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Major Accomplishments/Retention Initiatives from 2016-2017

1. Student Emergency Services responded to 7,260 emails received in the Dean of Students Office inbox (a 143 percent increase from 2,984 in the previous year) and assisted students during discussions of emergency-related problems in 444 scheduled appointments (a 9 percent increase from 407 in the previous year).

2. The Leadership Institute provided 593 students with leadership development opportunities including the seventh Leadership Institute Annual Conference, Pathfinder, Capstone, and the LeaderShape® Institute.

3. The Attorney for Students Office made 250 notarizations and met with students in 940 appointments to provide legal advice that was equivalent to $428,000 of “in-kind” services, an increase of $28,000 from the previous year. Additionally, the Attorney for Students Office staff spoke to more than 2,500 students in multiple venues, such as 145 University Seminar courses.

4. Student Emergency Services provided $20,250 in emergency funds to 54 students experiencing emergencies and sent Absence Notifications for 1,373 students, which increased by 34 percent from 1,022 in the previous year.

5. The Leadership Institute awarded 26 students the Medal of Hope for leadership development and civic engagement. Additionally, 108 students requested Medal of Hope progress audits, which increased by 54 percent from 70 requests in the previous year.

6. Alcohol and Drug Compliance Services provided community service opportunities for 588 individuals who completed a total of 8,544.5 verifiable hours that was the “in-kind” equivalent of $51,364.09 in minimum wage labor, which increased by 23 percent from 6,950.50 hours in the previous year.

7. Alcohol and Drug Compliance Services provided a series of four individual one-on-one Assessment sessions for 38 students (an increase of 52 percent from 25 students in the previous year); implemented 14 courses of the state-certified Alcohol Education Program for Minors for 183 participants; and coordinated the on-line education “Marijuana 101” for 142 participants (an increase of 13 percent from 125 participants in the previous year).

8. Student Emergency Services coordinated efforts of the Behavior Assessment Team that included assessing risk for the university community, consulting with faculty to recommend actions to cease disruptive behaviors of 25 students as well as creating a website that has been viewed 131 times by 101 individual users since its launch on September 29, 2016.

9. The Student Ombudsperson completed 69 cases, which was an increase of 6 percent from 65 cases in the previous year.

10. Student Justice investigated and adjudicated 523 cases involving a total of 768 students, which increased by 22 percent from 628 students in the previous year.

11. Administrative Support for the Central Office assisted a total of 15,523 customers (a 35 percent increase from 11,471 in the previous year), provided 62 students with notary services and coordinated notifications to essential offices about 15 Texas State students who died.
12. Student Government, with support from the Dean of Students Office, implemented the annual student body election resulting in 4,328 students who voted (a 323 percent increase from 1,023 students who voted in the previous year) and passed 48 pieces of legislation in the Student Senate during the Third Session (a 140 percent increase from 20 pieces of legislation passed in the previous year).

13. Greek Affairs supported the governing councils in recruitment efforts yielding 333 men who were initiated into Interfraternity Council chapters; a unified Quad Days event for students to see Multicultural Greek Council chapters together; 16 new members who were welcomed into three National Pan-Hellenic Council organizations; and 576 women who were invited to join Panhellenic Council chapters. Additionally, the Interfraternity Council added Phi Gamma Delta fraternity and Panhellenic Council added Alpha Gamma Delta sorority to the Greek community.

14. Student Government, with support from the Dean of Students Office, implemented a total of five events, which increased from two events held in the previous year. In addition to the two traditional roundtable events in Fall 2016 and Spring 2017 that facilitated students to talk with university administrators such as the University President, three events were part of a “town hall” series called “Bobcats United” to address pressing community topics through open dialogue. The “Bobcats United” series events included “Where Black Lives Meet Blue Lives” in September 2016; “Where Political Minds Meet” in November 2016; and “Not On My Campus” in April 2017.

15. Student Government, with the support from the Dean of Students Office, processed 215 Student Government Scholarship applications (a 5 percent increase from 205 applications in the previous year) to award a total of $225,000 for tuition; processed 212 Student Government/University Bookstore Scholarship applications to award a total of $5,400 for textbooks; and awarded students with $34,850.00 in Scholarly Travel Activity and Research (STAR) Grants (a 4 percent increase from $33,546.19 in the previous year).

16. Greek Affairs supported the governing councils in programming and community service efforts that resulted in the Interfraternity Council donating more than 1,910 articles of clothing to the Southside Community Center and more than 5,000 pounds of canned goods to the Hays County Food Bank; as well as the National Pan-Hellenic Council implementing a first annual National Pan-Hellenic Council Week in Fall 2016 and a sold-out “Yard Show” focusing on Black History Month in Spring 2017.

17. The Panhellenic Council, with support from the Dean of Students Office Greek Affairs staff, was recognized at the Association of Fraternal Leadership and Values (AFLV) national conference for their philanthropic efforts, with one executive officer placing second in the Order of Omega case study competition during the conference.

18. Student Foundation, with the support from the Dean of Students Office, implemented the Veterans Day Commemoration in the Quad for 435 people and the Bobcat Pause Memorial Service in the LBJ Student Center for 400 people, representing increases in participation over last year for both events.

19. The Student Leadership Board, with support from the Leadership Institute, independently planned, implemented and facilitated all activities for the third annual leadership conference at Wiley Middle School in Leander, Texas.

20. Student Emergency Service’s emergency funding was indicated as a “robust” emergency aid program for students resulting in the selection of Texas State University as one of the ten higher educational institutions across the state of Texas to serve on the Texas Higher Education
Coordinating Board’s Emergency Aid Network beginning June 2017.

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

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

1. Student Emergency Services is in process of updating the area manual, which was created to standardize training procedures for the area Graduate Assistant, to include the responsibilities of a full-time Coordinator and Administrative Assistant.
2. Student Emergency Services filled a permanent full-time Student Emergency Services Coordinator position with the first work day effective September 1, 2016.

**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.**

1. Greek Affairs 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.
2. Greek Affairs encourages Scholarship Officers from the Greek Governing Councils to meet with a representative from the Student Learning Assistance Center (SLAC) to create an opportunity to develop a relationship with the service providers in this area. Greek Affairs encourages fraternity and sorority chapters to utilize multiple campus resources like SLAC for assistance with their chapter scholarship programs as well as encourages chapters to set up appointments for individual members in need of academic assistance.
3. Greek Affairs awarded recognition for increased academic performance from Spring 2016 to Fall 2016 semesters to a total of five fraternities and sororities. The Greek Governing Councils, with support from the Dean of Students Office Greek Affairs staff, have developed recognition programs for increasing acknowledgements to individuals with outstanding academic achievement within the council. Additionally, the Greek Affairs Programming Board added recognition by awarding overall academic performance points on in the yearlong Greek Challenge designed to encourage positive chapter achievement in five areas, including academics.
4. 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.
5. The Leadership Institute has identified individuals for the Leadership Institute Advisory Board and will begin meetings in fall 2018.
6. The Leadership Institute implemented the Texas State Capstone Program: Step Forward, Give Back during the fall 2012. The program has been repeated each fall and spring since
its first semester and has continued to grow each semester to become the competitive program.

7. The Leadership Institute Endowment has reached endowment status, and will be allowed to continue to grow before tapping into funds. A portion of all fundraising and Student Leadership Board dues is contributed to the endowment.

8. The Leadership Institute has established ongoing relationships with Student Foundation and Student Government. The Leadership Institute has presented for both groups during regular meetings within the long semesters and during internal retreats in the summer. Both organizations frequently support the Leadership Institute by providing nominations, ongoing advertisement, serving as presenters during Leadership Institute workshops and conference breakout sessions as well as support during the Leadership Institute Annual Conference as small group facilitators.

9. The Leadership Institute has created and implemented a website portal that provides a clearinghouse of all campus leadership programs and activities. The website has also been updated to a more current template. The links to the original portal and the updated site are listed below.

   http://leadership.dos.txstate.edu/resources/slpcollection.html
   http://leadership.dos.txstate.edu/resources/clearinghouse.html

10. The Leadership Institute has made no progress hiring a full-time support staff person at this time because new funding was not secured and other areas of the departments have more urgent hiring needs with current funding available.

11. The Leadership Institute implemented the Legends of China program that provided students, faculty and staff an international immersion from traveling through China to meet their counterparts in summer 2013. International travel was diversified to include other countries such as Spain and Cuba most recently in summer 2016. The area continues to explore new ways to provide international and cross-cultural experiences to our students, including upcoming trip to New Zealand in summer 2018 and domestic destinations.

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

1. Student Justice has made no progress to hire a half-time support staff person due to limited funding and workspace, therefore, priority was placed on hiring a full-time conduct officer, which was completed. The strategy to hire a half-time support staff will be reassessed in the future, taking into consideration the overall staffing needs and physical resources. These needs and physical resources will be impacted by the LBJSC renovation/expansion along with the growth of other areas within the DOS office, student enrollment and expansion of services in the DOS Office.

2. Student Justice completed the hiring of a full-time Conduct Officer in summer 2016.

3. The Attorney for Students Office reassessed the strategy to change it from hiring a full-time receptionist to hire a part-time paralegal to bring the greatest benefit to how the office serves the students. Most of the issues previously addressed with clients such as those with critical issues feeling uncomfortable with a student worker preparing notes/briefs on sexual assault or crime cases can be addressed by a paralegal. While the Administrative Assistant II continues to supervise all the student workers and handles the day-to-day running of the office, her job can be made vastly more efficient by having a paralegal handle many of the legal-oriented questions that come through. The attorneys can see more students and be more
effective if they have a paralegal who can assist with document production and intake which cannot be done by the administrative assistant. The office can better serve students with additional part-time paralegal new hire.

Assessments Conducted in 2016-2017

Council for the Advancement of Standards in Higher Education Self-Assessment Guides
During Fall 2016, the Dean of Students Office completed the Council for the Advancement of Standards in Higher Education Self-Assessment Guides for Alcohol and Other Drugs Program by the Alcohol and Drug Compliance Services and the Student Conduct Program by Student Justice. Both areas are prepared to complete the program self-assessment process in fall 2017 with External Reviews of each area.

Alcohol and Drug Compliance Services: Community Service Program Satisfaction Survey
This is the second year the Community Service Program has been evaluated using a customer service survey. Results reveal that 67.9 percent of respondents “strongly” agreed that their overall experience was positive, with 29.8 percent “agreeing” their experience was positive. 588 students received the survey via e-mail, with a 44 percent return rate for male students and a 56 percent return rate for female students.

