **Interfraternity Council**

The Interfraternity Council is facing a major culture shift with a new focus on recruitment programming and shortening the new member program periods to four weeks. The new approaches to recruitment and new member education will provide some challenges in helping the general members of each fraternity understand and buy-in to the new

approaches. Strong accountability of chapter and community standards will be required to ensure that individual members and fraternity chapters overall abide by the new policies and procedures.

#### Multicultural Greek Council

The Multicultural Greek Council has started to develop stronger relationships amongst its members. The chapters and chapter delegates have a better understanding of the purpose of the governing council and now actively participate in shaping the direction of the board. This includes advocating for constitutional and bylaw updates to better align with the needs of the chapters and its members.

#### National Pan-Hellenic Council

The National Pan-Hellenic Council faced a moratorium on membership intake causing a loss in council membership and morale. Chapters in the National Pan-Hellenic Council continue to execute poor planning for their own programs, leading to poor participation and council buy-in. Overall, there seems to be a disconnect between the council, it's member organizations, and the rest of the Greek Community displaying a definitive lack of participation in Greek Challenge events, community wide events, community leadership positions, and chapter and council programs.

#### Panhellenic Council

There seems to be a lack of bystander intervention within the Panhellenic sororities. It became evident this year that members of these organizations are aware of behaviors and incidents occurring within the community without reporting or stopping said behavior. This resulted in the Chapter Presidents voting to place the entire council on a Moratorium before the University President.

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

**Student Affairs Division**  
**Texas State University**  
**2017-2018**

**Accomplishments/Retention Initiatives from 2017-2018**

1. Successfully hosted the eighth annual Leadership Institute Annual Conference with a record-high total attendance of 466 with 322 Texas State University student participants, 37 student attendees from other institutions (including students from 5 institutions outside the United States), 12 donors and/or special guests, 32 speakers and 63 volunteers (includes Dean of Students staff, committee and student volunteers) in attendance.
2. Increased scholarship opportunities by two additional \$1,000 scholarships for students involved in the Leadership Institute and other campus involvement, including the creation of the Veronica Gonzales Leadership Institute Endowed Scholarship.
3. Student Leadership Board fundraised \$671 during a Breast Cancer Awareness Campaign that included educational outreach in addition to the fundraising campaign. These funds were donated to the Central Texas Medical Center Foundation in support of the Women's Breast Health Center.
4. The Student Leadership Board organized its annual 12 Days of Giving during the holiday season, collecting more than 160 donations to benefit Haven for Hope, a system of care for individuals experiencing homelessness. The Student Leadership Board also received recognition as the contributor of the most donated items, earning the 'Giving Meister Cup.'
5. Increased Leadership on Demand presentation offerings and created new partnerships with faculty, staff, student and community constituent groups.
6. Restructured the Pathfinder: Texas State Emerging Leaders Program curriculum to include a more inclusive approach to leadership, utilizing the Social Change Model of Leadership Development. Attendance and retention in the program also increased.
7. Updated the Texas State Leadership Capstone Program: Step Forward, Give Back curriculum to include more critical thinking and reflecting on participants experiences as student leaders, and increased opportunities to apply their knowledge/skills/lessons to current issues on campus and nationwide.
8. Awarded the Medal of Hope to 19 graduating students, and conducted 81 audits to gauge participants' progress in earning the medal.

**Progress on 2018-2023 Administrative Support Plan / Strategic Plan**

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| <b><i>Department Goal:</i> Goal 3 (2012-2017): Facilitate student success through leadership development opportunities which focus on needs of a diverse student population.</b> |
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| <b><i>Department Objective:</i> Objective 3.1 (2012-2017): Increase the collaboration with faculty, staff and student throughout the university in order to provide leadership</b> |
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|  | <b>opportunities that will integrate ethics/integrity, excellence, social responsibility, inclusivity, civic engagement and empowerment.</b> |  |
|  | <i>Assessment Method:</i>  | Satisfaction Survey  |
|  | <i>Assessment Type:</i>  | Satisfaction Assessment  |
|  | <i>Assessment Target:</i>  | At least 80% of participants will be satisfied with the event/program.   |
|  | <i>Assessment Results:</i>   |  |
|  | <i>Student Affairs Goal:</i>   | II. Create and deliver co-curricular programs and services through partnerships with faculty, staff, and external constituents to ensure the success of students.  |
|  | <i>University Planning Category:</i>   | 4. Enrich our learning and working environment by attracting and supporting a more diverse faculty, staff and student body. (3. Enhance recruitment, retention, and support programs for all racial, ethnic, and international groups.)  |
|  | <i>Department Strategy:</i>  | <b>Strategy 3.1.1 (2012-2017): Develop and implement a comprehensive set of activities for a multi-tiered Texas State Leadership Institute.</b>  |
|  | <i>Beg FY: FY12</i>  | <i>End FY: FY17</i>  |
|  | <i>Cost (New Funds): \$ 0</i>  | <i>Cost (Reallocated Funds): \$ 0</i>  |
|  | <i>New or Reallocated Resources:</i>   | Money/Funding, Staff time  |
|  | <i>Fund Source:</i>  | Gift funds, Student Service fee  |
|  | <i>Responsible:</i>  | Coordinator for Leadership Institute   |
|  | <i>Status:</i>   | Implemented/Ongoing  |
|  | <i>Comments:</i>   | <b>UPDATE 5/31/18: The Leadership Institute has developed a multi-tiered comprehensive set of programming that provides leadership development opportunities for Texas State students. Examples include Pathfinder: Emerging Leaders Program for first and second year students, the Texas State Leadership Capstone Program: Step Forward, Give Back for juniors and seniors, and other programs such as the Leadership Workshop Series, Leadership Film Series, the LeaderShape® Institute, and Student Leadership Board opportunities for students at all levels.</b> |
|  | <i>Department Strategy:</i>  | <b>Strategy 3.1.2 (2012-2017): Create the Texas State Leadership Institute Advisory Board.</b>   |
|  | <i>Beg FY: FY12</i>  | <i>End FY: FY14</i>  |

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|--|--------------------------------------|--|
|  | <i>Cost (New Funds):</i><br>\$ 0     | <i>Cost (Reallocated Funds):</i> \$ 0  |
|  | <i>New or Reallocated Resources:</i> | Staff time   |
|  | <i>Fund Source:</i>                  | None   |
|  | <i>Responsible:</i>                  | Coordinator for Leadership Institute   |
|  | <i>Status:</i>                       | Ongoing  |
|  | <i>Comments:</i>                     | <b>UPDATE 5/31/18:</b> The Leadership Institute Advisory Board has not yet begun meeting, but individuals have been brainstormed for this role. The Board will begin meeting in spring 2019.                     |
|  | <i>Department Strategy:</i>          | <b>Strategy 3.1.3 (2012-2017): Implement a senior capstone program at Texas State.</b>   |
|  | <b>Beg FY: FY12</b>                  | <b>End FY: FY14</b>  |
|  | <i>Cost (New Funds):</i><br>\$ 0     | <i>Cost (Reallocated Funds):</i> \$ 0  |
|  | <i>New or Reallocated Resources:</i> | Money/Funding, Staff time  |
|  | <i>Fund Source:</i>                  | Student Service fee  |
|  | <i>Responsible:</i>                  | Coordinator for Leadership Institute   |
|  | <i>Status:</i>                       | <b>Implemented/On-going</b>  |
|  | <i>Comments:</i>                     | <b>UPDATE 5/31/18:</b> The Texas State Capstone Program: Step Forward, Give Back, was implemented during the fall semester in 2012. The program has been repeated each fall and spring since its implementation. |
|  | <i>Department Strategy:</i>          | <b>Strategy 3.1.4 (2012-2017): Create Leadership Institute Endowment.</b>  |
|  | <b>Beg FY: FY12</b>                  | <b>End FY: FY17</b>  |
|  | <i>Cost (New Funds):</i><br>\$ 0     | <i>Cost (Reallocated Funds):</i> \$ 0  |
|  | <i>New or Reallocated Resources:</i> | Money/Funding  |
|  | <i>Fund Source:</i>                  | Gift funds   |
|  | <i>Responsible:</i>                  | Coordinator for Leadership Institute   |
|  | <i>Status:</i>                       | New  |
|  | <i>Comments:</i>                     | <b>UPDATE 5/31/18:</b> The Leadership Institute Endowment has reached endowment status, but will be allowed to continue to grow before tapping into funds. A portion of all fundraising                          |

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|  |                                      | <b>and Student Leadership Board dues is contributed to the endowment.</b>   |
|  | <i>Department Strategy:</i>          | <b>Strategy 3.1.5 (2012-2017): Connect the Dean of Students Office chartered student organizations (Student Government and Student Foundation) to the Texas State Leadership Institute.</b>   |
|  | <i>Beg FY: FY12</i>                  | <i>End FY: FY17</i>   |
|  | <i>Cost (New Funds): \$ 0</i>        | <i>Cost (Reallocated Funds): \$ 0</i>   |
|  | <i>New or Reallocated Resources:</i> | Staff time  |
|  | <i>Fund Source:</i>                  | None  |
|  | <i>Responsible:</i>                  | Coordinator for Leadership Institute  |
|  | <i>Status:</i>                       | <b>Implemented/On-going</b>   |
|  | <i>Comments:</i>                     | <b>UPDATE 5/31/18: The Leadership Institute has established ongoing relationships with Student Foundation and Student Government. Leadership Institute have scheduled presentations for both groups during long semesters and assists within internal retreats by providing presentations. Both organizations frequently support the Leadership Institute by providing nominations and ongoing advertisement, as well as support during the Leadership Institute Annual Conference as small group facilitators.</b> |
|  | <i>Department Strategy:</i>          | <b>Strategy 3.1.6 (2012-2017): Create a website portal that provides a clearinghouse of all campus leadership programs and activities.</b>  |
|  | <i>Beg FY: FY12</i>                  | <i>End FY: FY17</i>   |
|  | <i>Cost (New Funds): \$ 0</i>        | <i>Cost (Reallocated Funds): \$ 0</i>   |
|  | <i>New or Reallocated Resources:</i> | Staff time  |
|  | <i>Fund Source:</i>                  | None  |
|  | <i>Responsible:</i>                  | Coordinator for Leadership Institute  |
|  | <i>Status:</i>                       | <b>Implemented/On-going</b>   |
|  | <i>Comments:</i>                     | <b>UPDATE 5/31/18: The website portal has been implemented.<br/> <a href="http://leadership.dos.txstate.edu/resources/slpcollection.html">http://leadership.dos.txstate.edu/resources/slpcollection.html</a><br/> <a href="http://leadership.dos.txstate.edu/resources/clearinghouse.html">http://leadership.dos.txstate.edu/resources/clearinghouse.html</a></b>   |

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|  |                                      | <p>The website has also been updated to a more current template.</p>   |
|  | <i>Department Strategy:</i>          | <b>Strategy 3.1.7 (2012-2017): Hire a full-time support staff person.</b>  |
|  | <i>Beg FY: FY13</i>                  | <i>End FY: FY15</i>  |
|  | <i>Cost (New Funds): \$ 36676.68</i> | <i>Cost (Reallocated Funds): \$ 0</i>  |
|  | <i>New or Reallocated Resources:</i> | Facilities, Money/Funding, New staff   |
|  | <i>Fund Source:</i>                  | None   |
|  | <i>Responsible:</i>                  | Leadership Institute Coordinator   |
|  | <i>Status:</i>                       | Postponed  |
|  | <i>Comments:</i>                     | <b>UPDATE 5/31/18: No progress has been made on this strategy as hiring an additional full-time professional staff member was a higher priority. This should be accomplished by the beginning of the fall 2018 semester.</b>   |
|  | <i>Department Strategy:</i>          | <b>Strategy 3.1.8 (2012-2017) Implement the Legends of China program that provides students, faculty and staff an international immersion from traveling through China to meet their counterparts.</b>   |
|  | <i>Beg FY: FY12</i>                  | <i>End FY: FY13</i>  |
|  | <i>Cost (New Funds): \$ 0</i>        | <i>Cost (Reallocated Funds): \$ 0</i>  |
|  | <i>New or Reallocated Resources:</i> | Staff time   |
|  | <i>Fund Source:</i>                  | self-funded by participants ,  |
|  | <i>Responsible:</i>                  | Dean of Students   |
|  | <i>Status:</i>                       | Completed  |
|  | <i>Comments:</i>                     | <b>UPDATE 5/31/18: This was implemented in summer 2013. However, future international travel has been diversified to include other countries such as Spain, Cuba and New Zealand. The area will continue to explore new ways to provide international and cross-cultural experiences to our students, including domestic destinations for more inclusive/cost-efficient opportunities.</b> |

## **Assessments Conducted in 2017-2018**

### Student Leadership Board

The Student Leadership Board is a charted student organization advised by the Leadership Institute whose purpose is to assist the Institute with the planning, developing and execution of workshops, special events and other programming. Students should demonstrate behavior and actions consistent with the Leadership Institute Core Values of ethics/integrity, excellence, social responsibility, inclusivity, civic engagement and empowerment. They should assist with developing and conducting outreach activities to effectively recruit and sustain student involvement with the area, and support financial development efforts on behalf of the Leadership Institute.

#### Assessment

An electronic survey was provided to the membership of the Student Leadership Board at the last meeting of the spring 2018 semester. It was distributed to 19 individuals and collected from 19 individuals for a response rate of 100%.

94.74% of respondents reported advising services to be moderately helpful or extremely helpful (73.68%). 83.3% of respondents reported being satisfied with the topics presented at meetings throughout the year with the same percentage also reporting the speakers of those topics presenting the workshops extremely well or very well.

Based on comments from the assessment, members felt the retreat and programming (workshops, fundraisers, etc.) hosted by the Student Leadership Board were successful and helped create community in the organization. Comments also indicated a desire for more interactive, hands-on events and workshops.

#### Improvements

Next year, we will continue to utilize an electronic survey using Qualtrics, but will ensure that the questions asked are consistent with what we are seeking to measure/evaluate. The organization will focus more on marketing and branding of the organization, and will formulate a plan for wider recruitment of new members and retention of these individuals throughout both semesters. Staff also intends to be more intentional in providing advising to executive officers, orientating them to their position. Training will also include a mid-year orientation for those who join the team later in the fall or at the beginning of the spring semester.

### Leadership Workshop Series

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

- developing an understanding of leadership concepts and practices,
- reflecting on and developing their personalized leadership styles,
- understanding the ethical/moral responsibilities of leaders,
- articulating a vision statement and developing achievable goals as a leader, and

- learning to incorporate social responsibility and inclusivity into their leadership.

These workshops serve as an opportunity for student leaders to further develop their own personal leadership skills and interact with other students, faculty and staff in a small setting. Workshops are free and open to any members of the Texas State community.

*Workshop 1 – A Self-Care Package: Taking Care of You*

Tuesday, September 26, 2017, 5:00 – 6:30 p.m.

Speaker: Joshua Love, Office of Disability Services

Description: How do you prepare for a semester of new challenges and new stressors? As a student leader it can get overwhelming and difficult to juggle classes, organizations, jobs and your own health. This workshop, presented by Joshua Love from the Office of Disability Services explores the many ways in which you can practice self-care and prepare your body and mind for upcoming challenges.

*Workshop 2 – Essentials of Empathy: Understanding Others*

Tuesday, October 17, 2017, 5:00 – 6:30 p.m.

Speaker: Tabitha Williams, Student Development Specialist, Student Involvement @ the LBJ Student Center

Description: Have you ever misinterpreted the feelings or motivations of your friends, coworkers, family or partner? Has a lack of understanding led to unnecessary conflict? Do you wonder how you could improve your ability to understand and connect with those around you? If you said ‘yes’ at any point, please join us as we discuss the ways in which empathy can be used in order to understand others. This workshop was presented by Tabitha Williams from Student Involvement at the LBJ Student Center.

*Workshop 3 – Professional Leading: Connecting Your Leadership to a Career*

Tuesday, November 14, 2017, 5:00 – 6:30 p.m.

Speakers: Lindy Knowles and Ross Wood, Career Advisors, Career Services

Description: In addition to being in a student organization, you may have volunteered, served on committees, attended conferences and trainings, or any number of other involvement avenues. But how do you transfer your experience to the professional arena and showcase your leadership skills? Please join us as we discuss and provide tips and tricks that will assist you as a leader in your respective field. This workshop was presented by Lindy Knowles and Ross Wood from Career Services.

*Workshop 4 – A Leader’s Skill in Listening*

Tuesday, March 6, 2018, 5:00 – 6:30 p.m.

Speaker: Dr. Steven Beebe, University Distinguished Professor of Communication Studies

Description: Listen...No really, listen. One of the greatest challenges that many student leaders face is actively listening to others. While seemingly simple, it is a skill that often gets overlooked. Please join us and presenter Dr. Steven Beebe, University Distinguished Professor of Communication Studies, as we discuss the ways in which we can effectively listen to others and lead more effectively as a result.

**Workshop 5 – Enhancing Your Organization’s Potential**

Tuesday, March 27, 2018, 5:00 – 6:30 p.m.

Speaker: Brittany Naylor, Academic Advisor, McCoy College of Business Administration

Description: It is easy to slide into a routine of meetings with members, officers and advisors, with participants meeting only the minimal obligations. Whether you are a member or an officer within your organization, is your team/group reaching its full potential? Keep your organization from becoming stagnant by attending this session and exploring the techniques in which an organization can fully invest in and utilize its members, officers and advisors.

**Workshop 6 – Presenting Powerfully**

Tuesday, April 20, 2018, 5:00 – 6:30 p.m.

Speaker: Christina Moore, Lecturer and Curriculum Coordinator, McCoy College of Business Administration

Description: Do you know how to give a powerful presentation? Join us in discussing Presenting Powerfully with McCoy College Lecturer and Curriculum Coordinator Christina Moore to learn what is needed to give a presentation that will engross your audience and keep them engaged throughout the presentation.

**Assessment**

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

**Workshop 1 – A Self-Care Package: Taking Care of You** – Surveys were distributed to 20 participants and collected from 20 individuals for a response rate of 100%.

| <b>Attendance Summary</b> |           |
|---------------------------|-----------|
| Participants              | 20        |
| Semester                  | Fall 2017 |
| <b>Race</b>               |           |
| Black/African American    | 3 (15%)   |
| Hispanic                  | 1 (5%)    |
| Hispanic/Black            | 1 (5%)    |
| Hispanic/White            | 9 (45%)   |
| White (Non-Hispanic)      | 6 (30%)   |
| <b>Gender</b>             |           |
| Female                    | 14 (70%)  |
| Male                      | 6 (30%)   |
| <b>Classification</b>     |           |
| Freshman                  | 0 (0%)    |

|                    |          |
|--------------------|----------|
| Sophomore          | 2 (10%)  |
| Junior             | 5 (25%)  |
| Senior             | 11 (55%) |
| Masters            | 1 (5%)   |
| Post Baccalaureate | 1 (5%)   |

100% of respondents agreed or strongly agreed that the presenter was knowledgeable and that the material they learned would be beneficial to them as leaders.

Workshop 2 - *Essentials of Empathy: Understanding Others* – Surveys were distributed to 18 participants and collected from 15 individuals for a response rate of 83.3%.

| Attendance Summary     |            |
|------------------------|------------|
| Participants           | 18         |
| Semester               | Fall 2017  |
| Race                   |            |
| Black/African American | 4 (22.2%)  |
| Hispanic               | 2 (11.1%)  |
| Hispanic/Black         | 1 (5.6%)   |
| Hispanic/White         | 7 (38.9%)  |
| White (Non-Hispanic)   | 4 (22.2%)  |
| Gender                 |            |
| Female                 | 15 (83.3%) |
| Male                   | 3 (16.7%)  |
| Classification         |            |
| Freshman               | 1 (5.6%)   |
| Sophomore              | 3 (16.7%)  |
| Junior                 | 4 (22.2%)  |
| Senior                 | 8 (44.4%)  |
| Masters                | 1 (5.6%)   |
| Post Baccalaureate     | 1 (5.6%)   |

100% of attendees agreed or strongly agreed that the presenter was knowledgeable, the activities were fun and engaging, and the material they learned will be beneficial to them as leaders.

Workshop 3 - *Professional Leading: Connecting Your Leadership to a Career* – Surveys were distributed to 22 participants and collected from 16 individuals for a response rate of 72.7%.

| <b>Attendance Summary</b> |            |
|---------------------------|------------|
| Participants              | 22         |
| Semester                  | Fall 2017  |
| <b>Race</b>               |            |
| Black/African American    | 5 (22.7%)  |
| Hispanic                  | 2 (9%)     |
| Hispanic/American Indian  | 1 (4.5%)   |
| Hispanic/Black            | 1 (4.5%)   |
| Hispanic/White            | 6 (27.3%)  |
| White (Non-Hispanic)      | 7 (31.8%)  |
| <b>Gender</b>             |            |
| Female                    | 19 (86.4%) |
| Male                      | 3 (13.6%)  |
| <b>Classification</b>     |            |
| Freshman                  | 1 (4.5%)   |
| Sophomore                 | 1 (4.5%)   |
| Junior                    | 6 (27.3%)  |
| Senior                    | 12 (54.5%) |
| Masters                   | 1 (4.5%)   |
| Post Baccalaureate        | 1 (4.5%)   |

100% of attendees agreed or strongly agreed that the presenter was knowledgeable and would attend another workshop based on their experience at this one.

Workshop 4 - *A Leader's Skill in Listening* – Surveys were distributed to 26 participants and collected from 25 individuals for a response rate of 96.2%.

| <b>Attendance Summary</b> |             |
|---------------------------|-------------|
| Participants              | 26          |
| Semester                  | Spring 2018 |
| <b>Race</b>               |             |
| American Indian/White     | 1 (3.8%)    |
| Asian                     | 2 (7.7%)    |
| Black/African American    | 7 (26.9%)   |
| Hispanic                  | 2 (7.7%)    |
| Hispanic/White            | 4 (15.4%)   |
| White (Non-Hispanic)      | 10 (38.5%)  |

| <b>Gender</b>         |            |
|-----------------------|------------|
| Female                | 20 (83.3%) |
| Male                  | 6 (16.7%)  |
| <b>Classification</b> |            |
| Freshman              | 0 (0%)     |
| Sophomore             | 1 (3.8%)   |
| Junior                | 11 (42.3%) |
| Senior                | 12 (46.2%) |
| Masters               | 1 (3.8%)   |
| Doctoral              | 1 (3.8%)   |

100% of attendees strongly agreed the presenter was knowledgeable, and 100% agreed or strongly agreed that the activities were fun and engaging, and the material will be beneficial to them as leaders.

Workshop 5 - *Enhancing Your Organization's Potential* – Surveys were distributed to 22 participants and collected from 18 individuals for a response rate of 81.8%.

| <b>Attendance Summary</b> |             |
|---------------------------|-------------|
| Participants              | 22          |
| Semester                  | Spring 2018 |
| <b>Race</b>               |             |
| American Indian/White     | 1 (4.5%)    |
| Asian                     | 2 (9.1%)    |
| Black/African American    | 5 (22.7%)   |
| Hispanic                  | 1 (4.5%)    |
| Hispanic/White            | 4 (18.2%)   |
| White (Non-Hispanic)      | 9 (40.9%)   |
| <b>Gender</b>             |             |
| Female                    | 17 (77.3%)  |
| Male                      | 5 (22.7%)   |
| <b>Classification</b>     |             |
| Freshman                  | 0 (0%)      |
| Sophomore                 | 1 (4.5%)    |
| Junior                    | 9 (40.9%)   |
| Senior                    | 10 (45.5%)  |
| Masters                   | 2 (9.1%)    |

100% of attendees agreed or strongly agreed that the presenter was knowledgeable and would attend another workshop based on their experience at this one. Additionally, 94.4% of participants agreed or strongly agreed the material they learned would be beneficial to them as leaders.

**Workshop 6 – *Presenting Powerfully*** – Surveys were distributed to 23 participants and collected from 10 individuals for a response rate of 47.8%.

| <b>Attendance Summary</b>    |             |
|------------------------------|-------------|
| Participants                 | 23          |
| Semester                     | Spring 2018 |
| <b>Race</b>                  |             |
| American Indian/White        | 1 (4.3%)    |
| Asian                        | 1 (4.3%)    |
| Black/African American       | 7 (30.4%)   |
| Black/African American/White | 1 (4.3%)    |
| Hispanic                     | 1 (4.3%)    |
| Hispanic/White               | 4 (17.4%)   |
| White (Non-Hispanic)         | 8 (34.8%)   |
| <b>Gender</b>                |             |
| Female                       | 16 (69.6%)  |
| Male                         | 7 (30.4%)   |
| <b>Classification</b>        |             |
| Freshman                     | 1 (4.3%)    |
| Sophomore                    | 3 (13.0%)   |
| Junior                       | 7 (30.4%)   |
| Senior                       | 8 (34.8%)   |
| Masters                      | 4 (17.4%)   |
| Post Baccalaureate           | 0 (0.0%)    |

100% of respondents agreed or strongly agreed that the presenter was knowledgeable and would attend another workshop based on their experience at this one.

### Improvements

Survey responses indicate that the Leadership Institute has provided knowledgeable and engaging workshops to assist in the personal leadership development of its participants. The Institute would like to see an increase in the number of attendees to enhance the engagement offered at each session. Increasing the number of attendees will provide an opportunity for more group discussions and activities, as well as increase the impact of students sharing their experiences with their peers in organizations and groups.

The Leadership Institute will continue to recruit dynamic speakers for the workshop series, and will ensure that presenters incorporate activities and enhance audience participation for more experiential learning.

### Leadership Film Series

The Leadership Film Series provides an opportunity for students to watch movies which reveal aspects of leaders appearing throughout the history of cinema. The Leadership Film Series offers an opportunity to observe leadership in action and relate it to one's own leadership style.

Following each film, a panel of students, faculty, and/or staff will engage the audience in a discussion of the film's leadership lessons and implications. The goals of the series include:

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

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

#### Fall Film Series: *The Hunting Ground*

Wednesday, October 25, 2018, 4:45 – 7:00 p.m.

Panelists: Kendra Wesson, Dean of Students Office, Brandon Pendleton, Hays-Caldwell Women's Center, and Kelsey Banton, Student Health Center

Description: The Hunting Ground is a 2015 documentary which tackles the disturbing epidemic of sexual assault on college campuses and explores the failures of college administrators in responding to these issues. We provided dinner and screened the film, followed by a panel to discuss how Texas State University and the San Marcos community provides support and resources, and ways participants can do more to impact change around sexual violence.

#### Spring Film Series: *The Lion King*

Wednesday, April 18, 2018, 4:45 – 7:00 p.m.

Discussion Moderators: Sean Hembrick and Abigail Candalor, Dean of Students Office

Description: We screened the 1994 classic Disney film and explored themes of leadership in small group discussion following dinner and the film. Groups discussed different leadership approaches, (transformational and transactional), explored identity, power and social justice, and critiqued representation in film. They also discussed ways to apply lessons to their lives as student leaders.

### Assessment

A paper survey was provided to student participants during the fall and spring semesters.

#### Fall Film Series: *The Hunting Ground*

Survey provided to 21 individuals and collected from 19 individuals at the end of the panel for a response rate of 90.5%.

| <b>Attendance Summary</b>      |             |
|--------------------------------|-------------|
| Participants                   | 21          |
| Semester                       | Spring 2018 |
| <b>Race</b>                    |             |
| Black/African American         | 6 (28.6%)   |
| Hispanic/American Indian       | 2 (9.5%)    |
| Hispanic/Black                 | 1 (4.8%)    |
| Hispanic/White                 | 7 (33.3%)   |
| White (Non-Hispanic)           | 5 (23.8%)   |
| <b>Gender</b>                  |             |
| Female                         | 18 (85.7%)  |
| Male                           | 3 (14.3%)   |
| <b>Classification</b>          |             |
| Freshman                       | 0 (0.0%)    |
| Sophomore                      | 2 (9.5%)    |
| Junior                         | 4 (19%)     |
| Senior                         | 12 (57.1%)  |
| Masters                        | 1 (4.8%)    |
| Post Baccalaureate             | 1 (4.8%)    |
| Non-Student (Faculty or Staff) | 1 (4.8%)    |

100% of respondents agreed or strongly agreed that they were better understand the experiences of sexual assault survivors, and were more fully aware of the resources and support available for victims of domestic and sexual abuse. Additionally, 94.7% agreed or strongly agreed that they were able to relate the information they learned to their responsibilities as leaders.

#### Spring Film Series: The Lion King

Survey provided to 41 individuals and collected from 31 individuals at the end of the small group discussion for a response rate of 75.6%.

| <b>Attendance Summary</b> |             |
|---------------------------|-------------|
| Participants              | 41          |
| Semester                  | Spring 2018 |
| <b>Race</b>               |             |
| American Indian/White     | 1 (2.4%)    |
| Asian                     | 3 (7.3%)    |

|                                |            |
|--------------------------------|------------|
| Black/African American         | 8 (19.5%)  |
| Hispanic                       | 1 (2.4%)   |
| Hispanic/American Indian       | 1 (2.4%)   |
| Hispanic/Asian/White           | 1 (2.4%)   |
| Hispanic/White                 | 9 (22.0%)  |
| White (Non-Hispanic)           | 17 (41.5%) |
| <b>Gender</b>                  |            |
| Female                         | 30 (73.2%) |
| Male                           | 11 (26.8%) |
| <b>Classification</b>          |            |
| Freshman                       | 0 (0.0%)   |
| Sophomore                      | 9 (21.9%)  |
| Junior                         | 13 (31.7%) |
| Senior                         | 16 (39.0%) |
| Masters                        | 1 (2.4%)   |
| Non-Student (Faculty or Staff) | 2 (4.9%)   |

100% of respondents agreed or strongly agreed that they have a greater understanding of transformative and transactional leadership, and were able think critically about the film and the importance of representation. 87% of respondents agreed or strongly agreed that the material they learned will be beneficial to them as leaders.

### Improvements

The Leadership Institute will be intentional in its selection of the film to keep the event within a two-hour time frame and ensure that the audience connects with the content. Speakers will also be selected with care to ensure they are knowledgeable and engaging. Another important factor to keep in mind is completing the assessment at the close of the film and discussion. Some students must leave before the program is complete, and contributes to the lower response rate.