Respondents indicated they “strongly agree” (56.8 percent) and “agree” (43.2 percent) the community service procedures and expectations were clearly explained. Additionally, 75 percent indicated they “strongly agree” and 25 percent indicated they “agree” that the program was able to work around their schedules. Finally, all respondents (100 percent) said that as a result of the program, they became aware of resources and programs on and off campus.

Alcohol and Drug Compliance Services: Four-Assessment Session Process Survey
This is the second 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 students, with twelve students responding, for a 40 percent response rate.

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 41 percent more students had achieved the “Action” stage and “Maintenance” stage. Survey results showed the four sessions were “very helpful” for 74 percent of respondents (N=8) and “extremely helpful” for 18 percent of respondents (N=2).

<table>
<thead>
<tr>
<th>Five Stages of Change Model</th>
<th>Respondents Reported Stage At First Session</th>
<th>Respondents Reported Stage At Fourth Session</th>
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<tr>
<td>1: Pre-Contemplation - “No, not me.”</td>
<td>18% (N=2)</td>
<td>0% (N=0)</td>
</tr>
<tr>
<td>2: Contemplation - “Well, maybe.”</td>
<td>33% (N=4)</td>
<td>0% (N=0)</td>
</tr>
<tr>
<td>3: Preparation - “So, what do I do now?”</td>
<td>33% (N=4)</td>
<td>8% (N=1)</td>
</tr>
<tr>
<td>4: Action - “Ok, let’s do this.”</td>
<td>8% (N=1)</td>
<td>46% (N=5)</td>
</tr>
<tr>
<td>5: Maintenance - “It is possible.”</td>
<td>8% (N=1)</td>
<td>46% (N=5)</td>
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Feedback continues to be positive from student respondents and the number of responses this year increased by 27.5 percent over last year due to the new process of emailing the surveys to students.
30 days after they completed the sessions. 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. Also, the qualitative questions need to be re-worded to be “open ended” instead of “closed ended.” These changes will be implemented in FY18.

**Administrative Support for the Central Office: Customer Tracking**
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 15,523 contacts were made from June 1, 2016 through May 26, 2017. The busiest months were January (1,544 contacts), November (1,534 contacts), April (1,534 contacts), and September (1,509 contacts), while the slowest were December (832 contacts), July (942 contacts) and June (1,044 contacts). Fewer walk-in contacts in December and July reflected student breaks. The Summer/Fall 2016 activity breakdown of combined totals of each customer contact area include General (1,512); Visitors/Appointments (1,354); Background Checks for Study Abroad (1,199); Student Foundation (29); Student Government (40); and Notary Services (57). Administrative Support activity increases in February and steadily climbs until the end of the academic semester in May, the busiest month. The Spring 2017 total amount of activity includes General (1,346), followed by Visitors and Appointments (1,297). The lowest activity was seen in Student Foundation (4) and Greek Affairs (24).

**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 FY17, 92 percent of students responded to the survey because the clients are given the opportunity to complete the survey when they leave their appointments. Responses are strongly positive, and the negative comments primarily focus on the length of time it takes to get an appointment to see an attorney. The office provided 940 appointments to offer legal advice to students. Seventy-nine percent of the students who responded said that their legal issues were distracting them from their studies and 88 percent of respondents indicated the issues were causing them stress. Eighty-eight percent of students who responded indicated they felt better equipped to handle similar situations in the future, and 96 percent of respondents would recommend this service to other students.

**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, which was slightly up from the services to women provided last year (54 percent). This is likely because of the university’s changing demographics, with more women than men enrolling. Demographics also indicated 41 percent of the students who utilized office services identified as White (a 44 percent decrease from last year); 35 percent Hispanic and 15 percent Black (an 11 percent increase from last year).
Greek Affairs: Chapter and Community Grade Reports
Grade data reveals an overall Greek community grade point average of 2.69 for the 2016-17 academic year, with 74 percent of chapters achieving a 2.50 or higher chapter GPA. Improvement has been demonstrated each long semester from the previous corresponding long semester since 2014, except for the Fall 2016 semester. Community and individual chapter grade reports are compiled by Greek Affairs staff each long semester. For each Greek-affiliated member in all active organizations for each long semester, Greek Affairs staff compiles semester hours completed, semester GPA, and institutional cumulative GPA. Data is compiled into individual grade reports for each organization and an overall community report. The grade reports assist chapters in identifying members who may need additional academic support and help Greek Affairs staff to determine which chapters may need additional resources or support with their chapter academic plans. The assessment data provided in the grade reports also show how strategies used to improve academic performance for the Greek affiliated students continue to be effective as long-term solutions and offer direction for new strategies.

Further development of scholarship programs within the councils for chapters will continue in FY18, with staff collaborating with other university departments to identify new strategies to earlier detect Greek members who may need additional academic support, distribution of the Academic Resource Manual, and implantation of new approaches to working with chapter scholarship representatives. The results show the effectiveness of providing appropriate data to the governing councils and chapters to help identify chapters and individual members who may need more assistance or resources to improve academically.

Greek Affairs: Epsilon Lambda Alpha, The Emerging Leaders Academy Survey
The evaluation revealed the program was successful and useful to participants. Out of the 17 respondents to the survey, 11 indicated they were recently elected to a leadership position in their organization or the Greek community. 100 percent indicated the program was “helpful” or “extremely helpful” and that they would recommend the program to new members in their organization. 70 percent ranked Ethical Leadership, Social Excellence, and Conflict Management as the top workshops. Based on the feedback from participant, two changes were made: New presenters were invited to improve engagement and relevancy and desired future topics were solicited. A paper survey was provided to each participant after the six-week program. 17 participants were present and submitted the survey, for a 100 percent response rate. The assessment used a variety of methods including a Likert Scale, constructed response, and true or false statements.

Greek Affairs: Panhellenic Formal Recruitment Survey
Effective feedback was provided to Panhellenic throughout survey data, which detailed preferred communication methods, preferred communication sources, and areas of improvement for the overall experience of the program. Panhellenic Council made several adjustments to communication methods and sources for recruitment based on the feedback provided through survey results. Improvements include focusing on preferred communication sources and methods; incorporating an informational blog for potential new members to follow throughout the summer regarding relevant and important recruitment information; additional detailed information on financial responsibilities; and expectations of membership in an organization. An electronic survey was sent to participants in formal recruitment including potential new members and chapter
advisors, presidents, and recruitment chairs. A total of 590 participants received the electronic survey with 167 responses for a response rate of 28.31 percent. The survey focused on communication of information and participants’ overall experiences throughout the process using a variety of Yes/No, multiple choice, and constructed response questions. 75 percent of participants indicated they received sufficient information prior to the beginning of recruitment and throughout the process.

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

The Student Leadership Board, advised by the Leadership Institute staff, assists the institute with planning, developing and execution of workshops, special events and other programming. The Student Leadership Board members develop behavior and actions consistent with the Leadership Institute Core Values of ethics/integrity, excellence, social responsibility, inclusivity, civic engagement, and empowerment. They assist with developing and conducting outreach activities to recruit and sustain student involvement with the area and support financial development efforts on behalf of the Leadership Institute.

An electronic survey was provided to the executive officers of the Student Leadership Board at the end of the spring 2017 semester. 100 percent of respondents were “satisfied” or “very satisfied” (N=57.1 percent) with the advising of the organization. Based on their experience with the organization, their overall satisfaction of their learning regarding leadership and how it applied to their lives was 57.1 percent “very satisfied” and 42.9 percent “satisfied.” 100 percent of respondents rated the overall organization favorably (“good” or “very good”), with 42.9 percent rating it as “very good.” The survey was distributed to 12 individuals and collected from 7 individuals for a response rate of 58.3 percent. Based on comments from the assessment, members felt the marketing and branding of the organization was successful this semester, and implementation of programming such as leadership conferences, outreach, and retreats. Next year, a paper survey will be distributed at the last Student Leadership Board meeting of the semester, as paper surveys have contributed to significantly higher response rates. The marketing and branding efforts of the organization were successful based on responses to the assessment.

**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. Three workshops are offered each long semester. Survey responses indicate that the Leadership Institute has provided knowledgeable and engaging workshops to assist in personal leadership development. For each of the workshops, 100 percent of survey respondents strongly agreed that the presenter was knowledgeable and 100 percent strongly agreed that the material will be beneficial to them as a leader and all learning outcomes were met, while 90 percent “agreed” or “strongly agreed” that the material was beneficial to them as a leader and 98 percent would attend a workshop in the future. A paper survey was provided to student participants at each of the leadership workshops conducted during the fall and spring semesters. Response rates vary from 69 percent to 97 percent.

**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 engage the audience in a discussion of the film’s leadership lessons and implications. 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.

A paper survey was provided to student participants during the fall and spring semesters. For the fall series, 100 percent of survey respondents reported “agree” or “strongly agree” that the material will be beneficial to them as a leader, and were able to better understand the experiences of veterans as a result of the film and discussion. For the spring series, 95 percent of survey respondents had a greater understanding of the ways to engage with and support diverse individuals, and 100 percent agreed or strongly agreed that they better understood the impact of stereotypes. Based on feedback, The Leadership Institute will keep the events within a two-hour time frame and ensure that the audience connects with the content. Speakers will also be selected to ensure they are knowledgeable and engaging.

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 the Texas State University campus in the LBJ Student Center. This year’s conference theme, was “A Century of Conflict: Dialogues on the U.S. Experience of War Since 1917.” There were 424 total participants, including 315 student participants. A total of $46,000 was fundraised for this event, which covered 100 percent of the total cost. 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 conference has learning outcomes supported by the sessions. The conference included three keynote speakers and 34 breakout sessions presenters/panelists. Twenty-one 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.

Major findings of the assessment showed that 99.5 percent of respondents “agreed” or “strongly agreed” that they enjoyed the conference overall. 96 percent of respondents reported they “agree” or “strongly agree” that the speakers helped them understand the value of their leadership experiences and how they relate to the future. 99.5 percent of respondents “agreed or strongly agreed” that the conference was well organized (up from 97.5 percent for the previous year), and 99.6 percent of respondents stated they would recommend the Leadership Institute Annual Conference to another student (up from 96 percent for the previous year).

The assessment also provided feedback related to the keynote speakers. 99.1 percent of respondents reported they “agree” or “strongly agree” that Keynote Wes Moore’s session was engaging, and 99.1 percent found his session relevant to their leadership experience and better understood how it relates to their future. 79.2 percent of respondents reported they “agree” or “strongly agree” that Keynote Mark Madrid’s session was engaging, and 85.1 percent found the session relevant to their
leadership experience and better understood how it relates to their future. 98.1 percent of respondents reported they “agree” or “strongly agree” that Keynote Senator Leticia Van de Putte’s session was engaging, and 98.1 percent found her session relevant to their leadership experience and better understood how it relates to their future.