### Leadership Institute Annual Conference

Each year the Leadership Institute holds an annual conference based on the Common Experience theme and Core Values of the Leadership Institute. The conference was held on February 23-24, 2018 on the Texas State University campus in the LBJ Student Center. This year's conference theme was "Leadership and Justice in the 21<sup>st</sup> Century." There was a record-breaking total of 466 total participants, including 322 Texas State student participants and 37 non-Texas State attendees at this year's conference.

The primary purpose of the conference is to bring together students from diverse backgrounds to learn leadership skills, engage students in values-based activities that foster ethical leadership development, build a unified community, cultivate social responsibility, and inspire students to

adopt a new way of life while expanding their leadership potential. The learning outcomes for this year's conference were:

- ❖ Students will be able to recognize the impact of justice in the 21<sup>st</sup> century.
- ❖ Students will understand the importance of actively participating in their local and global communities to create transformational change.
- ❖ Students will build a context of understanding through communication with other individuals regarding social justice, leadership, and civic engagement issues.
- ❖ Students will demonstrate respect for the viewpoints of other individuals.

The conference included three keynote speakers – one for Friday evening (James Harington, Founder for the Texas Civil Rights Project) and two for Saturday (Marry Cormier, founder of BIO Consulting Services, and Helen Lowman, CEO of Keep America Beautiful and appointee of the President), and 31 breakout sessions presenters/panelists. Twenty-one (21) breakout sessions were offered that focused on general leadership development the six core values of the Leadership Institute (social responsibility, ethics/integrity, inclusivity, excellence, civic engagement, empowerment) and the Common Experience theme.

Participants were divided into small groups of 8-10 students which are led by experienced student leaders who were recruited from the Student Leadership Board, Student Government, Student Foundation, graduate students and other student leaders on campus. These small group leaders served as guides for students throughout the conference. Each small group met three times during the conference and facilitated the following guided activities:

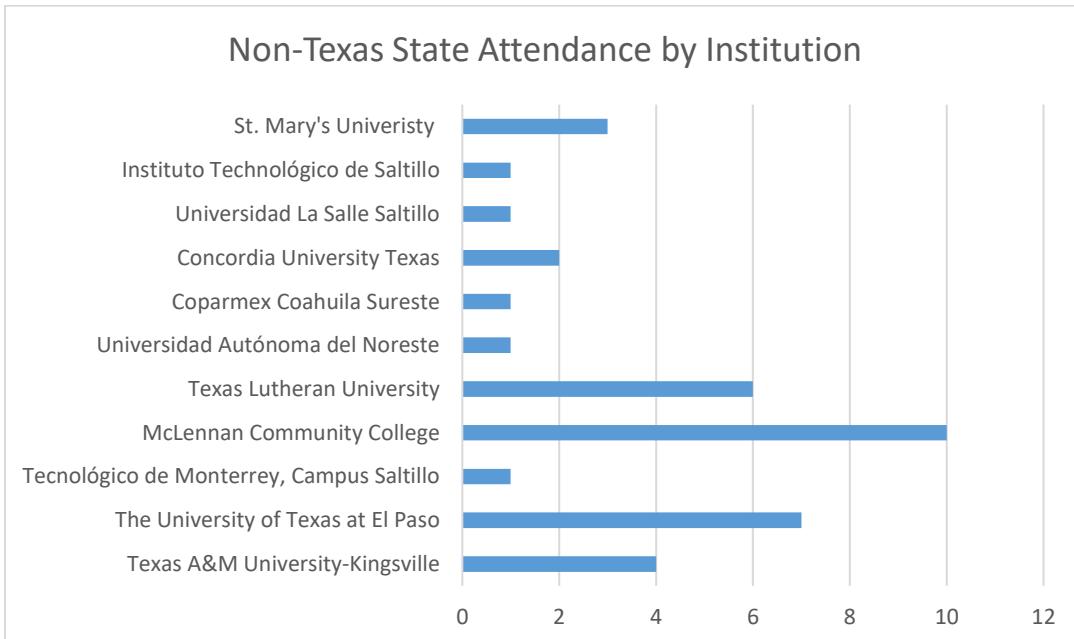
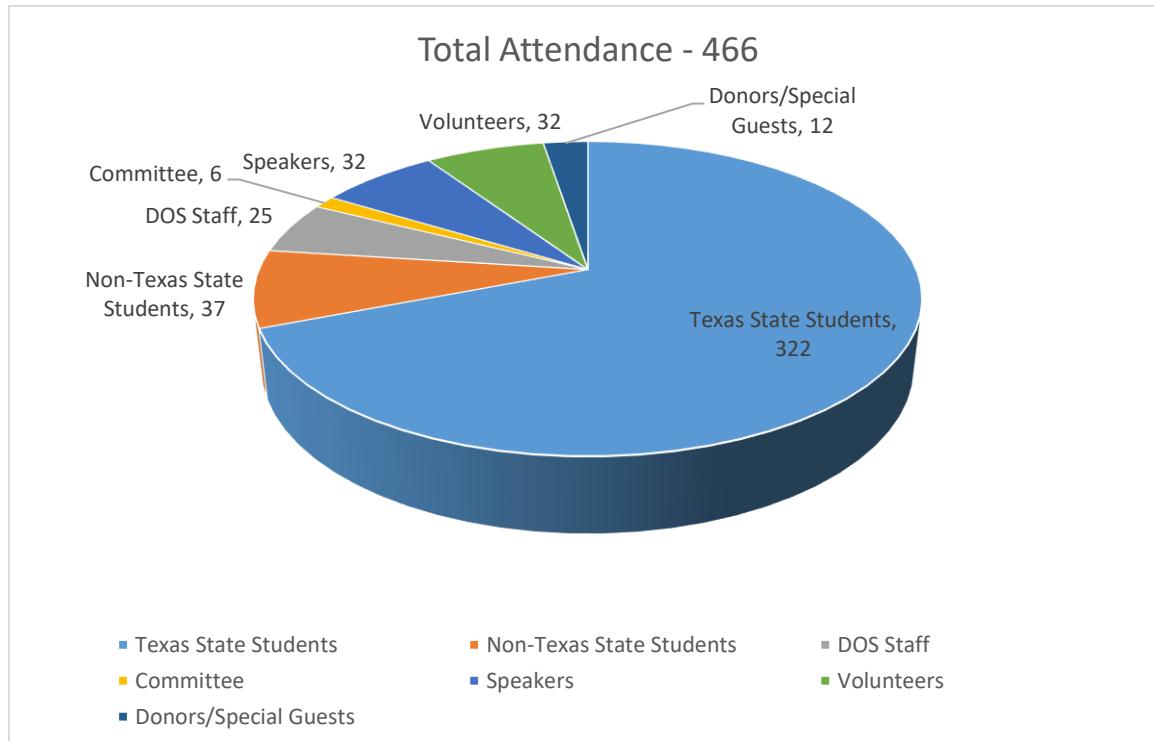
- Introductions/Purpose/Community Agreement/Conference Expectations, along with group reflection of the keynote address
- Beginning discussion about how students have been inspired to lead differently and the role that their passion plays in their leadership journey
- Reflect on the conference and what they have learned, and identify how they will implement the knowledge they have gained into their daily experiences.

The planning committee for the conference was intentional about finding ways to integrate the conference theme into all aspects. Students were encouraged to “tweet” throughout the conference using the hashtag #LIAC18, which allowed them to comment on keynote speeches and breakout sessions, as well as connect and network with their small groups and other conference participants.

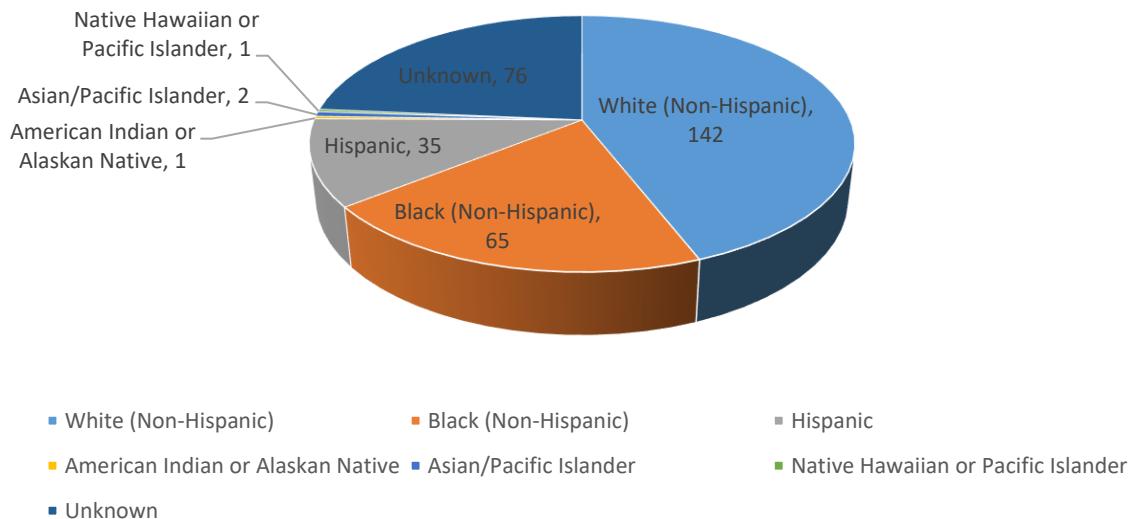
### Assessment

Participant tracking was conducted to determine the demographics of those attending the conference. A total of 466 people participated in the conference as shown in Figure 1. The non-Texas State attendance is detailed in Figure 2 indicating the other universities who participated, which included Texas A&M University-Kingsville, The University of Texas at El Paso, Tecnológico de Monterrey, Campus Saltillo, McLennan Community College, Texas Lutheran University, Universidad Autónoma del Noreste, Coparmex Coahuila Sureste, Concordia University Texas, Universidad La Salle Saltillo, and Instituto Technológico de Saltillo. Figures 3 and 4 illustrate the sex and ethnicity, whereas Figures 5 and 6 show the classification and college of Texas State student attendees. These demographics indicate that the majority of Texas

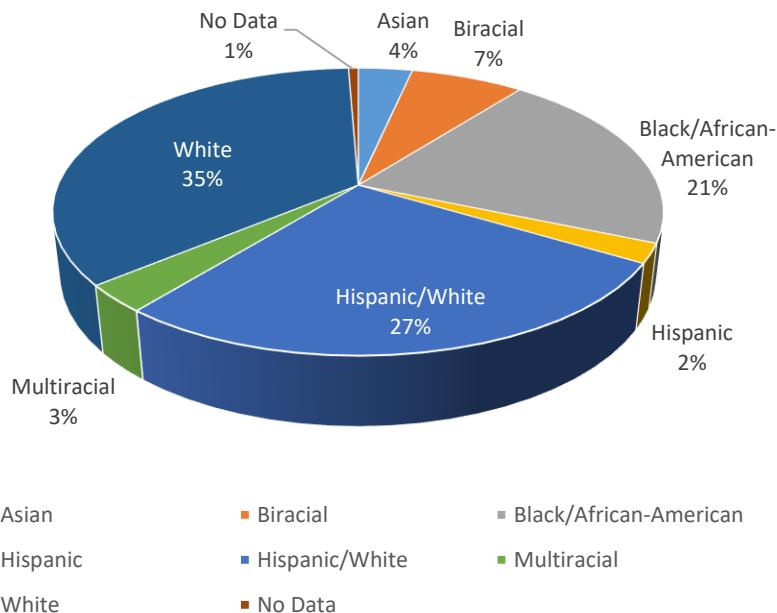
State students who attended were females (70%) and students majoring within the College of Liberal Arts (22%).

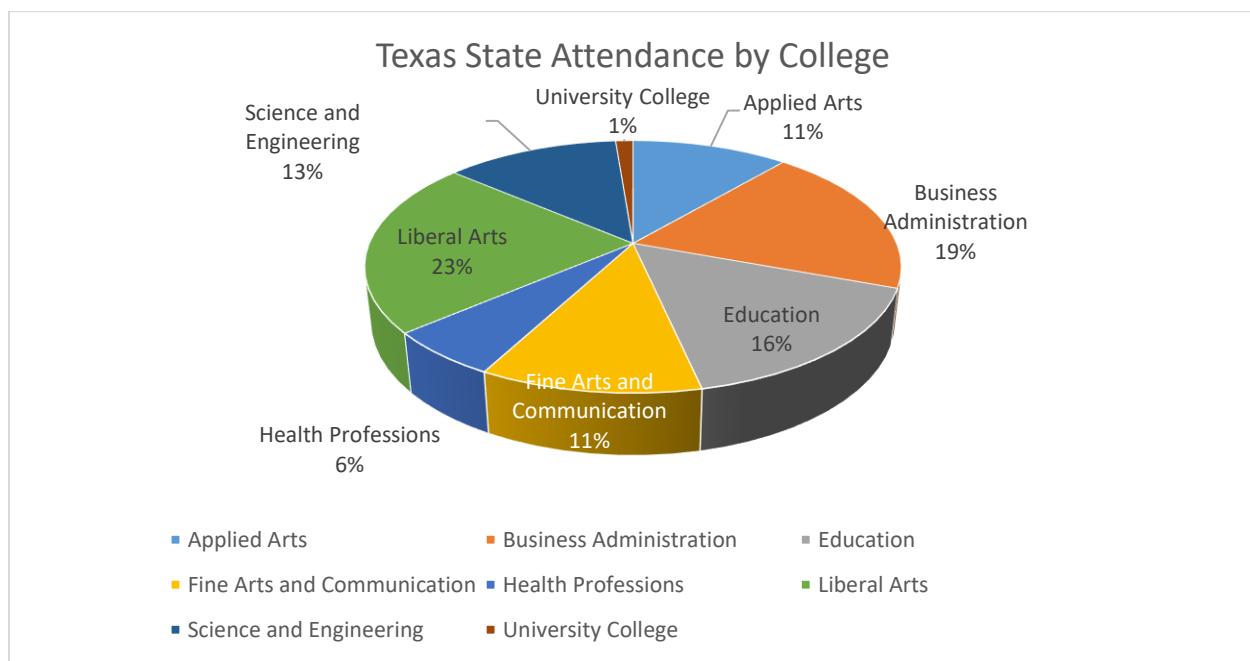
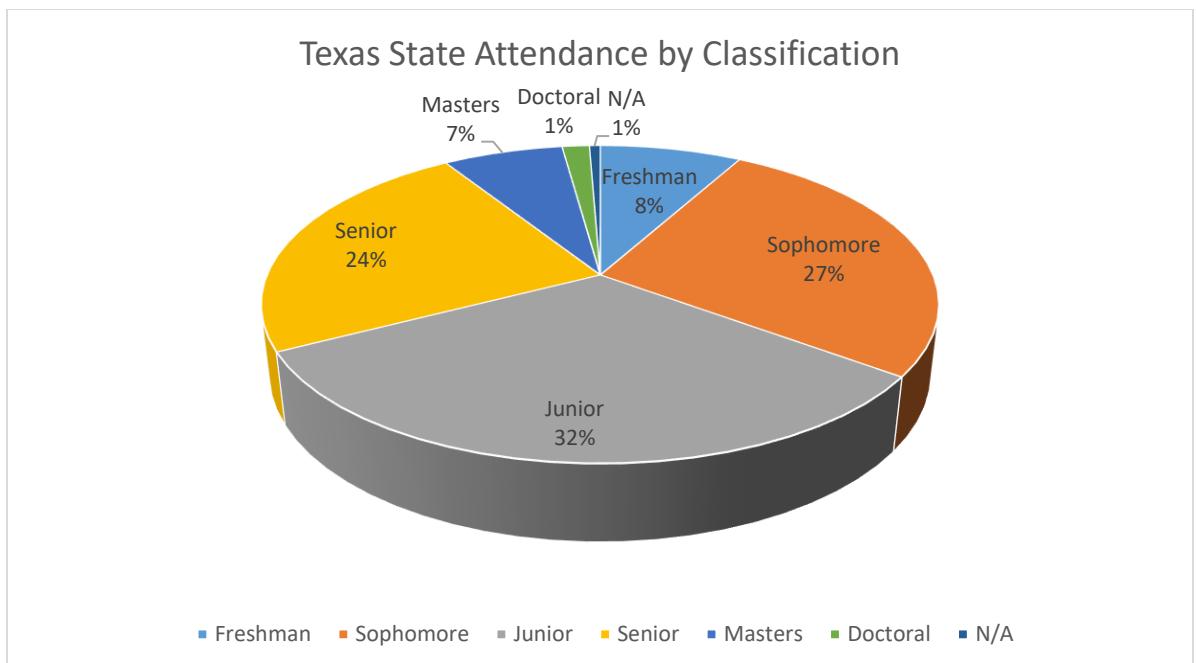


### Texas State Attendance by Ethnicity



### Texas State Attendance by Race





## Assessment

An electronic Qualtrics survey was provided to all student participants during the 2018 Leadership Institute Annual Conference. This survey was provided to all student participants on Saturday, February 24, 2018 at the end of the conference and was collected from 269 individuals. It is not possible to determine the exact number the survey was provided to, but the maximum possible number at the end of the day on Saturday (based on who checked in electronically plus off campus attendees) would be 309 students for an estimated response rate of 87%. This rate is

up from last year's response rate of 84.4% due to a requirement to submit a survey in order to receive a conference participation shirt. The rate is also likely to be higher as not all participants who checked in at the beginning of the day stayed until the very end of the conference.