Participant tracking was conducted to determine the demographics of those attending the conference. A total of 424 people participated in the conference. The non-Texas State attendance included students from Concordia University Texas, Liberty High School, St. Edward’s University, St. Mary’s University, Texas A&M University-Kingsville, Texas Lutheran University, Trinity University, University of Houston-Victoria, and San Marcos High School.

A paper survey was provided to the 289 student attendees at the end of the conference and was collected from 247 individuals for a response rate of 85.5 percent. This rate is up from last year’s response rate of 84.4 percent, due to a new requirement to submit a survey to receive a conference shirt. Based on this year’s assessment, more interaction opportunities between the participants of the conference and the keynote speakers are planned. Staff attendance will be captured by having staff swipe in to record their attendance. A social media team will be created to more effectively take advantage of this popular communication method.

**Leadership Institute: LeaderShape® Institute Evaluation**

In accordance with the contract with the LeaderShape® Institute, program assessment for this program is 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.

**Ombudsperson Satisfaction Survey**

The Ombudsperson area of the Dean of Students Office conducts an annual service satisfaction survey of students who receive assistance. For FY17, 82 percent (N=9) of student respondents to the Ombudsperson Service Satisfaction Survey rated overall satisfaction as excellent in FY17. 18 percent (N=2) students rated their overall satisfaction with Ombudsman Services as poor or unacceptable.

One hundred percent (N=11) of respondents reported that the Ombudsperson service components of timeliness and amount of time required to resolve their case/inquiry as excellent.

High percentages of student respondents (82 percent) reported they received clarifying options that positively contributed to their ability to make a well-informed decision, that they now know where to find information to address future student-related concerns, and that their case was adequately addressed by the Ombudsperson, indicating the Ombudsperson services are bolstering student resilience and persistence as well as retention.

82 percent of respondents reported that they were not aware of the appropriate University Policy and Procedure to address their concern, demonstrating a need for more awareness of student-related policies, procedures, and services.
One of the respondents (9 percent) reported that their case/inquiry was resolved without a personal meeting with the Ombudsperson and was completed through email correspondence.

An electronic satisfaction survey was emailed to each student who received services after the completion of their case. Eleven students who completed the survey for FY17 for a 16 percent response rate. The scale used to measure overall satisfaction with Ombudsperson Services was Excellent, Satisfactory, Average, Poor, and Unacceptable.

**Student Emergency Services: 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 2016 semester (N=617) and the Spring 2017 semester (N=756). Of the 1,373 notifications issued in FY17, 77 percent (N=1,014) of notifications were medically related, 18 percent (N=237) regarded the death of a loved one, and 5 percent (N=61) were related to another type of emergency.

**Student Emergency Services: Absence Notification Completion Rates**
The semester completion rates were calculated for students who received Absence Notification services for FY17, 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 1,373 students who received Absence Notification services, 100 percent (N=617) of the students during the Fall 2016 semester completed and 100 percent (N=756) of students who received Absence Notification services in the Spring 2017 semester completed. The percent average for FY17 was 100 percent (N=1,373).

**Student Emergency Services: Absence Notification Satisfaction Survey**
An electronic survey was e-mailed to 1,373 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 2016-2017 academic year. During the fall semester, 617 surveys were sent and 59 percent (N=364) were completed and returned. During the spring semester, 756 surveys were sent and 16 percent (N=121) were completed and returned. Overall, 35.5 percent (N=487) of the 1,373 surveys distributed in FY17 were completed and returned. According to the responses, during FY17, 96 percent (N=465) either Strongly Agreed or Agreed that they were satisfied with the absence notification service; 97 percent (N=466) either Strongly Agreed or Agreed that the service was helpful; and 95 percent (N=461) 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, the notification documentation requirement made it difficult to have a notification issued, and the online Absence Notification Request Form should be easier to locate and be discussed during New Student Orientation. The results of the survey support the goal of the Student Emergency Services staff to create a strategic plan to market absence notification service information to faculty and students.

**Student Foundation: Student Leadership Skills Proficiency Observation**
This year was a growing year for Student Foundation, which functions as a corps of leaders who assist the university president and other administrators in building tradition, spirit, and
respectability for Texas State. The advisors and other staff in the Dean of Students Office support Student Foundation to continue student leadership development. Student Foundation provides programming that includes Bobcat Pause Memorial Service, Veterans Day Commemoration Ceremony, Foundations of Excellence and hosting duties for the university president. One formal assessment tool was utilized during the year to mark leadership development for Student Foundation members.

Student Foundation Advisors annually evaluate the leadership skills proficiency of the ten Student Foundation Officers and Directors. In spring of 2017, all 10 officers and directors completed the assessment using observation and self-reporting tools. From fall 2016 to spring 2017, the number of students increasing their Leadership Skills Levels increased or stayed the same in all categories except one, indicating that the retreats for the Leadership Team for transition in May and planning for the academic year, along with the meetings with advisors positively affected the Leadership Team’s continued growth and involvement with the organization.

<table>
<thead>
<tr>
<th>Leadership Skill Level</th>
<th>SF Fall 2015</th>
<th>SF Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMBER (lowest level)</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>VOLUNTEER/CONTRIBUTOR</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>COORDINATOR</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ORGANIZATION VETERAN</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>VISIONARY (highest level)</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

The students also participated in a formal performance evaluation as employees in January 2016 that allowed the students to be a part of their skills proficiency evaluation and served also as a professional development component. 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 Staff in 2016-2017

1. Dr. Margarita M. Arellano, Kathryn Weiser and Glynis Christine presented “Help When It’s Needed Most: Student Emergency Services at Texas State University” in a session at the Eighth Race, Ethnicity and Place national conference in Kent, Ohio.
2. Iliana Melendez presented “Exploration of Pathways to Earning a Doctorate Degree in Higher Education” to 50 conference attendees at the National Association of Student Personnel Administrators annual conference in San Antonio, Texas.
3. Iliana Melendez presented “Awareness, Acknowledgement, Advocacy: Developing Social Justice Literacy as Student Affairs Professionals and Student Advocates” in two parts during sessions to 60 conference attendees at the Texas Association of College and University Student Personnel Association annual conference in Austin, Texas.
4. Iliana Melendez presented “Equity and Inclusion within Sexual Misconduct Investigations” to 70 conference attendees at the Texas Association of College and University Student Personnel Association annual conference in Austin, Texas.
5. Iliana Melendez presented “How do I know if a doctorate is right for me?” to 50 conference attendees at the Texas Association of College and University Student Personnel Association annual conference in Austin, Texas.

6. Dean of Students Office staff provided presentations in the greater I-35 corridor area including Daniel Guerrero who presented “Values Based Leadership” to 30 graduate students in the Master in Leadership and Change at St. Edwards University in Austin, Texas and Kathryn Weiser who presented “Resiliency in College” to 50 A.V.I.D. students at Krueger Middle School in San Antonio, Texas.

7. Dean of Students Office staff provided numerous presentations at Texas State University for more than 60 faculty/staff and more than 500 students in a variety of topics ranging from diversity issues to leadership skills.

Special Recognitions for Staff in 2016-2017

1. Cheryl Harper was awarded the Downtown Partner of the Year by the City of San Marcos Main Street Program.
2. Mariel Alvarez was selected as the September 2016 Texas State University Employee of the Month.
3. Leslie Cheromiah was elected and served on the Staff Council at Texas State University.
4. Cheryl Harper was elected and served as an Executive Board Member and Treasurer for the Coalition of Black Faculty and Staff at Texas State University.
5. Alma Machado was selected as a 2016 Foundations of Excellence award recipient by Student Foundation.
6. Glynis Christine was awarded the 2016-2017 Mary Lou Bishop Staff Advisor of the Year from the Honors College at Texas State University.
7. Ismael Amaya received the Staff Award for Outstanding Achievement in International Education from International Affairs at Texas State University.
8. Iliana Melendez served as the Director for Education and Professional Development for the Texas Association of College and University Student Personnel Association (TACUSPA).
9. Mariel Alvarez earned a Master of Elementary Education-Bilingual/Bicultural from Texas State University.
10. Dr. Vincent E. Morton has provided 25 years of professional service to Texas State University.
11. Kendra Wesson completed the University Police Department’s Citizens Police Academy (with perfect attendance).
12. Bob Dudolski received the Unclassified Outstanding Contribution to Student Affairs Award at Texas State University in August 2016.
13. Shelby Pritchett received the Classified Outstanding Contribution to Student Affairs Award at Texas State University in August 2016.

Major Objectives for 2017-2018

1. The Leadership Institute will develop and incorporate a service learning component to enhance the leadership development potential of participants.
2. The Leadership Institute will explore to determine potential national and international cultural immersion opportunities.
3. The Attorney for Students Office will add new laws from the 83rd Session of the Texas Legislature to update the “Student Anti-Anxiety Guide to Texas Laws” to educate students.
4. Greek Affairs will continue the Interfraternity Council expansion plan, with Lambda Chi Alpha Fraternity recolonizing in fall 2017.
5. Greek Affairs will increase representation and participation in Epsilon Lambda Alpha to include the Multicultural Greek Council and National Pan-Hellenic Council.
6. Greek Affairs will 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.
7. Student Emergency Services will create an internship position for students in the School of Social Work at Texas State University.
8. Student Emergency Services will create a training module and toolkit about procedures for emergency funding for interim staff members when extra staffing is needed during natural disasters, such as flooding.
9. The Leadership Institute and Student Emergency Services will create strategic plans for each area to provide methods for improving services and for acquiring resources to sustain these components of the Dean of Student Office.
10. The Administrative Support for the Central Office will implement cross-training for the support staff members in all areas of the Dean of Students Office and provide easily accessible documents, including procedures and forms, for department staff members in order to increase work efficiency.
11. The DOS will implement a service learning component to replace community service for all DOS chartered student organizations that supports civic learning and democratic engagement.