Major findings of the assessment showed that 96.6% of participants agreed or strongly agreed (69.7%) that their overall conference experience was positive. 98.1% of participants agreed or strongly agreed that they can demonstrate respect for the viewpoints of other individuals. 95.9% of participants agreed or strongly agreed that the conference was well organized, and 95.1% of participants agreed or strongly agreed (73.6%) they would recommend this conference to another student.

The assessment also provided valuable feedback related to the keynote speakers. 67.1% of found opening speaker Jim Harrington's session relevant to their leadership experience and better understood how it relates to their future, and 63.5% agreed or strongly agreed that the presentation was engaging. These were the lowest ratings of the entire evaluation, and the remaining feedback was much more positive. 95% of respondents agreed/strongly agreed that Marty Cormier's Saturday morning session was engaging, and 96.1% found his session relevant to their leadership experience and better understood how it relates to their future. 95.5% found that Helen Lowman's closing session relevant to their leadership experience and better understood how it relates to their future.

### Improvements

Based on this year's assessment we plan to ensure we select dynamic, engaging speakers who are also diverse and representative of our students. We will ensure the small group facilitators we select are comfortable leading dialogue around challenging topics, and will provide adequate training for their roles. Additionally, for better record-keeping, we will identify a process to capture staff and guest attendance. We also plan to increase our marketing for the conference, both for diverse recruitment and social media engagement at the event. Another important change is the adjustment of where the backdrop for photos is placed to limit distractions to small group tables who were meeting in that area.

### LeaderShape® Institute

The **LeaderShape®** Institute is six days of dialogue and self-discovery that takes place in a supportive learning community and challenges participants to **lead with integrity™** while working towards a vision grounded in their deepest values. Participants explore not only what they want to do, but who they want to be.

Dynamic, challenging, and exciting, the week is intended to produce a breakthrough in the leadership capacity of participants—benefiting them individually, as well as their respective communities and the organizations they will go on to lead and serve in the future.

| Attendance Summary |             |
|--------------------|-------------|
| Participants       | 61          |
| Semester           | Spring 2018 |

| <b>Race</b>                          |            |
|--------------------------------------|------------|
| American Indian/White                | 1 (1.6%)   |
| Asian                                | 2 (3.3%)   |
| Asian/Black/American Indian          | 1 (1.6%)   |
| Black/African American               | 11 (18.0%) |
| Hispanic                             | 2 (3.3%)   |
| Hispanic/Asian                       | 2 (3.3%)   |
| Hispanic/Asian/White                 | 1 (1.6%)   |
| Hispanic/Black                       | 2 (3.3%)   |
| Hispanic/Black/American Indian/White | 1 (1.6%)   |
| Hispanic/Black/White                 | 1 (1.6%)   |
| Hispanic/Native Hawaiian             | 1 (1.6%)   |
| Hispanic/White                       | 17 (27.9%) |
| White (Non-Hispanic)                 | 19 (31.1%) |
| <b>Gender</b>                        |            |
| Female                               | 44 (72.1%) |
| Male                                 | 17 (27.9%) |
| <b>Classification</b>                |            |
| Freshman                             | 2 (3.3%)   |
| Sophomore                            | 15 (24.6%) |
| Junior                               | 21 (34.4%) |
| Senior                               | 15 (24.6%) |
| Masters                              | 6 (9.8%)   |
| Non-Student (Faculty or Staff)       | 2 (3.3%)   |

### Assessment

In accordance with the contract with the LeaderShape® Institute, program assessment for this program are conducted by the LeaderShape® organization. It is an international non-profit, and they are the stewards of this data so they can compare results across all campus partners. Feedback is collected from paper surveys at the close of the program, and this information has not yet been made available to Leadership Institute staff.

### **Presentations by Area Staff in 2017-2018**

| #   | PERSON   | PRESENTATION<br>(title or topic)                                      | AUDIENCE<br>(amount and type - students, staff)        | LOCATION<br>(Texas State, conference)             |
|-----|--|---|--|---|
| 8.  | Daniel Guerrero and Abigail Candalor                     | Understanding Your Leadership Style                                   | PACE Peer Mentors (60 students)                        | UAC 308, 8/15/17                                  |
| 9.  | Daniel Guerrero and Abigail Candalor                     | What Hue Are You? Exploring Your True Colors                          | Student Health Center Staff (70+ staff members)        | JCK 1100, 8/16/17                                 |
| 3.  | Daniel Guerrero  | Leadership and Government   | Bill DeSoto's class (25 students)                      | UAC 308, 8/31/17                                  |
| 4.  | Daniel Guerrero, Laramie McWilliams and Abigail Candalor | Effective Communication for Student Leaders                           | Campus Recreation Student Staff (20 students)          | Student Recreation Center Wet Classroom, 9/6/17   |
| 5.  | Daniel Guerrero  | The Importance of Leadership  | Fashion Merchandising students (30-40 students)        | FCS Room 141, 9/8/17                              |
| 6.  | Daniel Guerrero and Laramie McWilliams                   | What Hue Are You? Exploring Your True Colors                          | Student Government Senators and Executives             | T Bar M, 9/9/17                                   |
| 7.  | Laramie McWilliams                                       | StrengthsQuest Assessment   | Leadership Capstone Program students (27 students)     | LBJSC 4-1.9, 9/22/17                              |
| 8.  | Laramie McWilliams                                       | The Five Practices of Exemplary Leaders                               | Student Leadership Board Exec Members (12 students)    | Boko's Living Room, 9/22/17                       |
| 9.  | Daniel Guerrero  | Global Leadership   | ACUI Conference Attendees (30+ students)               | LBJ Student Center Ballroom, 9/29/17              |
| 10. | Laramie McWilliams                                       | Emotionally Intelligent Leadership for College Students               | US 1100 Students for Matt Soles (23 students)          | ASBN 408, 10/4/17                                 |
| 11. | Laramie McWilliams                                       | Social Excellence: How a Handshake Can Change the World               | Emerging Leaders Academy Students (20 students)        | LBJSC 3-10.1, 10/19/17                            |
| 12. | Daniel Guerrero  | Women in Entrepreneurship   | Academic classroom (20-28 students)                    | UAC 474, 10/19/17                                 |
| 13. | Abigail Candalor   | The Five Practices of Exemplary Leaders: Encourage the Heart          | Bobcat Build Student Leaders (40 students)             | LBJSC Student Involvement Lounge, 10/21/17        |
| 14. | Laramie McWilliams                                       | Leadership Panel Discussion   | SAHE Class (22 students)                               | ED 4007, 11/13/17                                 |
| 15. | Laramie McWilliams and Kara Solis                        | Understanding Your Leadership Style and Leadership Institute Overview | US 1100 Students for Ken Murdock (23 students)         | CENT 106, 11/15/17                                |
| 16. | Laramie McWilliams and Kara Solis                        | What Hue Are You? Exploring Your True Colors                          | Campus Recreation Center Freshmen Cohort (20 students) | Student Recreation Center Wet Classroom, 11/16/17 |
| 17. | Laramie McWilliams                                       | Understanding Your Leadership Style and Leadership Institute Overview | US1100 Students for Ken Murdock (22 students)          | UAC 406, 11/20/17                                 |
| 18. | Laramie McWilliams, Abigail Candalor and Kara Solis      | Group Development and Team Dynamics                                   | KTSW Department Directors and Leadership (30 students) | Old Main 234, 1/8/18                              |
| 19. | Laramie McWilliams, Abigail Candalor and Kara Solis      | Organizational Behavior and Culture Audit                             | KTSW Department Directors and Leadership (30 students) | Old Main 234, 1/8/18                              |

|     |   |   |   |                          |
|-----|---|---|---|--------------------------|
| 20. | Laramie McWilliams, Abigail Candalor and Kara Solis | Understanding Your Leadership Style               | PACE Peer Mentors (60 students)   | UAC 205, 1/8/18          |
| 21. | Laramie McWilliams, Abigail Candalor, Kara Solis    | Facilitation Training                             | Leadership Conference Small Group Facilitators (10-12 students)         | LBJSC 4-1.9, 1/17/18     |
| 22. | Laramie McWilliams, Abigail Candalor, Kara Solis    | Facilitation Training                             | Leadership Conference Small Group Facilitators (10-12 students)         | LBJSC 4-1.9, 1/18/18     |
| 23. | Laramie McWilliams, Abigail Candalor, Kara Solis    | Facilitation Training                             | Leadership Conference Small Group Facilitators (10-12 students)         | LBJSC 4-1.9, 1/19/18     |
| 24. | Abigail Candalor and Kara Solis                     | Facilitation Training                             | Leadership Conference Small Group Facilitators (10-12 students)         | LBJSC 4-1.9, 1/22/18     |
| 25. | Kara Solis  | Facilitation Training                             | Leadership Conference Small Group Facilitators (10-12 students)         | LBJSC 4-1.9, 1/23/18     |
| 26. | Laramie McWilliams                                  | Organization Mission and Strategic Planning       | Student Leadership Board Retreat attendees (15 students)                | University Camp, 1/26/18 |
| 27. | Laramie McWilliams                                  | Leadership Institute Overview                     | Women in Leadership Student Organization Meeting (35 students)          | LBJSC 3-6.1, 2/7/18      |
| 28. | Laramie McWilliams                                  | StrengthsQuest Assessment                         | Texas State Leadership Capstone Program students (20 students)          | LBJSC 4-1.9, 2/16/18     |
| 29. | Laramie McWilliams                                  | The Social Change Model of Leadership Development | Pathfinder: Texas State Emerging Leaders Program students (25 students) | LBJSC 4-1.9, 2/19/18     |
| 30. | Laramie McWilliams                                  | Leadership Panel Discussion                       | SAHE Class (22 students)  | ED 4039, 4/9/18          |
| 31. | Laramie McWilliams                                  | Effective Communication Strategies                | Texas State Leadership Capstone Program students (20 students)          | LBJSC 4-1.9, 4/13/18     |

### Special Recognitions for Area Staff in 2017-2018

|  | <u>PERSON</u>      | <u>RECOGNITION</u>  | <u>ORGANIZATION RECOGNITION FROM</u> |
|--|--------------------|---|--------------------------------------|
|  | Laramie McWilliams | Champion for Student Success                              | Division of Student Affairs          |
|  | Sean Hembrick      | Outstanding Contribution – Graduate Assistant Recognition | Division of Student Affairs          |

### Progress on Objectives from last year's Annual Report

#### Objective 1

Develop an updated strategic plan to provide guidance to the future of the Leadership Institute.

Objective 1 status – Modified

This objective has been postponed until FY19. While the Institute hired an Assistant Dean in FY18 and wanted to give this individual time to become orientated to the office and its programming, the Assistant Dean resigned their position before action could be taken. The incoming Assistant Dean will work on this objective in the next fiscal year, once new staff has been hired and trained.

#### Objective 2

Develop and incorporate a service learning component to enhance the leadership development potential of participants.

##### Objective 2 status – Complete/Modified

In partnership with the Special Assistant to the Dean, and chartered student organizations out of the Dean of Students Office, Bobcat for a Day was hosted during the fall 2017 semester. This program partnered students from the San Marcos community with a Texas State student leader to share their experiences as Bobcats. Student volunteers helped raise college awareness for these high school students, supported underrepresented/underserved student recruitment by demystifying the application and financial aid process, and providing a leadership and mentoring opportunity for Texas State student leaders. Students reflected on the experience through post-program discussion and focus group. The Leadership Institute will continue to explore service opportunities to meet community/societal needs, and that incorporates a larger range of Texas State students (compared to our limited run with student leaders involved in our chartered student organizations).

#### Objective 3

Continue fundraising efforts, both for the Leadership Institute endowment and for major programs such as the Leadership Institute Annual Conference and the LeaderShape® Institute.

##### Objective 3 status – In-Progress

The Leadership Institute endowment has reached the required level of funding, but staff has continued fundraising efforts in order to produce a larger amount of interest each year that could support significant leadership programming. In addition, the Institute has developed relationships with alumni donors who have created scholarship opportunities that resulted in the awarding of three \$1,000 scholarships for students (not endowed), and the establishment of the Veronica Gonzales Leadership Institute Endowed Scholarship that will provide an additional \$1,000 scholarship to a student leader each year. The area continues to fundraise costs associated with the Leadership Institute Annual Conference, but will need to focus on identifying partners for the LeaderShape® Institute in the future.

#### Objective 4

Further develop the Leadership On Demand services by updating or developing new activities/workshops, and increase promotion of these presentations to student organizations, faculty and staff members. The Student Leadership Board will also be invited to facilitate sessions when Leadership Institute staff may not be available in an effort to expand our offerings and introduce our programs to a greater audience.

#### **Objective 4 status – Complete/Modified**

While the number of actual presentations stayed steady from the previous academic year, offerings of Leadership On Demand have increased, and the Institute staff have developed new partnerships among students, faculty/staff and community members. Student Leadership Board members were not incorporated in this academic year, but we will focus on training these officers for Leadership On Demand outreach in the future.

#### **Objective 5**

Explore and assess cultural immersion opportunities, both national and international.

#### **Objective 5 status – Modified**

The Assistant Dean had made significant progress in identifying national and international travel and immersion opportunities, but resigned his position before decisions were made/implemented. This will be a focus for the new Assistant Dean and staff in the next year.