Major Trends/Challenges for 2017-2018

1. The trends seen across the nation with states changing laws to decriminalize marijuana continue to influence Texas State students’ perceptions and social norms about marijuana use, which is a challenge when the norms conflict with current State of Texas laws and Texas State University policy. These trends and challenges have increased the number of students seen in Student Justice and Alcohol and Drug Compliance Services.
2. The trend of student population increases continues to cause the demand for services and programs to rise, which challenges staffing needs in the offices. This trend also challenges staff members to ensure confidentiality of all communication in small office spaces and to schedule appropriate event space. While these trends and challenges affect most components of the Dean of Students Office, the Attorney for Students Office and the Leadership Institute are most significantly impacted.
3. The decrease in participation in student organizations and other programming by male students is a trend that the DOS Office is addressing. Student Foundation and the Leadership Institute are developing intentional recruitment strategies.
4. The Leadership Institute is addressing the decrease in both participation and opportunities for experiential learning. Adding a service-learning component and expansion of immersion learning opportunities to include domestic and international travel are underway.
Accomplishments/Retention Initiatives 2016-2017

1. Administrative Support for the Central Office assisted a total of 15,523 customers throughout the year and provided 62 students with notary services.
2. The Office coordinated notification for the 15 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


n/a

Assessments for 2016-2017

Customer tracking was conducted during 2016-2017 for both in person and over the phone assistance the Dean of Students Office reception area staff provided. A total of 15,523 contacts were made for the year. The graphs below represent the breakdown of contacts made during the 2016 summer/fall and 2017 spring semesters.
Figure 1 reflects the total number of contacts initiated in the Dean of Students Office June 1, 2016 through May 26, 2017. 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 January (1544), November (1534), April (1534) and September (1509), while the slowest are December (832), July (942) and June (1044). 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 2016. December includes dates ranging from the 1st thru the 16th. 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 4 represents the breakdown of activity for Spring 2017. The month of January includes dates ranging 2nd-31st marking the start of Spring ’17 while the month of May includes dates ranging from 1st through the 26th marking the end of Spring ’17. Overall, the graph above includes data collected from January 2nd- May 26th. May 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 2017, we do not see as much activity in comparison to Summer/Fall 2016.

Figure 3 represents a breakdown of combined totals of each sector for Summer/Fall 2016. The areas with the highest activity include General (1512), Visitors/Appointments (1354) and Background Checks/Study Abroad (1199). The lowest activity within this office include sectors related to the Student Foundation (29), Student Government (40) and Notaries (57).
Presentations presented by Area Staff

n/a

Special Recognitions for Area Staff

Shelby Pritchett received the Outstanding Contribution to Student Affairs Award on September 2, 2016.

Objectives for 2016-17

Objective 1
Improve communication with the support staff in all areas of the Dean of Students Office.

Objective 1 Status
We met the objective by having Support Staff meetings with the administrative assistants and the Dean of Students. We continue to have open lines of communication with each other through one-on-one meetings and open discussions. The DOS Central Office administrative assistants continue to improve their communications by meeting for inter-office updates and concerns.

Objective 2
Enhance staff resources with online forms to assist all staff in the Dean of Students Office.

Objective 2 Status
The objective has been achieved and continues to be updated. The staff resource section has been reviewed, and staff have provided feedback to ensure these forms are user-friendly and the information is easy to comprehend.

Objective 3

Figure 5 represents the total amount of activity taking place during Spring 2017 at an individual sector. The highest activity was seen at the General standpoint (1346) along with Visitors and Appointments (1297). The lowest activity was seen in Student Foundation (4) and Greek Affairs (24).
Implement cross-training for the support staff in all areas of the Dean of Students Office.

Objective 3 Status
The cross-training objective has not been completed but is ongoing. We will work with the other areas to determine an appropriate time to cross-train during non-peak periods. The training may be limited because of available security to the individuals.

Objective 4
Coordinate the DOS Central Office support staff to create online written procedures for their areas.

Objective 4 Status
The online written procedures are ongoing. The Student Justice area has completed this objective, and the other areas are actively compiling information for the procedures.

Objective 5
Establish student worker training for all areas of the Dean of Students.

Objective 5 Status
We continued to benchmark with other campus offices to find different practices they have used to train student workers. On September 14th the student worker training was held and all areas met together for half of the meeting and then split off into separate areas for a more in-depth training for each office. We will continue to improve the process through more benchmarks and review of the training.

Objectives for 2017-2018
1. Enhance staff resources with online 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 online written procedures for their areas.
4. Update office tracking procedures to ensure accurate data.

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 hire 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 that 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.
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 2016-2017

1. ADCS Coordinator conducted extensive CAS SAG Review of the ADCS office in Fall 2016. External Review and Recommendations to take place in Fall 2017.

2. Cheryl Harper was selected as a Downtown Partner of the Year for the Community Service Program.

3. Mariel Alvarez was selected as the September Employee of the Year.

4. ADCS provided various community service opportunities which allowed for 588 individuals to complete their community service requirements during the 2016-2017 reporting period.

   a. These individuals completed a total of 8,544.50 verifiable hours that amounted to the “in-kind” equivalent of $51,364.09 in minimum wage labor. Although there was a 4.7 percent decrease in the number of students served from last year, the Community Service Program had an increase of 23 percent in the number of hours worked and a 2 percent increase in the number of “in-kind” wages.

5. 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 help 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 from evaluations.
6. 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), City of San Marcos, Student Involvement (Bobcat Build, Boko Awards), Student Health Center, LBJ Student Center, Meadows Center, Barton Middle School (Golf Tournament), Retention Management (Brilliant Bobcats), TRIO Program, The Corridor (Executive Committee Meeting) and the Agriculture Department.
   b. Some of the surrounding local communities’ events that utilized students included Travis Elementary, Sights & Sounds of Christmas, Lehman High School, San Marcos High School, Hays High School, Mendez Elementary School, Crockett Elementary, Downtown San Marcos Beautification Project, Cabela’s, Meals on Wheels, Farmer Fred’s Garden Spring Carnival, and Spring Jamboree.

7. ADCS continues to provide a living document listing all of the currently available community service opportunities that 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.

8. ADCS provided 14 Alcohol Education Program for Minors (AEPM, aka MIP classes) in 2016-2017 which hosted 183 participants registering for the course and 154 participants completing the course. Participants this year exhibited an overall “Knowledge Increase” of 66 percent (pre-test and post-test scores).
   a. In 2015-2016 there were 13 classes with 203 participants completing the course that exhibited an overall “Knowledge Increase” of 73 percent (pre-test and post-test scores).
   b. Effective January 2017 the registration fee for the AEPM course was increased from $50.00 to $60.00, bringing an additional $990.00 in Income from January to May. The increase in fee was due to an increase in the local competitor’s fee to $60.00, and collaboratively there is an understanding between agencies to keep registration fees comparable.
   c. The continued decrease in the number of classes usually offered in the past (23 classes in 2010-2011 to 18 classes in 2014-2015) is primarily related to the limited availability of space in the LBJ Student Center during the past year.
   d. 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
online 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 (DHS) AEPM course. Local area courts and judges have decided to accept the course, although they continue to offer ADCS as a referral source.

e. Texas State referral sources (Dean of Students, Student Justice and Department of Housing and Residential Life) have chosen not to accept the online course certificate.

9. ADCS’s Marijuana 101 program was completed by 142 participants as a result of marijuana-related violations (75 POM and 67 PODP). This represents a 13 percent increase in Marijuana 101 services from the previous year (126 participants in 2015-2016, 77 POM and 49 PODP). These participants met individually with the ADCS Coordinator prior to and after their completion of the online portion of the program.

10. The ADCS Coordinator provided individual Assessments (typically a series of 4 sessions) to 38 students – 30 completely completed all 4 Assessment sessions by the end of May, 2017 - a 52 percent increase in Assessment services from the previous year (25 participants in 2015-2016). 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.

11. The ADCS Coordinator, Stacy Batts, 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, the Judicial Hearing Board, the Foster-Care Alumni Committee, and serves on the Board of Regents Meeting Planning Committee. Stacy also taught the AEPM course seven (7) times in 2016-2017, and is the Advisor for The Echoes Acappella Chorus student organization.

12. The ADCS Assistant Coordinator, Cheryl Harper, served as Chairman of the Sallie Beretta Outstanding Senior Woman Award Committee (24 faculty and staff nominations, 6 students applied), Executive Board and Treasurer - Coalition of Black Faculty and Staff, Co-Team Leader for Academic Appreciation Ceremony, 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 six (6) AEPM courses and supervised four (4) student workers.

13. ADCS continues to strive to provide consistent venues and facilitators for Alcoholics Anonymous (AA) meetings on campus. During the 2016-2017 reporting period AA meetings continued to take place in the Lampassas Building on campus due to continued space availability in the 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.
**Progress on 2012-2017 Administrative Support Plan / Strategic Plan 2016-2017**

1. **Strategic Plan 2012-2017. Objective 5.1. Strategy 5.1.1** to complete relocation of Alcohol and Drug Compliance Services to a permanent location clearly identified for efficient access of students. This relocation (strategy) is complete as intended in the strategic plan, and in advance of end date FY17. The workspace is far from ideal and has operational challenges that will be monitored, as will opportunities for a subsequent relocation/modification.

2. **Strategic Plan 2012-2017. Objective 5.1. Strategy 5.1.2** to create a brochure for the university community about the Alcohol and Drug Compliance Services is in progress and on time. It was expected to be complete prior to its end date of FY13, however modifications to the overall Dean of Students office service brochure during the 2014-2015 period, which includes appropriate and sufficient marketing material for the ADCS area, has rendered this strategy complete. No other marketing brochure for ADCS will be created at this time.

3. **Strategic Plan 2012-2017. Objective 5.1. Strategy 5.1.3** to create a website about the Alcohol and Drug Compliance Services is in progress in advance of its beginning date of FY13. Modifications and refinement were completed in advance of end date FY14, and information/content will be updated on an as needed basis. Website for ADCS is monitored and updated by the Coordinator and by the Administrative Assistant II, both GATO trained. The ADCS website is also monitored overall by the Marketing Coordinator and Graduate representative from the Dean of Students office.

**Assessments Conducted in 2016-2017**

For this assessment period the Department Goal 5: “Increase student sustainability and success both academically and personally, by providing satisfactory and appropriate programming that encourages healthy decision making relating to alcohol and drugs as well as personal responsibility” in the DOS Strategic Plan will be newly measured through 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**

This is the second year the Community Service Program has been evaluated. Feedback from the surveys continue to express positivity and growth in service learning. The Community Service Coordinator utilized quantitative and qualitative research approach. The surveys were administered via e-mail.

- **a.** The return rate for males totals 44 percent and 56 percent for females.
- **b.** Was the community service procedure and expectations clearly explained? 56.8 percent stated Strongly Agree and the remaining 43.2 percent with Agree
- **c.** Was the community service program able to work around my schedule? 58.3 percent with Strongly Agree, 40.5 percent with Agree, and only 1.2 percent with Disagree
d. Were the e-mail reminders helpful? 85.7 percent with Strongly Agree and 10.2 percent with Agree

e. If you received the quarter sheets was it helpful? 42.9 percent stated yes, 4.7 stated no, and 52.4 stated Not applicable

f. Would you utilize our program again for a new issue? 90.8 percent stated Yes and 9.2 percent stated No

g. The Community Service Program was able to work around my schedule. 75 percent stated strongly agree and 25 percent stated agree

h. Given your completion deadline, was ADCS able to assist you in a timely manner? 67.9 stated strongly agree and 32.1 stated agree.

i. As a result of our program, are you aware of new resources/programs on and off campus? 100 percent

j. Was the Community Service Newsletter helpful? 59.5 percent stated yes, 9.5 percent stated no and 31 percent stated not applicable.

k. Overall experience with our program. 67.9 percent stated Strongly Agree and 29.8 percent stated Agree

l. Would you recommend our program to other students who may need community service? 100 percent of participants said yes.

Some of the comments include:

a. Ericka was great.

b. Cheryl was very nice and warming from the very first day and made me feel comfortable in and uncomfortable situation.

c. It was a fun time. Allie was real cool. I’m glad I was told about it.

d. Great office.

e. I love Stacy and Mariel.

f. It was a pleasure working with you ladies! I appreciate that I wasn’t treated like a criminal or a bad person. Keep doing a good job!

g. Everyone was so nice.

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

This is the second year the ADCS 4 Assessment Session process has been evaluated. Feedback continues to be positive from student respondents, and the number of responses this year increased significantly compared to the number of responses last year due to the process of emailing the surveys to students 30 days after they completed the sessions. The ADCS Coordinator utilized quantitative and qualitative data collection approach, and created a five (5) question survey that was sent via email to 30 students. Twelve (12) students responded to the survey. The information below is a summary of the information collected from the 12 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 1st 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 (18%)
Stage 2 – 4 responses (33%)
Stage 3 – 4 responses (33%)
Stage 4 – 1 response (8%)
Stage 5 – 1 response (8%)

- I would have to say #1 because I was in denial that it had no effect on my life.
- During my 1st session I would have to say I was on the “Well, Maybe Me” or The Contemplation Phase. I knew what I was doing at the time.
- In regard to the first session, I would say that the numerous responsibilities that result from aspects of college had me in a somewhat distracted headspace. Nonetheless, going into the first session, I felt very comfortable and aware to why I was there.
- Changing from being a kid and being a grown up.
- I was required to go to my assessments because I got in trouble with alcohol. I typically don’t drink so it was a just my luck the one time I got drunk I got in trouble but I don’t regret the experience. Walking into my first assessment I thought I didn’t need to do it and nothing positive would come from it. I was definitely at stage one of change.
- Coming into the first assessment I feel like I might have been in the 3rd phase, simply because I was ready to find out what I needed to do to better myself and complete the course. While in that first assessment I got very comfortable so speaking about what could have potentially caused my behavior so I don’t think I gave very much resistance.
- I had already recognized my bad habits and working to eliminate them.
- Wondering if I had a problem.

2) Reflecting on your 4th 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 – 0 responses
Stage 2 – 0 responses
Stage 3 – 1 response (8%)
Stage 4 – 5 responses (46%)
Stage 5 – 5 responses (46%)

- I have definitely been taking steps towards my unhealthy thinking and life style. Since then, I separated myself from those individuals who influenced me negatively. And I also been really active training and staying busy preparing for my next chapter in life.
- By the last session I sensed that I had developed a very positive relationship with you through the various topics and matters we discussed. Much ease came with approaching you and the adcs office.
- I would say that I went to the gym and Lent helped me.
- By my fourth assessment I was really eager and open to everything you were saying. Instead of focusing on the situation that got me going to our meetings we looked at other things that
could make me a better person. You really helped me and it was exactly what I needed to start
my semester off in the right direction. By the end of our sessions I was in stage 4.

• I would consider myself to be in the 5th stage, mainly because I understand the actions and
  why I performed them and it helped me fix the problem.
• I have learned to drink responsibly to avoid bad consequences.
• Realized I’m okay. My problems can be controlled with & without drugs/alcohol.

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 – 0 responses
(3) Indifferent – 1 response (8%)
(4) Very Helpful – 8 responses (74%)
(5) Extremely Helpful – 2 responses (18%)

• I would rate the overall helpfulness of these sessions as very good in the way they had me
  introspectively analyze past decisions and use that to positively influence future personal
  choices.
• These assessments helped me reassure the self-confidence I had in myself. It might sound odd
  saying that is reassured the confidence I already had, but reassurance and validation on
  something can go a long way.
• Because it was aimed at bettering myself as opposed to shaming me for what I did.

4) Did you take advantage of the Follow-Up sessions offered once the 4 Assessments were
completed? Care to comment further?
Yes – 1 response (8%)
No – 11 responses (92%)

• I wish I did because those sessions help me so much it was like relaxing for me.
• I got what I needed of the 4 assessments sessions.
• I was not involved in any sessions after the 4 meetings with Stacey.
• Unfortunately, I had finals started.
• I took advantage of the sessions I had. Those were like therapy.
• I didn’t but whenever I have a bad day I think I about scheduling an appointment just to talk.
• No, I did not have a chance to take advantage of the follow up session offered. I really wanted
  to make time to go in and have another session, but our 4th session was right before finals
  started so I never could free up space to go in. If time wasn’t an issue, I would of 100% gone
  back for a follow up session. Those assessments have persuaded me into going to therapist
  sessions regularly during the summer while I’m back in my hometown.
• I unfortunately have not had time to do so.
• Stacy was extremely helpful in more than just alcohol related issues and shows genuine interest in students.

5) Based on your overall Assessment experience, do you have any suggestions that would improve the service and/or the process?

• We need at least 4 more Stacy stokes on staff
• Overall great experience. Glad I could talk about those things people usually don’t like to talk about.
• I had a beneficial experience in the sessions through adcs. I was very thankful for the friendly (peer to peer) approach you used towards me. Continue your fantastic work and Thank you for all your help!
• I thought it was very informative.
• No it was great and you were so easy to talk to. Keep doing what you do.
• To be completely honest, I had an awesome experience with your sessions. I wouldn’t change anything except the fact that I wish the University would have made me take these assessments earlier, so that I can continue to use this resource beyond the required assessments.
• PS you were great Stacy, thank you for all you do.
• Overall, I don’t think I have any suggestions to better improve the service. It was a fair and comfortable way to help me reflect on my behavior.
• No program is great!
• No. Stacy is amazing.

This was the second year for using this Assessment Evaluation process. Response 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 presented by Area Staff in 2016-2017

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<tr>
<th>PERSON</th>
<th>PRESENTATION TITLE</th>
<th>AUDIENCE</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacy Batts</td>
<td>Alcohol Education Program for Minors (7 classes)</td>
<td>AEPM/MIP Students</td>
<td>LBJSC</td>
</tr>
<tr>
<td>Stacy Batts</td>
<td>3 Presentations to DHRL New RA Orientation on ADCS &amp; DOS Services</td>
<td>DHRL New RA’s</td>
<td>McCoy</td>
</tr>
<tr>
<td>Stacy Batts</td>
<td>2 Spring Break Presentations to Multi-Cultural Greek Organizations on Alcohol Safety</td>
<td>2 Multi-Cultural Greek Organizations</td>
<td>LBJSC</td>
</tr>
<tr>
<td>Stacy Batts</td>
<td>Cats Caravan - Dallas</td>
<td>High School Juniors</td>
<td>Dallas</td>
</tr>
</tbody>
</table>
Cheryl Harper  Alcohol Education Program for Minors (6 classes)  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
Mariel Alvarez  ADCS Services-Residence Directors Meet and Greet  Residential Life and Housing Directors  Residential Life
Mariel Alvarez  NSO Spanish Q&A Session  Parents of NSO  LBJSC

Special Recognitions for Area Staff in 2016-2017

<table>
<thead>
<tr>
<th>PERSON</th>
<th>RECOGNITION</th>
<th>ORGANIZATION RECOGNITION FROM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mariel Alvarez</td>
<td>September Employee of the Month</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Mariel Alvarez</td>
<td>Master of Elementary Education- Bilingual/Bicultural</td>
<td>Texas State University</td>
</tr>
<tr>
<td>Cheryl Harper</td>
<td>Committee Chair</td>
<td>Sallie Beretta Award Committee</td>
</tr>
<tr>
<td>Cheryl Harper</td>
<td>Committee Member</td>
<td>LBJ Student Center Tenants Team</td>
</tr>
<tr>
<td>Cheryl Harper</td>
<td>Committee Member</td>
<td>SDI – Equality University Conference Leadership Committee</td>
</tr>
<tr>
<td>Cheryl Harper</td>
<td>Committee Co-Chair</td>
<td>SDI – Equality University Conference Co-Chair, Food &amp; Hospitality Sub-Committee</td>
</tr>
<tr>
<td>Cheryl Harper</td>
<td>Committee Member &amp; Co-Chair</td>
<td>SDI – Equality University Conference Co-Chair, Food &amp; Hospitality Sub-Committee</td>
</tr>
<tr>
<td>Cheryl Harper</td>
<td>Committee Chair</td>
<td>Selection Committee – Student Government’s Administrative Assistant</td>
</tr>
<tr>
<td>Cheryl Harper</td>
<td>Executive Board Member &amp; Treasurer</td>
<td>Coalition of Black Faculty and Staff</td>
</tr>
<tr>
<td>Cheryl Harper</td>
<td>Downtown Partner of the Year</td>
<td>Main Street – City of San Marcos</td>
</tr>
<tr>
<td>Cheryl Harper</td>
<td>Committee Member</td>
<td>Academic Achievement Ceremony</td>
</tr>
<tr>
<td>Cheryl Harper</td>
<td>Committee Member</td>
<td>Student Health and Wellness Fair</td>
</tr>
<tr>
<td>Stacy Batts</td>
<td>Co-Advisor</td>
<td>Student Foundation</td>
</tr>
<tr>
<td>Stacy Batts</td>
<td>Committee Member</td>
<td>Alcohol and Drug Advisory Council</td>
</tr>
<tr>
<td>Stacy Batts</td>
<td>Committee Member</td>
<td>Foster Care Alumni Advisory Committee</td>
</tr>
<tr>
<td>Stacy Batts</td>
<td>Committee Member</td>
<td>Mental Health Advisory Committee</td>
</tr>
</tbody>
</table>

Progress on Objectives from last year’s Annual Report

1. 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. This objective was completed, and will continue in 2017-2018.
2. 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. This objective of implementation change was met, and will continue to change for 2017-2018. The re-wording of the questions did not occur for this year, and will occur for the next year 2017-2018.
3. Continue to create and implement a community service satisfaction survey for ADCS resources that utilize community service students. This objective was started and will continue through to implementation in 2017-2018.