#### **Objective 6**

Increase development, support and advising of the Student Leadership Board to help expand and promote involvement in the organization, as well as the connection with the Leadership Institute.

#### **Objective 6 status – In Progress**

The Student Leadership Board continues to grow and develop as it shapes its identity as an organization and as a component of the Leadership Institute. They experienced some challenges through staffing changes (loss of staff), but were provided significant structural/procedural support by one of the Graduate Assistant advisors. Executive officers were afforded the opportunity to enhance their personal development by attending the Circle of Change Leadership Conference, and by playing active roles in the planning and execution of the Leadership Institute Annual Conference. As the membership will change from year to year, this objective will continue to be a priority for future groups. In the coming year we plan to include the Student Leadership Board in the Leadership Institute's planning process, and increase the training/orientation and advising support so members feel comfortable and confident in their roles.

#### **Objective 7**

Increase recruitment efforts and retention of students in multi-week programming such as the Pathfinder: Texas State Emerging Leaders Program and the Texas State Leadership Capstone Program: Step Forward, Give Back. The Leadership Institute will conduct a gap analysis to identify opportunities to recruit students from schools, majors or student organizations who may be missing from our programming. Staff, graduate assistance, and Student Leadership Board members will develop informational presentations to share with strategic student organizations, faculty/staff groups, classes and other interested parties to provide information and encourage participation in the Leadership Institute programming and services.

#### **Objective 7 status – In Progress**

Changes were made to both the Pathfinder: Texas State Emerging Leaders Program and the Texas State Leadership Capstone Program: Step Forward, Give Back from the fall to the spring semesters to better engage participants in relevant leadership education and important

topics that students find applicable to their lived experiences. We included a focus on diversity and inclusion, and found more in-depth discussions and dialogue resulted in better retention of student participants throughout the program. The Leadership Institute has also intentionally targeted new partners and organizations to identify participants, and will continue to nurture these relationships for stronger collaborative partners.

### **Objectives for next year.**

1. Develop an updated strategic plan to provide guidance to the future of the Leadership Institute.
2. Develop and incorporate service/service learning opportunities to enhance the leadership development of participants.
3. Enhance the training, orientation and professional development of new full-time and graduate assistant staff to provide easier transition and better support of new professionals in the field.
4. Explore national and international travel/immersion opportunities, particularly those that would be inclusive of individuals regardless of their socioeconomic status.
5. Increase marketing, outreach and branding of the Leadership Institute and its programs, along with the Dean of Students Office as a whole.
6. Continue fundraising efforts, particularly for the Leadership Institute Endowment, the Leadership Institute Annual Conference and the LeaderShape® Institute.

### **Trends/Challenges for 2018-2019**

#### Challenges/Obstacles

1. Recruitment and retention of male students
2. Identifying new ways to engage students once they have completed all programming opportunities at their level of leadership or classification
3. Scheduling difficulties due to space limitations (events, meetings, etc.)
4. Issues with low registration to attendance ratios at major events such as the Leadership Institute Annual Conference and the LeaderShape® Institute
5. Lack of sufficient permanent funding for the Student Leadership Board and the LeaderShape® Institute
6. Developing domestic and international travel and learning opportunities – and accessibility (primarily financial) to all students.

#### Trends

1. Increased focus on experiential learning or learning by doing, rather than instruction.
2. Values-driven leadership, social responsibility and ethics are increasingly important philosophies in leadership education.
3. Service-learning components are becoming more integrated with leadership programs and departments.
4. Incorporation of diversity and social justice issues are common themes in leadership education.

**ANNUAL REPORT**  
**Dean of Students Office**  
**OMBUDSPERSON**

**Student Affairs Division**  
**Texas State University**  
**2017-2018**

**Accomplishments/Retention Initiatives from 2017-2018**

9. This past year was like no other year in many ways but especially in terms of the 107 cases reported through May 29, 2018, which is a 55% increase from FY17.

| <u>Fiscal Year</u> | <u>Number of Cases</u> |
|--------------------|------------------------|
| FY18               | 107                    |
| FY17               | 69                     |
| FY16               | 65                     |
| FY15               | 54                     |
| FY14               | 30                     |
| FY13               | 37                     |

**Progress on 2018-2023 Administrative Support Plan / Strategic Plan**

Promote the success of all students: 1.5 Enhance advising, academic support programs and services to increase student retention and academic success.

**Assessments Conducted in 2017-2018**

An electronic satisfaction survey was forwarded to each student who visited the office or initiated an online Ombudsman case. There were 18 students who completed the survey for FY18 for a 17% response rate.

The following scale was used to measure Overall Satisfaction with Ombudsman Services:  
EXCELLENT-SATISFACTORY-AVERAGE-POOR-UNACCEPTABLE

Of the 17 respondents:

12 (71%) rated their OVERALL satisfaction with Ombudsman Services as EXCELLENT  
2 (12%) rated their OVERALL satisfaction with Ombudsman Services as SATISFACTORY  
2 (12%) rated their OVERALL satisfaction with Ombudsman Services as AVERAGE  
1 (6%) rated their OVERALL satisfaction with Ombudsman Services as UNACCEPTABLE.

The results to the 9 questions are as follows:

- |  |  |
|--|--|
| 1. Was a response to your inquiry received in a timely manner?       | Yes <u>94%</u> No <u>6%</u> No Response  |
| 2. Did your case/inquiry require a personal meeting with Dr. Morton? | Yes <u>94%</u> No <u>6%</u> No Response  |
| 3. Was your case/inquiry resolved via e-mail without                 | Yes <u>12%</u> No <u>88%</u> No Response |

the need to meet with Dr. Morton?

4. As a result of the Ombudsman process, do you consider Yes **89%** No **11%** No Response the amount of time required to address your case/inquiry was reasonable?

5. Prior to meeting with Dr. Morton, were you aware of the Yes **56%** No **44%** No Response appropriate University Policy and Procedure to address your concern?

6. Did Dr. Morton clarify options for you that positively Yes **89%** No **11%** No Response contributed to your ability to make a well-informed decision regarding your case/inquiry?

7. As a result of the Ombudsman process, do you know Yes **83%** No **17%** No Response where to find information to address future concerns you could encounter as a student?

8. As a result of the Ombudsman process, do you feel Yes **83%** No **17%** No Response your case adequately addressed by Dr. Morton?

9. Please rate your OVERALL SATISFACTION with Ombudsman services provided through the Dean of Students office by circling the appropriate response.

Excellent **72%** Satisfactory **11%** Average **11%** Poor **0%** Unacceptable **6%**

### **Presentations by Area Staff in 2017-2018**

#### **Special Recognitions for Area Staff in 2017-2018**

Received Division's Outstanding Contribution to Student Affairs Award.

|  | <u>PERSON</u>     | <u>RECOGNITION</u>                          | <u>ORGANIZATION RECOGNITION FROM</u> |
|--|-------------------|---|--------------------------------------|
|  | Vincent E. Morton | Outstanding Contribution to Student Affairs | Division of Student Affairs          |

#### **Progress on Objectives from last year's Annual Report**

1. FY17 objective was to improve on 18% Poor and Unacceptable survey response(s). For FY18 there was only one response (6%) ranked as Unacceptable. The Unacceptable response is attributed to the fact there was an inquiry about a Title IX case in which I could provide very little information other than whom to contact which did little to satisfy the student's mom; I can understand the parents' frustration.

#### **Objectives for next year.**

1. With an increase of 55% this year I hope the number decreases.
2. Initiate conversations regarding the establishment of one uniform institutional process for Grade Appeals.

#### **Trends/Challenges for 2018-2019**

The university had a tumultuous year in regards to racial incidents and a lasting impact as a result of the Presidential Election, hopefully the environment will be a bit more calm for FY19.

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

**Student Affairs Division  
Texas State University  
2017-2018**

**Accomplishments/Retention Initiatives from 2017-2018**

1. Student Emergency Services issued Absence Notifications for 1,819 students who could not attend classes because of emergency situations. The number of students served for FY18 represents an 32.5% (N=1,373) increase from FY17.
2. Student Emergency Services distributed \$68,623 in emergency funding to 126 students who experienced emergencies, which was an 133% (N=54) increase in the number of students who received financial assistance during FY17. The FY18 funding is an 238% (N=\$20,250) increase in funding to students from FY17.
3. Student Emergency Services scheduled 712 appointments to assist students with emergency-related problems. The meetings, which occurred both in person and by phone, included consultations regarding absence notifications, emergency financial requests, academic concerns, and withdrawing from classes or the university. The number of appointments in FY18 represents a 60% (N=444) increase over the number of appointments conducted during FY17. These numbers also include the Graduate Assistant's student meetings (N=55) and the Administrative Assistant's in-person and phone consultations (N=120).
4. Student Emergency Services responded to 32 PAWS Alerts to assist students with issues such as family/personal crisis, family/friend death and classroom disruption. The number of students assisted from the referred in FY18 represents a 77.7% (N=18) increase from FY17.
5. Student Emergency Services responded to 7,625 emails received in the Dean of Students Office inbox, which is a 5% (N=7,260) increase compared to FY17.
6. Student Emergency Services sent 44 emails to students who violated the Tobacco Policy.
7. Student Emergency Services gathered information and led discussions of the Behavior Assessment Team regarding 26 students of concern to assess the risks to the university community by consulting with faculty and recommending action steps to cease concerning behavior.
8. The Student Emergency Services website was completely revised and launched in September 2017 to include information about all services and resources provided to students including new on-line forms allowing students to request assistance from the website.
9. Student Emergency Services raised a total of \$37,840.33 that included \$36,366.33 from 412 individuals and \$1,474 from the Texas State Panhellenic Council during the 2017 *Step Up for State* fundraising campaign towards the Student Emergency Fund. This number represented the largest number of donations to a single group during the 2017 campus-wide campaign. Due to the success of the *Step up for State* 2017 campaign, Student Emergency Services has been selected to be highlighted during the 2018 campaign.
10. Student Emergency Services received a total donation of \$27,000 from a single donor. The *Bobbye Watts Student Emergency Services Endowed Scholarship* Memorandum of Understanding was initiated during the spring 2018 semester. The scholarship will award two

\$500 scholarships to students who are challenged with chronic medical conditions. The donor has also agreed to provide \$1000 for the fall 2018 and fall 2019 semesters so that the scholarship will begin to be offered until the equity on the endowment reaches the \$1000 annual amount.

11. Student Emergency Services received and distributed the *Harvey HELP* grant for \$10,000 during the fall 2018 semester.

### **Progress on 2017-2023 Administrative Support Plan / Strategic Plan**

#### Department Strategy 2.1.2 (2017-2023):

Create an overview brochure about Student Emergency Services and a specific brochure about academic options for students who have experienced emergencies.

Beg FY: FY17              End FY: FY23

Status:              This strategy is in progress. The information for the overview brochure and academic options brochures were made available via the Student Emergency Services website in September 2017. The design and development of the paper brochure is in progress and will be ready for distribution through the Dean of Students Office and during on-campus and off-campus presentations at the beginning of the fall 2018 semester.

#### Department Strategy 2.1.3 (2017-2023):

Create a two-minute informational video showing an overview about Student Emergency Services.

Beg FY: FY17              End FY: FY23

Status:              This strategy is complete. Two videos were produced during the fall 2017 semester: the first was produced by Texas State University Marketing office, which is on the main page of the Student Emergency Services website. The second 2-minute video was produced for the *Step Up for State* campaign during fall 2018 semester. The second video was also issued to various mass media outlets by the University Marketing Office prior to the *Step Up for State* campaign.

#### Department Strategy 4.2.2 (2017-2023):

Develop and implement a five-year fundraising plan that provides support for Student Emergency Services.

Beg FY: FY17 End FY: FY23

Status:              This strategy is ongoing. Because of fundraising efforts, Student Emergency Services raised \$37,840.33 during the *Step Up for State* campaign in the fall 2017 semester and a \$25,000 *Bobbye Watts Student Emergency Services Endowed Scholarship* MOU during the spring 2018 semester. These two efforts raised \$62,840.33 for Student Emergency Services during FY18.

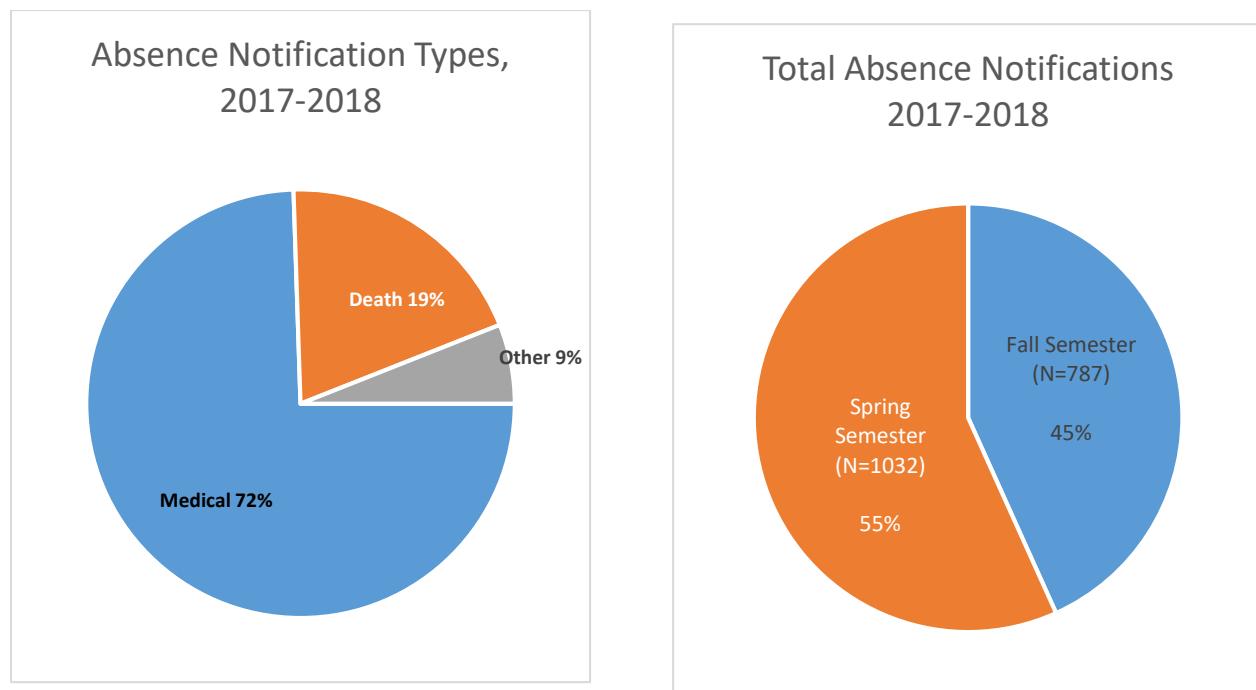
### **Assessments Conducted in 2017-2018**

Student Emergency Services conducted a total of five assessments this year, which included Absence Notification - Customer Tracking, Absence Notification Completion Rates, Absence

Notification Satisfaction Survey, an Emergency Funding Service Satisfaction Survey, and Emergency Funding Completion Rate.