**Objectives for 2017-2018**

4. Continue to implement a survey to determine customer satisfaction for the ADCS area and what services, if any, students would find useful that would be appropriate for ADCS to provide.
5. 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.
6. Continue to create and implement a community service satisfaction survey for ADCS providers and resources that utilize the Community Service Program.

**Trends/Challenges for 2016-2017**

1. 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.
2. Increase numbers of student population, along with the consequences of attitudes and perceptions challenge, will create an increased demand on ADCS services, specifically Community Service and 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.
3. Access to space in the LBJ Student Center for classrooms for the AEPM/MIP continues to present as a challenge this 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.
4. 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.
5. Legislation approving the court’s decision to accept the TEA online 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 online 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 online course.
Accomplishments/Retention Initiatives from 2016-2017

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 saved students over $428,000 (an increase of roughly $28,000 over last year) in legal costs. 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. This year there were over 940 appointments in our office, and we made 256 notarizations. The majority of students who met with attorneys were Freshman, with Seniors close behind, and Sophomore clients increasing drastically to almost equal Seniors. The majority of the cases were criminal matters, 37.5 percent, up slightly from last year. This was followed by renting, 31 percent, also a slight increase from last year. Family matters saw a slight dip to 9.5 percent down from 10 percent. Business matters decreased from 8 percent to 6 percent.

These statistics do not reflect all the increases and changes in different types of cases AFS has seen since the policy change in January, 2017. Comparing the date ranges 01/01/2017 – 05/31/2017 to the same date range in 2016, AFS cases have increased in the following areas, and we expect to see the increase continuing in these and other areas:

- Financial (debt and credit) cases increased by 75 percent;
- Name and gender marker changes increased by 60 percent;
- Insurance (auto and medical) cases increased by 33 percent;
- Lease reviews increased by 21 percent; and
- Employment cases increased by 14 percent.

3. Out of the 2,489 presentation questionnaires 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.

4. 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.
5. The office spoke to over 2,500 students in multiple venues, such as US 1100 (roughly 145 classes) and other classes, student organizations, and similar programs.

6. Office Director and Staff Attorney continued serving on various committees and made numerous presentations to parents, students, faculty, and staff. One specific presentation was confidential and included parents and students when a student-oriented apartment did not open at its scheduled time. The office director began working on the Common Experience project, served on two search committees, and gave over 14 presentations outside of US 1100 presentations. Staff Attorney Kama Davis gave 12 presentations outside of US 1100 presentations, and continued to serve on the Veterans Advisory Council.

Additional Educational Outreach/Presentations by Dept. Staff to Online Communities

The Attorney for Students office continues to integrate multiple marketing tools to promote legal services to students in various venues around campus and online, such as in print (handbooks), TV monitor in the waiting area (informational), Android tablet (for surveys), and online (Dean of Students website). All three professional staff updated the student handbook. The office continues to use the TV in the waiting area that plays memes and videos that educate (and entertain!) students on lease reviews for housing and other legal issues. The office manager implemented a menu board with catchy messages that is placed downstairs near the LBJSC food court which seems to bring additional attention to the AFS office.

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

Department Goal 2 (2012-2017):
Integrate technology into all Dean of Students Office services to improve achievement of department core functions.

Department Objective: Objective 2.1:
Utilize information technology to improve achievement of department core functions.

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

Department Goal 4 (2012-2017):
Promote awareness of legal issues affecting students through direct educational programs, collaborative efforts with academic and other departments, as well as professional training opportunities for students.

Department Objective 4.1 (2012-2017):
Increase staff to manage growing programs and services while maintaining personal safety and a high level of customer service.

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

Research and implement addition of full-time receptionist.
Status: *Incomplete*. Due to external factors impacting the office, it has been determined that rather than a full-time receptionist, a part-time paralegal would bring the greatest benefit to the office and how we serve our students. Most of the issues previously addressed with clients such as those with critical issues feeling uncomfortable with a student worker preparing notes/briefs on sexual assault or crime cases can be addressed by a paralegal. While the Administrative Assistant II continues to supervise all the student workers and handles the day-to-day running of the office, her job can be made vastly more efficient by having a paralegal handle many of the legal-oriented questions that come through. The attorneys can see more students and be more effective if they have a paralegal who can assist with document production and intake which cannot be done by the administrative assistant. The office can better serve students with an additional part-time paralegal new hire.

**Assessments Conducted in 2016-2017**

The Attorney for Students Office continues to implement two instruments for measuring student satisfaction of our programs and services: a digital Customer Satisfaction Survey offered at the end of each appointment and an in-person, paper program evaluation that is distributed after most presentations. Titanium has given us access to more participant demographics, and we continue to refine it.

The office continues to use an Android tablet to get 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, our office has an improved response rate of 92 percent of students during the academic year. The responses are strongly positive, but the negative comments primarily focus on the length of time it takes to see an attorney.

A large portion of students continued to express feeling overwhelmed by their legal issues to the point of impairing their academic performance. Those same students overwhelmingly felt better after meeting with an attorney about their issues and would recommend the Attorney for Student office services to other students. Over 79 percent of the students responded that their legal issues were distracting them from their studies, and over 88 percent said that it was causing them stress. Over 88 percent of student respondents stated that they felt better equipped to handle similar situations in the future, and 96 percent would recommend this service to other students. In response to the question “As a result of my experience with the Attorney for Students office, I feel better equipped to handle a similar situation in the future.” 88 percent agreed or strongly agreed (n=869).

Supporting our students when they need it most, with education, care, and compassion is a hallmark of the office of the Attorney for Students. A sample of comments are listed below:

- “The student worker who made my appointment was so friendly” Nov. 4, 2016
- “This experience has empowered me to better handle any other similar situations. THANK YOU!” August 31, 2016
- “Very excellent and caring ATTORNEY. You feel safe after seeing her” October 6, 2016
- “The appointment was very thorough as answered all my questions in a detailed manner. I was also provided with extra information and resources as well as a general long term plan” Dec. 12, 2016
• “I had always known about it, I heard about this service during transfer orientation, but I saw a sign down in one of the bottom floors of LBJ, near the elevator and near the doors of the cafeteria”  
  Feb. 14, 2017
• “The help that I received greatly helped to reduce stress and manage my case better”  
  Feb 24, 2017

Pertinent Demographics:

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

• The office served more women (58 percent) than men, which was slightly up from the services provided last year (54 percent). This is likely owing to the university’s changing demographics in which more women than men are enrolling.

• Criminal issues remained at the forefront for all class levels and although the freshmen who we served were getting in trouble for the first time, there were also many seniors and sophomores who needed assistance in cleaning up their records as well.

• Seniors also had more problems with family matters causing them stress,

• Majors who used the office most frequently were Business Management (often seeking advice on starting a business), Nursing, Psychology and Exploratory Studies, similar to those of last year. The Primary College using AFS’s services were Liberal Arts and Science and Engineering.

• 41 percent of the students who utilized our services identified as White, down from 44 percent last year; 35 percent Hispanic and 15 percent Black, up from 11 percent.

Presentations

Both attorneys made over 160 presentations, which includes roughly 145 University Seminar (US1100) classes. Shannon FitzPatrick spoke to varsity athletes about renting issues and was involved with campus dialogues and the Common Experience for 2017-2018. Both Ms. FitzPatrick and Kama Davis made presentations to Lambda, Student Government, US 1100 faculty, and a group of students and parents with an emergency housing situation. Ms. FitzPatrick, Ms. Fraker, and Ms. Davis presented twice to Transcend to help with name changes, and Ms. Davis also presented to Veterans, First Generation Parents, and business and law fraternities.

US 1100 presentations received excellent feedback from students. Based on last year’s evaluation, a PowerPoint presentation was added and received high marks. Written comments were also valuable in confirming that the speakers connected with our audience:

• “I really enjoyed this presentation. The stories were very enjoyable and helpful to getting points across.”
• “How to talk and deal with the police and how to work with having my student attorney and renting info was helpful.”
• “I enjoyed having the examples and stories of students, it made it easy to understand because it related personally to us students.”
• “The Attorney is incredible and hilarious! I would listen to this presentation over and over again. Equal parts of entertaining and educational, so, so great!”
• “Awesome presenter; opened my eyes to a lot of issues like rent, police stops, etc.”
• “Very good presentation, I will definitely use the knowledge gained in my everyday choices.”

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. Such presentations will continue as long as there is a need and an impact.

**Presentations presented by Area Staff in 2016-2017**

<table>
<thead>
<tr>
<th>Person</th>
<th>Presentation Title</th>
<th>Audience</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shannon FitzPatrick</td>
<td>Attorney for Students</td>
<td>US 1100 classes</td>
<td>Across campus</td>
</tr>
<tr>
<td>Kama Davis</td>
<td>Attorney for Students</td>
<td>US 1100 classes</td>
<td>Across campus</td>
</tr>
<tr>
<td>Shannon FitzPatrick</td>
<td>Renting Tips for Athletes</td>
<td>Volleyball Team</td>
<td>Strahan</td>
</tr>
<tr>
<td>Shannon FitzPatrick</td>
<td>Summer Dialogues</td>
<td>Students/Community</td>
<td>LBJ Museum</td>
</tr>
<tr>
<td>Shannon FitzPatrick</td>
<td>Common Experience</td>
<td>People throughout campus</td>
<td>Across Campus</td>
</tr>
<tr>
<td>Shannon FitzPatrick</td>
<td>Business Liability Issues</td>
<td>Business Students</td>
<td>McCoy</td>
</tr>
<tr>
<td>Shannon FitzPatrick / Kama Davis</td>
<td>Office of the Attorney for Students</td>
<td>Academic Advisors</td>
<td>UAC</td>
</tr>
<tr>
<td>Shannon FitzPatrick / Kama Davis</td>
<td>Prep for Law School</td>
<td>Prelaw Society</td>
<td>Centennial</td>
</tr>
<tr>
<td>Kama Davis</td>
<td>Office of Attorney for Students</td>
<td>Students</td>
<td>UAC</td>
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<tr>
<td>Kama Davis</td>
<td>Office of Attorney for Students</td>
<td>Veteran Community</td>
<td>LBJSC (2 presentations)</td>
</tr>
<tr>
<td>Kama Davis/ S. FitzPatrick/ Sharon Fraker</td>
<td>Name and Gender Marker Changes</td>
<td>Transcend</td>
<td>LBJSC (2 presentations)</td>
</tr>
</tbody>
</table>

**Special Recognitions for Area Staff in 2016-2017**

None

**Progress on Objectives from last year’s Annual Report**

1. Develop a PowerPoint presentation for US 1100 presentations. *Successful/Ongoing.* The office designed a PowerPoint presentation for US 1100 based on evaluations received in the 2014-2015 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 US 1100 to help meet demand for the Attorney for Students Presentation.** *Incomplete.* Because of an extremely tight presentation schedule, along with a very busy office schedule, it was determined that this goal was not feasible.