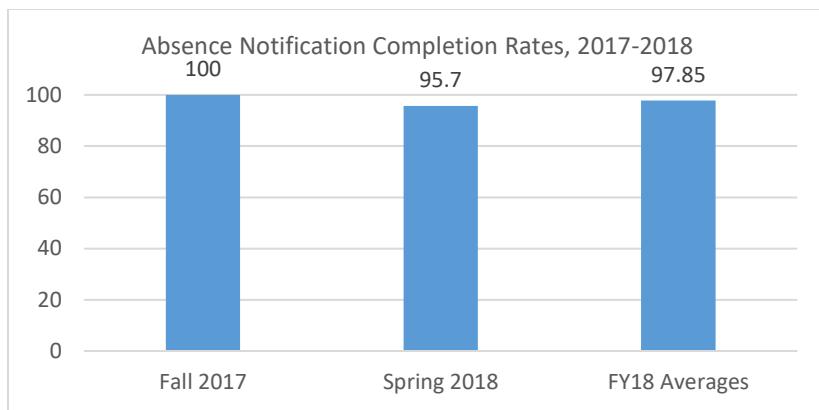
#### Absence Notification - Customer Tracking

To understand the distribution of types of absences reported for notifications, data was analyzed to compare the number of notifications issued during the fall 2017 semester (N=787) and the spring 2018 semester (N=1,032). Of the 1,819 notifications issued in FY18, 72% (N=1,316) of notifications were medically related, 19% (N=345) regarded the death of a loved one, and 9% (N=106) were related to another type of emergency. These comparisons are illustrated in the charts below.



#### Absence Notification Completion Rates

The semester completion rates were calculated for students who received Absence Notification services for FY18, comparing the fall and spring semesters. Semester completion rates were defined as not withdrawing from the university and receiving any letter grade for semester courses. The Semester Completion Rates chart below shows that of the 1,819 students who received Absence Notification services, 100% (N=787) of the students during the fall 2017 semester completed and 95.7% (N=988) of students who received Absence Notification services in the spring 2018 semester completed. The percent average for FY18 was 97.85% (N=1,775).



#### Absence Notification Satisfaction Survey

An electronic survey was e-mailed to 1,819 students who had Absence Notifications sent to faculty members. The purpose of the notifications was to verify that the student experienced an emergency or crisis which prevented him or her from attending classes on specific days during the 2017-2018 academic year. During the fall 2017 semester, 787 surveys were sent and 14% (N=112) were completed and returned; During the spring 2018 semester, 1032 surveys were sent and 11.8% (N=122) were completed and returned. Overall, 12.9% (N=234) of the 1,819 surveys distributed in FY18 were completed and returned. According to the responses, during FY18, 96% (N=224) either *Strongly Agreed* or *Agreed* that they were satisfied with the absence notification service; 92% (N=216) either *Strongly Agreed* or *Agreed* that the service was helpful; and 94% (N=220) either *Agreed* or *Strongly Agreed* that the absence notification service was helpful in allowing them to continue their academic career. Overall, the three main criticisms of the absence notification service were that instructors would not automatically “excuse” an absence because a notification had been issued, that students were not provided with information about other services that might be helpful, and that the services was not helpful to students who could not afford to seek medical treatment (in order to provide documentation for the medical emergency).

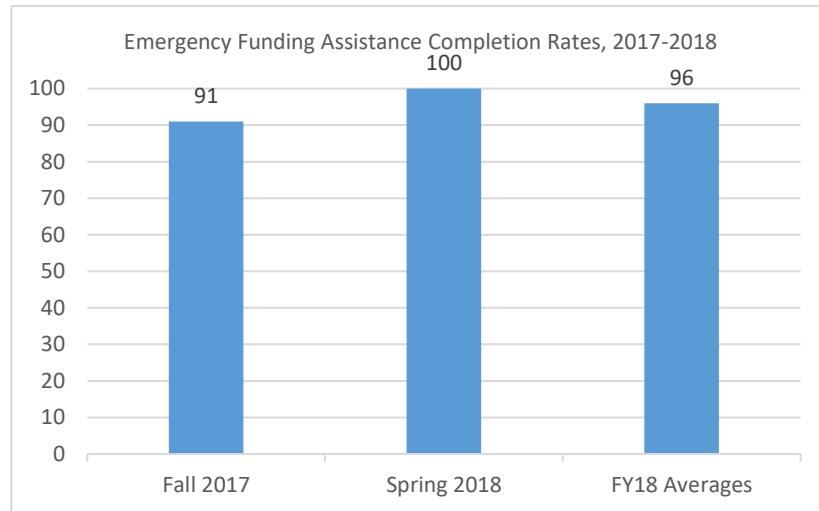
The results of the survey support the goal of the Student Emergency Services staff to create a strategic plan to market absence notification services to faculty and students.

#### Emergency Funding Service Satisfaction Survey

The Student Emergency Services Funding Satisfaction Survey was initially administered during the spring 2017 semester. During the fall 2017 semester, the online survey was administered to 131 students who requested emergency assistance at the beginning of the spring 2018 semester. Of the surveys sent, 24% (N=31) were returned. Of those that responded to the survey, 96.7% (N=30) reported being satisfied with the assistance provided and 100% (N=31) said that they were satisfied with the response time to their emergency funding request. One hundred percent (N=31) of the respondents said that they filled out the funding request application and 96.7% (N=30) stated that they received emergency funding. When asked if they received help identifying financial assistance from other sources, 74% (N=23) responded *Yes*, and 52% (N=16) reported that they received a list of additional financial assistance resources. When asked if the financial assistance received was helpful, 90% (N=28) responded *Yes*.

### Emergency Funding Completion Rate

During FY18, 126 students experienced emergencies that required funding assistance. Of the 126 students, 80% (N=101) applied in the fall 2017 semester and 20% (N=25) applied in the spring 2018 semester. The Semester Completion Rates chart below shows that of the 126 students who received emergency funding assistance, 91% (N=92) of the students during the fall 2017 semester completed and 100% (N=25) of students who received Absence Notification services in the spring semester completed. The percent average for FY17 was 96% (N=117)



### **Presentations by Area Staff in 2017-2018**

| PERSON           | PRESENTATION TITLE  | AUDIENCE                                       | LOCATION    |
|------------------|---|--|-------------|
| Glynis Christine | “Black Power” Journeys: Past-Present-Future                             | <i>Africana Philosophy</i> class               | Texas State |
| Glynis Christine | “Who Says”  | Leadership Institute Annual Conference         | Texas State |
| Glynis Christine | “The Over-involved Student Leader” panel                                | Leadership Institute Annual Conference         | Texas State |
| Glynis Christine | “Campus Student Referrals: When, Why, and How to Refer a Student” panel | SAHE students                                  | Texas State |
| Glynis Christine | Non-traditional Student Organization (NTSO) commencement speaker        | NTSO commencement                              | Texas State |
| Glynis Christine | “Ethical Decision-making”   | UPD Citizens Police Academy –Fall 2017 class   | Texas State |
| Glynis Christine | “Ethical Decision-making”   | UPD Citizens Police Academy -Spring 2018 class | Texas State |
| Glynis Christine | Grief services available at Texas State                                 | CIS 1312 class                                 | Texas State |

### **Special Recognitions for Area Staff in 2017-2018**

| PERSON           | RECOGNITION   | RECOGNITION FROM                             |
|------------------|---|--|
| Glynis Christine | Outstanding Alumni: Occupational, Workforce, and Leadership Studies | The College of Applied Arts, Texas State     |
| Glynis Christine | Graduating Student Recognition of Campus Support                    | Retention Management & Planning, Texas State |

### **Progress on Objectives from last year's Annual Report (2016-2017)**

#### Objective 1

Create a training toolkit for interim staff to reference for natural disaster times when extra staffing is needed.

#### Objective 1 status: In progress

The toolkit will be ready for distribution for the fall 2018 semester.

#### Objective 2

Investigate sources of cash and non-cash grants from community-service providers.

Objective 2 status: In progress

A meeting is being arranged with the San Marcos Electric Utility manager and a representative from Student Emergency Services to discuss the possibility of arranging for a \$1000 grant that can be issued to students who are experiencing emergencies that include the loss of their electric and/or water utilities.

Objective 3

Develop an intern position from the Texas State social work program to work at.

Objective 3 status: In progress

In addition to working with the Texas State Social Work program, a representative from Student Emergency Services will also work with the internship coordinators from other Texas State academic departments such as the Applied Sociology masters program, to determine if there is an opportunity to have an intern work with the office for FY19.

Objective 4

Create criteria based on benchmarking other Student Emergency Services offices to determine how absences due to the deaths of loved ones are vetted and documented.

Objective 4 status: Complete

Based on benchmarking data, other universities provide absence notifications to students who experience the loss of any loved one, both human and animal. In fall 2017, Student Emergency Services staff issued absence notifications for up to five days for the death of a loved one and up to ten days for the death of an immediate family member.

Objective 5

Complete the Protocols for the Student Emergency Services Coordinator position and internship positions.

Objective 5 status: In progress

The Protocols for the Student Emergency Services Coordinator position was drafted in fall 2018. Due to changes in the administration of services as well as additions to the responsibilities for the Graduate Assistant, the Administrative Assistant, and possibly adding an intern, the document is being updated. The initial version will be ready for use in the fall 2018 semester.

Objective 6

Complete the Student Emergency Services website.

Objective 6 status: Complete

The updated Student Emergency Services website was launched September 2017.

Objective 7

Create a strategic marketing and information plan that will include Professional Development workshops and the Student Emergency Services website, video, fundraising, collaborations with other on- and off-campus services, and an Academic Options brochure. Also, face-to-face

meetings, phone conversations and presentations allow Student Emergency Services staff to inform others and market our services.

**Objective 7 status: In progress**

The Student Emergency Services five-year strategic plan was started and included parts of a marketing plan. The strategic plan to include the marketing plan will be completed in the summer 2018. Currently, the interpersonal component of the information plan is in effect. For example, during the spring 2018 semester, the Student Emergency Services coordinator presented to the dean and department chairs for the College of Science and Engineering. As a result of the presentation, the Dean assigned the task of creating a coordinated effort and policy statement for all department chairs to serve as a model for other colleges.

**Objectives for 2018-2019**

1. Create an internship program (position and training) for Student Emergency Services during FY19.
2. Create a training module for working with walk-in students and following up with students who have emergency funding requests.
3. Explore collaborations to find resources to provide students submitting appeal statements with referrals for writing assistance that will be confidential.
4. Gain the knowledge and skills in grant-writing.
5. Customize and utilize the National Association of Student Personnel Administrators Emergency Aid Rubric for the academic consultations and absence notifications.
6. Implement strategies to enhance communication for Student Emergency Services staff such as planning meetings on the first Wednesday of each month and scheduled annual retreats.

**Trends/Challenges for 2018-2019**

1. During the period between FY15 and FY18, the number of Absence Notifications issued increased by over 203% (FY15, N=599; FY16, N=1,022; FY17, N=1,373; and FY18, N=1,819). This trend of exponential growth creates the challenge to educate all stakeholders about the criteria for, and scope and purpose of absence notifications. Data indicates that members of the university community, and particularly faculty members require accurate information.
2. During the period between FY15 and FY18, Student Emergency Services issued emergency funds totaling \$147,162 (FY15, N=\$17,516; FY16, N=\$40,773; FY17, N=\$20,250; and FY18, N=\$68,623). The substantial increase between FY15-FY16 and FY17-FY18 was in response to two major natural disasters in the San Marcos area in the spring and fall 2015 and one major natural disaster in the Houston area in the fall 2017 semester. In the event that there are similar disasters in the future, the need for additional funding sources is critical. Especially important will be to secure sources of funding that are readily available. Additionally, staffing during these periods is a challenge. As a result, Student Emergency Services staff is creating a protocol toolkit for interim staff during high-demand periods.
3. The increase in the number of student appointments from FY15 until FY18 of 541%

(FY15, N=111; FY16, N=407, FY17=444; and FY18, N=712), suggests that Student Emergency Services staff must continuously evaluate ways to assist students more efficiently. Hiring the Coordinator on a full-time basis has proven to be effective, however, since Student Emergency Services plans on to educate stakeholder that will inform many people about the program, the anticipated increase in the demand for services will continue to be a challenge. To alleviate the increased workload members of the staff are considering alternative sources of additional assistance. These include training the Graduate Assistant to handle more student appointments, training the Administrative Assistant to assist more with walk-ins, adding a dedicated Work-Study student, and adding a non-paid graduate student intern. While this will increase productivity and the number of students assisted, work space will be the challenge for these staff members.

4. To address some faculty members' complaints that absence notifications sent regarding days that a student did not have class, during the fall 2017 semester, the Student Emergency Services staff altered the absence notification intake form to ask students to list only those instructors who specifically requested that a notification be sent. While this reduced the time to create the notification, it was changed back to notify all faculty members in case a medical emergencies impact students' ability to complete assignments whether or not they miss class due to the emergency. The form was revised during the spring 2018 semester.
5. Because the intake forms for absence notifications, emergency funding requests and academic consultations are online, it would be helpful for the forms to be part of the university-wide system. Student Emergency Services, with the assistance of Associate Director for the Financial Aid Office, will make an application to change the emergency funding request form from a GATO form to a .NET form. If this is successful, Student Emergency Services will apply to include the absence notification and academic consultation requests forms.

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

**Student Affairs Division**  
**Texas State University**  
**2017-2018**

**Accomplishments/Retention Initiatives from 2017-2018**

1. Fall retreat was held at John Newcomb Tennis Ranch in New Braunfels, Texas from September 8 and 9, 2017 with 32 members and the two organization Co-Advisors.
2. Conducted Foundations of Excellence which included a nomination and selection process followed by an awards ceremony held in Flowers Hall, Room 230, on October 18, 2017 attended by the ten (10) faculty and staff award recipients and their guests along with the Student Foundation advisors and student membership.
3. Hosted Bobcat For A Day, college tour day, for 35 San Marcos High School AVID Junior and Senior students as a pilot service learning program on October 25, 2017 in the LBJ Student Center. Funds came from a one-time project grant from the City of San Marcos – San Marcos Commission on Children and Youth in the amount of \$1,935.00. Student Foundation collaborated with members of other Dean of Students Chartered Student Organizations (Student Leadership Board, Student Government, Greek Leadership, etc.) to provide one-on-one peer guide for each high school student while attending classes, touring campus, having lunch in campus eateries, and participating in Q&A panels with administration that offered direct information about attending Texas State University. 35 college students total participated in the event. High school students were also able to participate in the Hogwarts Halloween event in the LBJSC Ballroom, allowing for extracurricular activity experience during their day. Pre-test, post-test, and evaluations were conducted and results submitted to City of San Marcos in final grant report.
4. Conducted a successful Veterans Day Ceremony on November 13, 2017 with 425 people attending the ceremony in the Quad and 140 people attending the reception in LBJ Student Center Room 3-13.1 afterwards.
5. Held Student Foundation Winter Banquet in McCoy's Business School Reception Room on December 1, 2017.
6. Spring Retreat took place on Friday, January 26, 2018 in Austin for Leadership Development activities around downtown locations, and on Saturday, January 27, 2018 at the Freeman Ranch university facility.
7. One of the co-advisors for Student Foundation retired from the university at the end of January, 2018. The Dean of Students stepped back into direct advising role with co-advisor for the rest of the year.
8. Through an invitation from the Leadership Institute area, four Student Foundation members participated as small-group facilitators for the Leadership Institute Annual Conference held on February 23-24, 2018 in the LBJ Student Center. One member was the recipient of one of the Leadership Institute Scholarships given away at the Conference.

9. Conducted a successful Bobcat Pause Memorial Service, remembering 52 honorees, on April 12, 2018 with close to 400 people attending the reception and service in the LBJ Student Center Ballroom.
10. Conducted one year-long membership recruitment process, including two weeks of interviews in March, 2018 (25 applicants), selection on April 6, 2018, and tapping from April 9, 2018 through April 24, 2018.
11. Conducted new member Induction from 2017-2018 recruitment (17 new members) in the LBJ Student Center Teaching Theatre on April 25, 2018.
12. Held Spring Banquet and Awards Ceremony at the Marriot Courtyard in San Marcos on April 28, 2018. Eighteen members who were graduating received recognition, and general membership were presented the following awards:
  - a. Committee Member of the Year – six (6) awarded
  - b. Crest Awards – three (3) awarded; *Legatus, Ducis, Fides*
  - c. Member of the Year – one (1) awarded
  - d. Director of the Year – one (1) awarded
13. The Leadership Institute area, which administers the Dean of Students Student Leadership Conference Travel Fund, selected Student Foundation members to attend one of the following Texas State, state or national leadership conferences:
  - a. Four member attended the Hatton Sumner's retreat in Austin, Texas.
  - b. Four members attended the LeaderShape -Texas State Institute in May 2018.
  - c. One member was selected to serve as a Co-Family Cluster Facilitator, however, had to step out from participation due to family emergency.
14. Successfully re-applied for, and received, funding to be able to hire and pay our Executive Officers and will continue that process this upcoming academic year (2018-2019).

### **Progress on 2018-2023 Administrative Support Plan / Strategic Plan**

#### From 2012-2017 Strategic Plan:

Department Goal 3 (2012-2017):

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

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

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

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

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

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

Beg FY: FY12      End FY: FY17

Status: **Completed** - Staff from the Leadership Institute conducted presentations at a general meeting of Student Foundation to outline our strategic plan and seek their involvement with programming. Student Foundation members were also selected to serve as small group facilitators for the Leadership Institute Annual Conference. Select SF leaders were also speakers at workshops and conference

breakout sessions offered during the year. Student Foundation members are also encouraged to attend and complete the Leadership Institute Capstone program, as well as to participate in any of the programs offered.

#### **From 2017-2023 Strategic Plan:**

Department Goal: Goal 1 (2017-2023): Deliver co-curricular programming through leadership development, support services and experiential learning activities to facilitate student success.

*Department Objective: 1:1 (2017-2023):* Develop and implement a co-curricular service learning program for the eight Dean of Students Office chartered student organizations: four Greek Councils, Greek Programming Board, Student Foundation , Student Government and the Student Leadership Board to support student success and retention.

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

*University Planning Category:* 1. Promote the success of all students (8. Provide educational programs and co-curricular activities that foster community, service learning, leadership, career exploration, and personal development.)

*Department Strategy: 1.1.2. (2017-2023):* Pilot small, controlled co-curricular service learning project.

Status: **Completed** – Student Foundation Executive Officers and Leadership Team, along with Advisors, created a “service learning program in a box” (outreach communication templates, consent forms, curriculum design, flyers/advertising, pre and post test models, evaluations, group forum questions, etc.) in FY 2016-2017. This year, FY 2017-2018, Advisors wrote for grant funding for a pilot program utilizing the service learning information, and implemented the Bobcat For A Day event. Student Foundation hosted Bobcat For A Day, college tour day, for 35 San Marcos High School AVID Junior and Senior students as a pilot service learning program on October 25, 2017 in the LBJ Student Center. Funds came from a one-time project grant from the City of San Marcos – San Marcos Commission on Children and Youth in the amount of \$1,935.00. Student Foundation collaborated with members of other Dean of Students Chartered Student Organizations (Student Leadership Board, Student Government, Greek Leadership, etc.) to provide one-on-one peer guide for each high school student while attending classes, touring campus, having lunch in campus eateries, and participating in Q&A panels with administration that offered direct information about attending Texas State University. 35 college students total participated in the event. High school students were also able to participate in the Hogwarts Halloween event in the LBJSC Ballroom, allowing for extracurricular activity experience during their day. Pre-test, post-test, and evaluations were conducted and results submitted to City of San Marcos in final grant report.

#### **Assessments Conducted in 2017-2018**

The four Executive Officers and six Directors were paid with a Student Service Fee Stipend, the Executive Officers were allocated 10 hours of office hours per week and submitted timesheets as if they were student workers. The advisors and other staff in the Dean of Students Office worked hard to support Student Foundation Leadership Team over the 2017-2018 year to continue their development. This year they continued to examine the role and scope of the organization,

conducted a pilot service learning program, as well as to examine the complexity of the existing programming which now includes Bobcat Pause Memorial Service, Veterans Day Commemoration Ceremony, Foundations of Excellence, hosting duties for the university president, Fall recruitment and induction, winter and spring banquets, and Fall and Spring retreats. One formal assessment tool was utilized during the 2017-2018 year to mark satisfaction and leadership development.

#### Student Leadership Skills Proficiency Assessment

Student Foundation Advisors evaluated the leadership skills proficiency of ten of the ten Student Foundation Officers and Directors in the Fall of 2017 – all ten Leadership Team members were asked to complete the assessment tool, ten actually completed. In Spring of 2018 nine of the ten actually completed the assessment tool.

In Fall 2017, zero (0%) Leadership Team members were at the *Visionary* level, one (10%) Leadership Team members were at the *Organization Veteran* level, two (20%) Leadership Team members were at the *Coordinator* level, three (30%) Leadership Team members were at the *Volunteer/Contributor* level and four (40%) Leadership Team members were at the *Member* level.

In Spring 2018, four (40%) Leadership Team members were at the *Visionary* level, one (10%) Leadership Team members were at the *Organization Veteran* level, two (20%) Leadership Team members were at the *Coordinator* level, one (10%) Leadership Team members were at the *Volunteer/Contributor* level and two (20%) Leadership Team members were at the *Member* level.

| Leadership Skill Level    | SF Fall 2017 | SF Spring 2018 |
|---------------------------|--------------|----------------|
| MEMBER (lowest level)     | 4            | 2              |
| VOLUNTEER/CONTRIBUTOR     | 3            | 1              |
| COORDINATOR               | 2            | 2              |
| ORGANIZATION VETERAN      | 1            | 1              |
| VISIONARY (highest level) | 0            | 4              |

The results from the Student Leadership Skills Proficiency Assessment indicate that the retreats for the Leadership Team (consisting of the advisors, officers, and directors) for transition in May and planning for the academic year, along with the meetings with advisors have indeed affected the Leadership Team's continued growth and involvement with the organization. All of that should continue to be offered and include team building, budgeting, event planning, assessment, communication, recordkeeping and university policies and procedures. The students also participated in a formal performance evaluation as employees in January, 2018. This process allowed the students to also be a part of their skills proficiency evaluation and becomes a dual professional development piece. Resulting in both advisors and students being fully aware of where they are and how they can both work to ensure there is progress and development.

Student Foundation membership held their meetings on alternating Wednesdays from 7:00-9:00 pm, and event committees usually met after the general meetings. The Leadership Team also held regular meetings just before general membership meetings from 5:00-6:30 pm. Executive Officers met with Advisors every other Monday morning from 8:30 to 10:00 am, and held office hours (10 hours) per week to ensure that the office is open to the membership and so that meetings with advisors can be scheduled during the day as opposed to evening times and weekend.

Executive Officers and the rest of the Leadership Team had more accessibility to programs and events, and ensured that they are being supported from the top down. In order to achieve this the Executive Officers supervised 2 Directors, except for the President and VP Finance who supervised 1 Director each, and assisted them through their programming efforts. This also enhanced the professional development the Executive Council and Directors received, as well as resulted in better accountability measures. The hope is that the Leadership Team will continue to grow and become more effective as a whole and not just as individuals.

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

#### **Presentations by Area Staff in 2017-2018**

| #   | <u>PERSON</u> | <u>PRESENTATION</u><br>(title or topic) | <u>AUDIENCE</u><br>(amount and type - students, staff) | <u>LOCATION</u><br>(Texas State, conference) |
|-----|---------------|---|--|--|
| 10. | NA            |   |  |  |

#### **Special Recognitions for Area Staff in 2017-2018**

|  | <u>PERSON</u> | <u>RECOGNITION</u>               | <u>ORGANIZATION RECOGNITION FROM</u> |
|--|---------------|----------------------------------|--------------------------------------|
|  | Leanna Mouton | Bill Hogue Memorial Scholarship  | Stellos Alliance                     |
|  | Haley Tuker   | Bill Hogue Memorial Scholarship  | Stellos Alliance                     |
|  | Ana Garza     | Bill Hogue Memorial Scholarship  | Stellos Alliance                     |
|  | Tyra Burke    | Bill Hogue Memorial Scholarship  | Stellos Alliance                     |
|  | Logan Taylor  | Leadership Institute Scholarship | Leadership Institute Conference      |

#### **Progress on Objectives from last year's Annual Report**

1. Develop and implement more leadership opportunities for Student Foundation members, especially with the Directors and within the different internal committees.
  - a. In-progress
  - b. Student Foundation Leadership Team, which includes Executive Officers and Committee

Directors, were tasked with more supervision and accountability of committees this past year. This year the decision was made to remove the VP Finance position, as well as the Director of PR and PR committee. This move will put more financial and media responsibility on all members. Also, two Director positions, Leadership Development and Membership, were

- combined into one Director position, and will have consistent committee members throughout the entire year.
2. Increase Student Foundation participation with the Leadership Institute programs, to include increased attendance and involvement with the Leadership Institute Annual Conference, the Capstone program each semester, other state and national conference opportunities affiliated with the Leadership Institute, as well as the LeaderShape program each May.
    - a. In-progress
    - b. Continued encouragement of Student Foundation membership to participate in Leadership Institute programs.
  3. Increase leadership opportunities for Committee members and Director positions, as well as increase support from Executive Officers, for all events in order to help provide balance in planning, workload, and increased appropriate use of committees.
    - a. In-progress
    - b. With the retirement of one of the co-advisors half-way during this past year, there is still need to provide enhanced support of Student Foundation Leadership Team and general membership.
  4. Develop and implement organizational leadership by continuing an early summer retreat model for officers and committee directors.
    - a. Completed
    - b. Continue to have early summer retreat for new Leadership Team.
  5. Develop and implement targeted fundraising strategies for alumni and other donors wishing to support the organization programs and endowed scholarships by updating the Alumni database, increased use of the Alumni Facebook page and enhancing advertising/marketing of Student Foundation events to Alumni.
    - a. In-progress
    - b. Advisor boosted Student Foundation Alumni Facebook page last summer, and continue to monitor and advertise to Alumni. New Leadership Team Retreat contained fundraising brainstorm session.

### **Objectives for next year.**

1. Develop and implement more leadership opportunities for Student Foundation members, especially with the Directors and within the different internal committees given the reduction and combination of positions at the end of last year.
2. Dean of Students will bring on a new co-advisor for this year.
3. Increase Student Foundation participation with the Leadership Institute programs, to include increased attendance and involvement with the Leadership Institute Annual Conference, the Capstone program each semester, other state and national conference opportunities affiliated with the Leadership Institute, as well as the LeaderShape program each May.
4. Increase leadership opportunities for Committee members and Director positions, as well as increase support from Executive Officers, for all events in order to help provide balance in planning, workload, and increased appropriate use of committees.
5. Develop and implement organizational leadership by continuing an early summer retreat model for officers and committee directors.

6. Develop and implement targeted fundraising strategies for alumni and other donors wishing to support the organization programs and endowed scholarships by updating the Alumni database, increased use of the Alumni Facebook page and enhancing advertising/marketing of Student Foundation events to Alumni.

#### **Trends/Challenges for 2018-2019**

1. Decrease in membership numbers for males from 2017-2018, along with a new group of members in the Spring of 2018, will challenge members to improve outreach activities to ensure a broad spectrum of outstanding and diverse opportunities for membership and for the university community, specifically in our male membership. Looking at additional Recruitment during Summer of 2018, prior to the new school year.
2. Next year's goal of an improved emphasis on connections to a broader spectrum of alumni, further leadership development for the organization at large, and more accountability from the Executive Council down to the Student Foundation membership will be a challenge as a majority of the membership will have one year or less membership experience.
3. Trend of Senior applicants with one year of school desiring Student Foundation membership continues to be a challenge as they bring strength and experience to the membership collective, however they are not available the following year to guide and mold new members.
4. Challenge for this next year is to continue working on an appropriate budgeting process for Student Foundation with a higher level of fiscal accountability for all members, specifically the VP of Finance and Advisors. VP of Finance position was officially removed this year 2017-2018.
5. Challenge of timeliness and advance planning for event and activity processes.
6. Challenge of filling the Director for Bobcat Pause and Veterans Day events continues to present each year.

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

**Student Affairs Division  
Texas State University  
2017-2018**

**Accomplishments/Retention Initiatives from 2017-2018**

1. Student Government, with support from the Dean of Students Office, awarded \$29,655 in comparison to \$34,850.00 in 2016-2017 and \$33,546.19 in 2015-2016.
2. Student Government, with support from the Dean of Students Office, hosted a total of four successful events. Two of the five events included the traditional roundtable events on October 9, 2017 and March 19, 2018 when all students were welcome to sit and talk with university administrators including University President Trauth. Two of the five events were a part of a “town hall” style series called “Bobcats United” to address pressing social, political, community and campus topics through open dialogue. The 2017-2018 “Bobcats United” series events included “Immigration Unplugged: An Interactive Presentation with Attorney Gerardo Menchaca” on October 25, 2017 and “Share Your Story” on April 2, 2018. All of the events hosted by Student Government were well attended and positively participated.
3. Student Government, with support from the Dean of Students Office, held the second annual alumni reunion lunch during fall 2017 homecoming on November 4, 2017 for the past ten years of Student Body Presidents and the executive officers they wanted to invite. A total of nine former Student Government executive officers attended the event.
4. Student Government, with support from the Dean of Students Office, held the annual student body election resulting in voter participation of 7,142, which is a 65% increase from the 4,328 voters in 2016-2017 and a 598% from the 1,023 voters in 2015-2016.
5. Student Government, with the support from the Dean of Students Office, processed 292 applications for the Student Government Scholarship to award a total of \$225,000 towards tuition for continuing students. This is a 36% increase from 2016-2017 when 215 applications were processed and a 42% increase from 2015-2016 when 205 applications were processed.
6. Student Government passed 46 pieces of legislation during the Student Senate during the Fourth Session in comparison to the 48 pieces passed during the Third Session in 2016-2017 and 20 pieces passed during the Second Session in 2015-2016.

**Progress on 2017-2023 Administrative Support Plan / Strategic Plan 2017-2018**

n/a

**Assessments Conducted 2017-2018**

n/a

**Presentations by Area Staff in 2017-2018**

n/a

## **Special Recognitions for Area Staff in 2017-2018**

n/a

### **Progress on Objectives from last year's Annual Report (2016-2017)**

#### Objective 1

The Student Government Advisors will create a handbook, that includes new event checklists, applicable procedures and policies to provide by summer 2018 to the Student Government Cabinet

#### Progress on Objective 1: COMPLETED

The first version of the Cabinet Handbook was printed and provided to the Cabinet during the Cabinet Retreat on May 11, 2018. The Cabinet Handbook will continue to be revised to add necessary items.