3. **Update the Attorney for Students Handbook.** *Completed.*

4. **Track Legislative changes in the 83rd Legislature that will impact our students.** *Ongoing.* Specifically, there were changes in the LGBTQ laws as well as numerous criminal laws and family matters, but not all issues have been resolved by the Legislature as of this writing. Most of these matters will not go into effect until September 1, so we will continue to track changes and make every effort to make students aware of legislation that might impact them.

**Objectives for 2017-2018**

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. Last year the office had hoped to have more classes combined, but with requests for presentations starting as early as the Spring 2017 semester and classrooms are not assigned until a late date, this was a challenge. The office will try again this fall and place a focus on time slots (such as 5:00) and see if this will be more successful.

2. Our office website will undergo additional renovations and updates with an eye to not only continuing to make the site more mobile friendly, but perhaps also to explore ways to make the elements more congruent with the Dean of Students site.

3. Because of new laws going into effect from the 83rd Legislature, we will work to update our “Student Anti-Anxiety Guide to Texas Laws” handbook which remains popular with our student-clients.

**Trends/Challenges for 2017-2018**

The Attorney for Students Office is in high demand, with the demand for services and presentations outweighing our current capacity. While presentations continue to be highly successful, there is not enough staff to increase the number of presentations, which continue to be sought by transfer and international students, university organizations, first generation parents of college students, Student Government, university staff, and other organizations. The Attorney for Students office space and staffing is limited and is not able to serve all the students needing assistance.

The limited space continues to pose an attorney-client privilege problem. All attorneys are required to keep all communications with clients completely confidential. The attorney-client privilege is challenging to protect due to the limited space in the AFS office.
The office seeks a part-time paralegal to assist attorneys and office staff meet the needs of the growing and diverse student body. This will be a cost-effective approach to being able to respond more quickly and with accuracy to an increasing number of requests for our services. As has been the norm for the past three years, our support staff continue to be stretched thin for a busy and successful law office. Student workers are becoming more difficult to find and the caseload continues to increase.

As the director of the office becomes more engaged with the 2017 Common Experience, she will be drawn out of the office more to assist with a variety of events. This will require the staff attorney to shoulder a larger portion of the caseload, but hopefully there will be a payoff for both the department and the division.
Accomplishments/Retention Initiatives from 2016-2017

1. The Greek Affairs Programming Board of Directors had a third 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 Greek Olympics; b) hosting and coordinating Greeks Got Talent; c) collaborating with Campus Recreation to encourage participation in Intramural Sports; d) collaborating with South Texas Blood and Tissue center to host two blood drives resulting in a total 222 units of blood donated benefiting over 650 hospital patients; e) collaborating with Keep San Marcos Beautiful to coordinate three community wide service projects in the Fall; f) collaborating with Hays County Food Bank to coordinate two community wide service projects with their adopt-a-farm project in the Spring; and g) hosting the Holiday Greek Gala.

2. The Interfraternity Council (IFC) continued growth and progress this year. 380 men accepted bids during fall 2016 with 333 later initiated giving the council an 88 percent retention rate. The council voted to welcome Phi Gamma Delta (FIJI) to our community continuing a successful five-year expansion plan. Community service and philanthropy were a continued focus as the council coordinated community-wide clothing and canned good drives, which collected over 1,910 articles of clothing donated to Southside Community Center and 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 recruitment and community-wide events. The council utilized a more unified recruitment effort by hosting MGC Quad days, allowing students to see all of the chapters working together rather than a focus on separate 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. The council also successfully hosted a Town Hall in February with almost 100 percent attendance from the community.

4. The National Pan-Hellenic Council (NPHC) continued to see improvement in their growth, management, and operations this year. The council welcomed 16 new members to their community through 3 organizations conducting intake. The council continued to partner with other offices and organizations on campus to plan and deliver effective programming including a council wide retreat and a successful first annual NPHC week in the fall. In the spring NPHC hosted a successful “Yard Show” focusing on Black History Month, with pre-sale ticket sales proving to be a more effective method as the show was sold-out.
5. The Panhellenic Council (PHC) continued to successfully grow and expand throughout the community this year. The council had 705 women register for Recruitment with 576 receiving bids (invitation to join) giving the council an 82 percent retention rate. A move to a Dual Quota system was successfully made this year making it easier for upperclassmen to receive a bid to join a sorority during Formal Recruitment. Through continuing expansion efforts, a new sorority, Alpha Gamma Delta, was added this year, which colonized with 105 women. Additionally, the council created a new position, Vice President of Women’s Empowerment, designed to focus on women’s issues.

6. DOS-Greek Affairs took student leaders to the Association of Fraternal Leadership and Values (AFLV) Meeting from February 1-5, 2017. Texas State was represented by 20 students and 3 DOS-Greek Affairs staff at the AFLV Conference, which is the largest gathering of fraternity and sorority leaders in the nation. The Panhellenic Council (PHC) was recognized at the conference for their efforts in community service and philanthropy as well as having an executive officer of the council place second in the Order of Omega case study competition.

7. The third annual Chapter President’s retreat was hosted on January 28-29, 2017 in conjunction with the first annual Fraternal Values retreat also on January 28-29, 2017 at T Bar M Ranch in New Braunfels, Texas. Each fraternity and sorority sent their chapter president along with one to two additional representatives to join 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 Equality U and Student Government’s Forum “When Black and Blue Lives Meet”. Workshops included the following: a) Fraternity and Sorority Executive Officer Risk Management Training; b) When Black and Blue Lives Meet Forum hosted by Student Government; c) National Hazing Prevention Week activities; d) two Sexual Harassment Prevention and “Title IX” training workshops; e) “Leadership in a Diverse World” workshop and dinner; f) Fraternal Values retreat weekend; and g) Equality U conference.

9. The State of Texas mandated Risk Management Training was held on Sunday, September 11, 2016. 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 Title IX topics and had opportunities to meet with a 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 Gentry McCreary who spoke about research, topics, and trends regarding Title IX and hazing.

10. Greek Council Executive Officer Kick-Off Leadership Trainings were held on August 26, 2016 and January 18, 2017. These programs were 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. Innova marketing was brought in for a keynote presentation, focus groups, and a detailed marketing workshop. Spring programming focused on the leadership model and strategies from the published work *The Student Leadership Challenge*. 
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.


2016-2017 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.

2016-2017 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.

2016-2017 UPDATE: During the spring 2017 semester, Greek Affairs awarded recognition for fraternity and sorority chapters who achieved outstanding work in five different pillars of advancement as well as overall performance, including academic excellence. No chapter achieved the top recognition
in this area. However, a total of 5 fraternities and sororities were awarded a “most improved” performance recognition for increased academic performance of their chapter membership over the course of the 2016 Spring and Fall semesters. The Greek Governing Councils have increased recognition and developed recognition programs for awarding acknowledgement to individuals with outstanding academic achievement within the council. The Greek Affairs Programming Board added other recognition opportunities by awarding points based on overall academic performance in the year-long Greek Challenge program designed to encourage positive chapter achievement in five areas, including academics.

Assessments Conducted in 2016-2017

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 2.69 for the entire academic year and 74 percent 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. As detailed in the Administrative Outcomes and Methods report, targets are being met at least partially each year in some cases and in both long semesters in other areas. Improvement has been demonstrated each long semester from the previous corresponding long semester since the establishment of Outcome 3 in 2014, with the exception of the Fall 2016 semester.

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 FY18. 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. Epsilon Lambda Alpha, The Emerging Leaders Academy Survey
   a. A paper survey was provided to each participant at the conclusion of the 6-week program. 17 participants were present and submitted the survey, giving the assessment a 100 percent rate of response. The survey was designed to gather information on the overall success of the program. Topics on the survey including the value of the program to leadership development, workshop preferences, least utilized workshops in the program, desired future topics, and the occurrence of participants being elected to leadership position by the conclusion of the program. The assessment used a variety of methods including a Likert Scale, constructed response, and True or False statements.
   b. Overall, the program was successful and useful to participants. 100 percent indicated the program was helpful or extremely helpful as well as indicating they would all recommend the program to new members in their organization. 70 percent of participants found the top workshops in the program to be Ethical Leadership, Social Excellence, and Conflict Management. Workshops in the program that had less engagement were the least favorite of participants. The most significant indicator of success was the occurrence of participants being elected to leadership positions by the conclusion of the program. Out of the 17 respondents to the survey, 11 indicated they were recently elected to a leadership position in their organization or the Greek community.
   c. Participants indicated few desired improvements for the program. However, based on the feedback participants provided, two changes were made regarding program
workshops. New presenters were invited to improve engagement and relevancy for the less desired workshops and desired future topics were introduced to the program, replacing the workshop participants found least useful and relevant.

3. Panhellenic Formal Recruitment Survey
   a. An electronic survey was sent to participants in formal recruitment including potential new members and chapter advisors, presidents, and recruitment chairs. A total of 590 participants received the electronic survey with 167 responses, which included 153 potential new members and 14 chapter officers. The rate of response was 28.31 percent. The survey focused on communication of information and participants’ overall experiences throughout the process using a variety of Yes/No, multiple choice, and constructed response questions.
   b. Overall participants found communication about the program and expectations communicated clearly and understandable. 75 percent of participants indicated they received sufficient information prior to the beginning of recruitment and throughout the process. Effective feedback was provided to Panhellenic throughout the survey data, which detailed preferred communication methods, preferred communication sources, and areas of improvement for the overall experience of the program.
   c. Panhellenic Council is to make a number of adjustments to communication methods and sources for recruitment based on the feedback provided through survey results. Improvements include a) focusing on preferred communication sources and methods; b) incorporating an informational blog for potential new members to follow throughout the summer regarding relevant and important recruitment information; c) additional detailed information on financial responsibilities; and d) expectations of membership in an organization. Panhellenic feels the adjustments will further improve effective and relevant information for participants of the program.