#### Objective 2

The Student Government Advisors will support the Student Body President and Student Body Vice President to accomplish the following initiatives during the Clegg-Merritt administration in 2017-2018:

- a. Safety
  - 1) Implement information campaign to change campus culture about sexual misconduct.
  - 2) Advocate to make the reporting process more user-friendly for everyone.
  - 3) Review the Achieving Community Together (ACT) agreement to ensure all tenants are ensured a safe living space free from trauma for survivors of sexual assault.
- b. Parking
  - 1) Advocate to streamline process for students to obtain parking permits.
  - 2) Advocate to evaluate the Zipcar program to determine cost-effectiveness for students.
  - 3) Support continued success of the Bobcat Shuttle to make the process more efficient.
- c. Spirit
  - 1) Pursue allocation of funds for a new Victory Star to be placed on Strahan Coliseum.
  - 2) Collaborate with Athletics and Campus Recreation to increase tailgating opportunities at football games.
- d. Community
  - 1) Ensure Texas State University students are always represented when the community makes decisions that will impact their day to day lives.
- e. Campus Involvement and Outreach
  - 1) Establish Student Government liaison positions to serve as outreach coordinators for every segment of the Texas State student body to make campus life better for all students.

#### Progress on Objective 2: COMPLETED

Student Government Advisors supported the Student Body President and Vice President to accomplish the following initiatives during the Clegg-Merritt administration in 2017-2018:

- 1. Spirit - assisted to allocate funds for a new Victory Star to be placed on Strahan Coliseum.
- 2. Community, campus involvement and outreach - added and filled a new Cabinet position for diversity and inclusion.

## **Objectives for 2018-2019**

1. Student Government Advisors will provide more training and development to the organization members including holding a Cabinet Retreat, using more training time to cover necessary topics during the overnight Senate Retreat and requiring attendance at the Annual Leadership Conference.
2. Student Government Advisors will prepare and actively participate in a campus-wide taskforce to improve Student Government operations.

## **Trends/Challenges for 2018-2019**

Student Government was challenged this year from the with public image issues from the beginning with a situation that led to the newly sworn-in Vice President to resign resulting in the succession of the Senate Pro-Tempore being sworn-in as Vice President. Comments from the President in the fall 2017 resulting in much controversy in the ultimately leading to his impeachment in April 2018. These challenges that the organization faced were brought on by the how immediately, quickly and widespread information travels. Social media has become the challenge for Student Government as the student body can view at all times what organization members are saying, doing and reacting. This requires the members to be more patient and cautious in what they post and what they do in public that allows others to post on social media. While it is a challenge, social media is also an opportunity for the organization members to engage the student body in thoughtful discussion and university activities. Student Government Advisors have seen the need and are preparing to develop the members' understanding of freedom of expression.

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

**Student Affairs Division  
Texas State University  
2017-2018**

**Accomplishments/Retention Initiatives from 2017-2018**

1. From May 15, 2017 through May 13, 2018, investigated and adjudicated 476 cases involving 778 students\*. Though there was a decrease in the number of cases, the number of students involved was slightly higher (10 more students than the previous year). Comparing to past years:

| Yearly Comparison of Students |           |                |                 |
|-------------------------------|-----------|----------------|-----------------|
| Year                          | Change    | Percent Change | Comparison Year |
| 72017-2018                    | Flat/Up   | 1.3%           | 2016-2017       |
| 2016-2017*                    | Up        | 22.3%          | 2015-2016       |
| 2015-2016                     | Flat/Down | 3.7            | 2014-2015       |
| 2014-2015                     | Up        | 26.1%          | 2013-2014       |
| 2013-2014                     | Flat/Down | 3.7 %          | 2012-2013       |
| 2012-2013                     | Down      | 19.6 %         | 2011-2012       |
| 2011-2012                     | Up        | 24 %           | 2010-2011       |
| 2010-2011                     | Up        | 22 %           | 2009-2010       |
| 2009-2010                     | Up        | 76.5 %         | 2008-2009       |

\*Some cases still under review, which may result in a variation from these in the future if individuals are added to ongoing investigations or appeals are exhausted.

Most students are “suspects” who are adjudicated for an alleged violation of the Code of Student Conduct. Students found responsible for a violation are assigned sanctions. Common sanctions include completion of educational programs and community service. All students accused of a violation, whether found responsible or not, are advised about the university’s conduct expectations and how their behavior may affect their ability to remain enrolled at Texas State.

2. Although not an “accomplishment”, an important item to monitor is the number of student suspensions and expulsions since these have an impact on retention and the actions of students can have an impact on the retention and wellness of students around them. During this evaluation period, twelve (**12**) students were suspended and fourteen (**14**) were expelled. Like in the previous two years, all of the expulsions were drug-related. A yearly comparison shows:

| Year      | Total Suspensions | Total Expulsions | Drug Violation Expulsions |
|-----------|-------------------|------------------|---------------------------|
| 2017-2018 | 12                | 14               | 13                        |
| 2016-2017 | 8                 | 15               | 15                        |
| 2015-2016 | 19                | 8                | 8                         |
| 2014-2015 | 15                | 9                | 5                         |
| 2013-2014 | 8                 | 2                | 1                         |
| 2012-2013 | 6                 | 6                | 4                         |
| 2011-2012 | 16                | 8                | 6                         |
| 2010-2011 | 10                | 5                | 2                         |
| 2009-2010 | 17                | 11               | 11                        |
| 2008-2009 | 20                | 2                | 2                         |

\*Some cases still under review, which may result in a variation from these numbers by the end of summer based on the outcomes once finalized.

3. Staff Retention: The period under review was difficult because in summer 2017 both a conduct officer (one of two) and the area’s administrative assistant left their positions and both of the positions’ first search was closed as a failed search. The new staff member in the role of administrative assistant has now been in her role for two months and the new conduct officer will transfer from another department into this role on July 1. The continuing Conduct Officer has been in her role two years. The Assistant Dean of Students overseeing Student Justice will be completing his 16 years of service with the Dean of Students.
4. All Student Justice staff remain engaged, in some form, in the ongoing development, review or implementation of the university’s Sexual Misconduct Policy (SMP). The overall responsibility and oversight of Title IX matters falls under the Office of Equity and Access/Title IX Coordinator. At the beginning of 2017-2018, Student Justice further divested from Title IX responsibilities by requesting that, if possible, Student Justice staff not be assigned to investigate cases. This was done to protect due process and potential conflicts of interest (real or perceived) that may arise when Student Justice staff must

attend Due Process Hearings representing the Dean of Students, who assigns sanctions in cases where the Title IX Coordinator finds that a student has violated the SMP.

5. Disciplinary checks – from 5/12/17 to 5/17/18, completed 1,985 checks. These include disciplinary checks, recommendations, character references, enrollment verifications, etc., submitted by investigating agencies, other higher education institutions and employers.
6. Student Justice continues to provide a representative to serve as a core member of the Behavior Assessment Team.
7. Student Justice staff members continue to be a resource to other offices throughout the university regarding student conduct & behavior as well as university policies.
8. The Assistant Dean of Students is coordinating the edits to the Texas State University Student Handbook and working with University Marketing to make this a digital-focused publication. This transition is intended to make the handbook more user-friendly while incorporating environmental-friendliness and technological-relevance. These efforts help make the handbook more accessible in terms of it being adaptive for individuals with disabilities, will reduce the cost of producing the handbook, and will help ensure that necessary updates can be incorporated in a timelier manner at any time of the year.
9. Student Justice staff, particularly exempt staff, are engaged in division and university-wide efforts outside of the office that contribute to the retention/success of students, faculty & staff, including: The Conduct Officer (CO) continued to serve on the Parent & Family Relations Team, Equality University and Women of Color Retreat. She also served on the Greek Advisory task force and as a Cluster Facilitator for the Leadership Institute's annual LeaderShape® program. The Assistant Dean of Students (ADOS) continued to serve on the Student Retention Council and on the Equity & Access Committee. Both the CO and ADOS served on different search committees, some for positions within the DOS office and others in Student Affairs or across divisions.
10. Staff are active in fostering safe, welcoming environments at Texas State. Student Justice staff is diverse and the Dean of Students Office is part of and supports all of the “safe” programs on campus – ex., Dreamer Safe, Veteran Friendly, Ally.
11. Affinity groups also contribute to efforts of fostering safe spaces and engaging students in ways that contribute to retention. Student Justice staff are able to engage in affinity group’s efforts and take on leadership roles. After serving as President-Elect of the Hispanic Policy Network (HPN) in 2016-2017, the Assistant Dean of Students (ADOS) served as President in 2017-2018. Related to this role, the ADOS was involved in the search process of various senior-level administrative positions. The Conduct Officer was engaged with the Coalition of Black Faculty & Staff.
12. After completing a US 1100 internship in spring 2017, the University College approved Conduct Officer (KW) to teach a US 1100 course and did so in fall 2018. Additionally, she advised Black Women United, Dance Marathon & Delta Sigma Theta Sorority Inc. and was asked to serve on multiple search committees.
13. The Assistant Dean of Students continued to serve on the Study Abroad Advisory Board. In addition to reviewing new program proposals, applications for program development funds, and offering feedback to general program concerns, the Assistant Dean is sought by the Study Abroad Office for advice and guidance on student behavior concerns, to represent the Dean of Students Office at International Affairs programs and was recently

nominated to serve on the new International Advisory Council as the only non-Academic Affairs representative.

### **Progress on 2018-2023 Administrative Support Plan / Strategic Plan**

Outline completed strategic plan objectives and strategies from your area's strategic plan.  
– N/A this period.

### **Assessments Conducted in 2017-2018**

No assessments conducted in 2017-2018.

### **Presentations by Area Staff in 2017-2018**

| #  | <u>PERSON</u> | <u>PRESENTATION</u><br>(title or topic)   | <u>AUDIENCE</u><br>(amount and type -<br>students, staff)                              | <u>LOCATION</u><br>(Texas State,<br>conference) |
|----|---------------|---|--|---|
| 1. | Ismael Amaya  | Networking on Campus:<br>Connecting with Faculty,<br>Staff, Organizations &<br>Students       | RGV Top Scholars<br>(approx. 100<br>prospective top<br>scholar students &<br>families) | McAllen/RGV –<br>Admissions<br>program          |
| 2. | Ismael Amaya  | HPN Panel   | RGV Students<br>attending Bobcat Day<br>(approx.. 50)                                  | Texas State                                     |
| 3. | Ismael Amaya  | Co-presented HPN's<br>Student Scholarships (4)<br>and Latino Star<br>Faculty/Staff Awards (5) | Students, faculty &<br>staff at spring 2018<br>HPN Symposium<br>(approx.. 100)         | Texas State                                     |
| 4. | Kendra Wesson | Student Conduct &<br>Safety While Studying<br>Abroad  | Students preparing to<br>study abroad in Japan<br>(approx.. 20)                        | Texas State                                     |
| 5. | Kendra Wesson | Panel on Activism &<br>Protesting on Campus   | Faculty & staff<br>(approx.. 25)   | Texas State                                     |
| 6. | Kendra Wesson | Panel on sexual assault<br>on campus, following<br>screening of The<br>Hunting Ground         | Students, faculty &<br>staff (approx.. 30)   | Texas State                                     |

### **Special Recognitions for Area Staff in 2017-2018**

|  | <u>PERSON</u> | <u>RECOGNITION</u>  | <u>ORGANIZATION RECOGNITION FROM</u> |
|--|---------------|---------------------|--------------------------------------|
|  | Ismael Amaya  | 15 years of service | Texas State University               |
|  | Ismael Amaya  | President           | Hispanic Policy Network              |

## **Progress on Objectives from last year's Annual Report**

1. Complete development of training program for Student Judicial Hearing Board and establish dates and times for hearings in conjunction with board training.
  - Status: In-progress
  - The curriculum remains under further development and is intended to provide more than basic training and to serve as a professional development opportunity. In addition to Student Justice staff members presenting, other department have assisted (ex., UPD & TSUS OGC) in the past. In addition to including them in further development of training, there are plans to offer online participation in a relevant professional development (ex., webinar TBD or Legal Issues in Higher Education Conference hosted by University of Vermont).
  - Opportunity to participate will be extended to other adjudicating bodies such as the Organizational Conduct Review (OCR), Student Government Supreme Court, Honor Code Council, DHRL Peer Review Board and others.
  - In early summer 2017, there were a number of hearings pending. All of those cases/hearings were resolved.
2. Create a Student Justice assessment tool that better assesses student learning and areas for improvement.
  - Status: In-progress/Pending
  - This was delayed to align with CAS SAG process and findings.
3. Create and implement a survey to determine if ADCS should consider alternate forms of payment to cash and money orders.
  - Status: In-progress/Pending
  - ADCS is no longer accepting cash and is accepting cashier's checks, however, it is not yet processing any electronic forms of payment and students do not commonly use cashier's checks and money orders. ADCS coordinator has further explored options for processing payments but the survey will be to measure likelihood of use of these other options by students. The goal will be to add a new method of payment no later than spring 2019.
4. Develop an intern and/or GA position.
  - Status: In-progress.
  - In fall 20017, hosted an undergrad intern. Further development is needed to ensure sustainability.
5. Finalize development of a training and operations manual for Student Justice.
  - Status: In-progress.
  - Onboarding of new Conduct Officer and Administrative Assistant will be used as an opportunity to further develop the manual and ensure its clarity.

## **Objectives for next year.**

1. Update CAS-SAG and finalize review process.
2. Conduct internal audits for ADCS to ensure compliance with University Income Recognition and Associated Cash-Handling Procedures.

### **Trends/Challenges for 2018-2019**

1. Within the university, confusion about the different mechanisms to express concerns about student behavior – ex., Early Alert vs. Paws Alert; understanding when to seek the BAT vs. contacting UPD; and, contacting Dean of Students (SJ) vs. an Academic Department (Chair) in order to address behavior in the classroom. The lack of a single-point of information or for reporting “students of concern” contributes to this confusion.
2. This is a trend previously noted: While Texas statutes and university policies regarding marijuana and alcohol have not changed in approximately fifteen years, national conversations and changes in other states’ statutes continue to increase social acceptance and normalizing of marijuana and alcohol use/abuse among students. Though students understand that use of marijuana and other drugs remains illegal in Texas, they begin to talk as if the normalization/decriminalization of it in other states applies to them here and now. Already, Student Justice pays particular attention to drug- and alcohol-related alleged violations. In addition, the Texas State University System Rules and Regulation’s (and by extension the university’s drug policy) dictates an expulsion for students responsible for a second drug violation without distinction of the egregiousness of the violations. These two factors, combined, may increase the number of drug violations seen on campus and potentially the number of suspensions or expulsions. Drug-offenses lead as the number one reason students are expelled (see item two in the first section of this report for current & historical data). Additionally, THC concentrates (ex., “wax”) seem to have become more prevalent in the last two years.
3. “Activism” not focused on dialogue and education but on demonizing and “one-upping”. This is resulting in accusations of harassment, hate-speech, feeling un-safe and violations of free speech.