Presentations by Area Staff in 2016-2017

<table>
<thead>
<tr>
<th>#</th>
<th>PERSON</th>
<th>PRESENTATION</th>
<th>AUDIENCE</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>1</td>
<td>Lindsey Trione</td>
<td>Greeks at Texas State</td>
<td>Parents at New Student Orientation</td>
<td>LBJ Student Center</td>
</tr>
<tr>
<td>2</td>
<td>Lindsey Trione</td>
<td>Recruitment Counselor Training</td>
<td>Panhellenic Executive Board and Recruitment Counselors</td>
<td>UAC</td>
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<tr>
<td>3</td>
<td>Lindsey Trione</td>
<td>Understanding the Release Figure Methodology</td>
<td>Panhellenic Executive Board and Recruitment Counselors</td>
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<tr>
<td>4</td>
<td>Lindsey Trione</td>
<td>Selection with Campus Director</td>
<td>Panhellenic Executive Board and Recruitment Counselors</td>
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<tr>
<td>5</td>
<td>Lindsey Trione</td>
<td>Greek Executive Council Kick-Off</td>
<td>Programming Board, IFC, MGC, NPHC &amp; PHC</td>
<td>LBJ Student Center</td>
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<td></td>
<td>Person</td>
<td>Recognition</td>
<td>Organization Recognition From</td>
<td>Organization</td>
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<tr>
<td>6</td>
<td>Lindsey Trione</td>
<td>Epsilon Lambda Alpha: Living our Values</td>
<td>Epsilon Lambda Alpha: The Emerging Leaders Academy participants</td>
<td>LBJ Student Center</td>
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<tr>
<td>7</td>
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<td>Theta Chi Hazing Prevention Workshop</td>
<td>Members of Theta Chi Fraternity</td>
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<td>8</td>
<td>Matthew Soles</td>
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<tr>
<td>9</td>
<td>Bob Dudolski</td>
<td>Delta Tau Delta Fraternity Leadership Development</td>
<td>New Member Class</td>
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<td>10</td>
<td>Bob Dudolski</td>
<td>Emerging Leaders Academy – Living Your Ritual</td>
<td>Epsilon Lambda Alpha: The Emerging Leaders Academy participants</td>
<td>LBJ Student Center</td>
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<tr>
<td>11</td>
<td>Bob Dudolski</td>
<td>Greek Executive Council Kick-Off</td>
<td>IFC, MGC, NPHC, &amp; PHC Council Executives</td>
<td>LBJ Student Center</td>
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<td>Delta Sigma Phi Fraternity Executive Officer Strategic Plan</td>
<td>Delta Sigma Phi Executive Officers and Alumni</td>
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<td>13</td>
<td>Bob Dudolski</td>
<td>IMPACT Leadership Retreat</td>
<td>Greek Chapter Presidents and Emerging Leaders</td>
<td>T Bar M Ranch</td>
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<td>14</td>
<td>Bob Dudolski</td>
<td>Mentoring &amp; Leadership Development</td>
<td>DOS-Leadership Institute Annual Leadership Conference</td>
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<td>Phi Kappa Psi Fraternity Founders’ Day</td>
<td>Chapter members and Alumni members</td>
<td>Embassy Suites Convention Center</td>
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<td>16</td>
<td>Bob Dudolski</td>
<td>Lambda Chi Alpha Fraternity Alumni Involvement</td>
<td>Lambda Chi Alpha Fraternity National Headquarters Staff and Alumni Members</td>
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<td>17</td>
<td>Bob Dudolski</td>
<td>Risk Reduction &amp; Management / Living Your Fraternal Values</td>
<td>Phi Gamma Delta Fraternity Members</td>
<td>Flowers Hall</td>
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**Special Recognitions for Area Staff in 2016-2017**

<table>
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<tr>
<th></th>
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<th>Organization Recognition From</th>
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<td>1</td>
<td>Leslie Cheromiah</td>
<td>Committee Member</td>
<td>Association of Fraternal Leadership and Values Educational Programs Selection Committee</td>
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<td>2</td>
<td>Leslie Cheromiah</td>
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<td>Texas State University Staff Council</td>
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<td>3</td>
<td>Leslie Cheromiah</td>
<td>Committee Member</td>
<td>Staff Council Scholarship and Awards Committee</td>
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<tr>
<td>4</td>
<td>Leslie Cheromiah</td>
<td>Committee Member</td>
<td>Staff Council UPPS Review Committee</td>
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<tr>
<td>5</td>
<td>Leslie Cheromiah</td>
<td>Committee Member</td>
<td>University of Phoenix Alumni Scholarship Selection Committee</td>
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<td>6</td>
<td>Lindsey Trione</td>
<td>Champions of Success Award</td>
<td>Division of Student Affairs – Texas State University</td>
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<td>7</td>
<td>Lindsey Trione</td>
<td>Order of Omega Case Study Competition</td>
<td>Association of Fraternal Leadership and Values – Central and Order of Omega</td>
<td></td>
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<tr>
<td>8</td>
<td>Bob Dudolski</td>
<td>Outstanding Contribution to Student Affairs</td>
<td>Division of Student Affairs – Texas State University</td>
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</tbody>
</table>
Progress on Objectives from last year’s Annual Report

1. Successfully colonize one new Interfraternity Council fraternity – Phi Gamma Delta Fraternity (fall 2016).
   a. Completed
   b. FIJI 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 a total of 51 members. IFC voted FIJI in as an associated member of the council in November 2016.

2. Grow 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
   b. Curriculum was established by Greek Affairs Programming Board Leadership Directors for the mentoring component. Fraternal Values Society members were paired with Emerging Leader Academy participants both in the fall and spring semesters. A new group of members was inducted in the spring, many from previous Emerging Leaders Academy participants. Further curriculum development will continue next academic year.

3. Develop and improve a second National Hazing Awareness Week campaign here on campus.
   a. In-progress
   b. Greek Council Executive Officers collaborated to develop activities for the campaign. Events were not implemented and further development and implementation will occur next fall.

4. Merge the Emerging Leaders Academy into a six-week semester course and move our retreat at T Bar M Ranch in New Braunfels, TX to an annual Fraternal Values Retreat.
   a. Completed
   b. Workshop content was developed, successfully moving the Emerging Leaders Academy into a six-week workshop, with a new participant class in both the fall and spring semesters. New curriculum was then developed for an annual Fraternal Values Retreat in conjunction with the annual Chapter President’s Retreat at T Bar M Ranch in New Braunfels, TX on January 28-29, 2017.

5. Continue hosting the annual Chapter Presidents’ Retreat at T Bar M Ranch in New Braunfels, TX and expanding the curriculum to strategic planning for the individual chapters in the community.
   a. Completed
   b. The Chapter Presidents Retreat was hosted at T Bar M Ranch in New Braunfels, TX on January 28-29, 2017. Curriculum was developed for collaboration with Fraternal Values Society members focusing on community-wide strategic planning.

6. Expand the Greek Challenge to coincide with each of our fraternity and sorority chapter’s national assessment and awards programs.
   a. Completed
b. Greek Challenge components address the five areas that a majority of national assessment and awards programs incorporate including recognition for academic achievement, community service, philanthropy, campus and community involvement, and recruitment and retention.

7. Redevelop our relationship with St. Jude Children’s Research Hospital and create a fundraising program that will better fit the culture of our local Texas State Greek community.
   a. In-progress and Modified
   b. After further analysis of the best fit for the culture of our local Texas State Greek Community, the decision was made to focus fundraising efforts on local community organizations. This year efforts were for School Fuel. Next year, more development will be necessary to improve participation in philanthropy events to increase the amount raised and to lower related event expenses.

8. Continue the Extension/Expansion process to add a new sorority to the Panhellenic Council.
   a. Completed
   b. The Panhellenic Council Extension Committee coordinated the extension application process throughout the fall semester. A new sorority, Alpha Gamma Delta was approved to colonize on campus during the spring semester. National representatives from Alpha Gamma Delta coordinated the colonization with support from Greek Affairs staff. The chapter was installed April 2017 with 105 members.

9. Each of the Greek Governing Councils will apply for AFLV Awards.
   a. In-progress
   b. Panhellenic Council completed the online AFLV Awards submission process. The council was recognized at the annual conference for their work in community service and philanthropy. NPHC, MGC, and IFC began the process for awards application submission. However, applications for submission were not completed. Further instruction with council executive officers on application submission and acceptable documentation will be implemented next academic year.

10. Order of Omega will revise its constitution and by-laws to better fit its current purpose and programs.
    a. In-progress
    b. The constitution and by-laws were reviewed; however, no revisions have been made at this time.

Objectives for next year.

1. 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.
2. Increase representation and participation in Epsilon Lambda Alpha to include the Multicultural Greek Council and National Pan-Hellenic Council.

3. Continue development to improve a National Hazing Awareness Week campaign here on campus through collaboration with Greek Councils and Greek Affairs Programming Board.

4. 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.

5. Continue to increase the number of Greek Governing Councils applying for AFLV Awards.

6. Continue the revision process for the constitution and by-laws of Order of Omega to better fit its current purpose and programs.

7. Continue the Interfraternity Council expansion plan, with Lambda Chi Alpha Fraternity recolonizing in fall 2017.

8. The Interfraternity Council will better understand and utilize the concept of 365 recruitment approaches.

9. 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.

10. The Multicultural Greek Council will successfully launch ChapterBuilder to assist with Recruitment efforts.

11. The National Pan-Hellenic Council will look to adopt Chapter Builder into their intake process.

12. Panhellenic Council successfully moves to a no-frills Day 1 of Recruitment.

**Trends/Challenges for 2017-2018**

**Greek Affairs Programming Board**

The Programming Board will be facing the challenge of developing new innovative programming and events as well as improving the “Greek Challenge”. 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 lost four chapters during the spring semester, which has caused a significant decrease in council membership and morale. The council needs to focus on how this will impact their future and work towards reframing their community. The council will also be adding a new chapter in the fall in line with our five-year expansion plan and continue to adjust with a significant growth in membership of new organizations joining the fraternity community.

**Multicultural Greek Council**

The Multicultural Greek Council struggled with the identity and purpose of having an overall governing council. The community hit its lowest point of morale in December and
January by having a lack of participation in elections and council hosted programs. The new Executive Board has worked hard to build relationships with the members and morale and participation seems to be improving.

National Pan-Hellenic Council
The National Pan-Hellenic Council saw two chapters put on a cease and desist during the academic year, 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, its 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 accountability within the Panhellenic sororities, where internal chapter judicial processes are not utilized when the council shares allegations and evidence of violations. This includes chapter leaders not sharing information with their members regarding judicial and policy issues. As a result, the council has started to communicate with not only the chapter leaders, but chapter advisors as well, which seems to be working. The addition of a new sorority to the council will be an added challenge for the next academic year as the new group begins to gain an identity and begin to find its voice within the Panhellenic community.
Accomplishments/Retention Initiatives from 2016-2017

1. Completed a third successful year under the new Student Leadership Board structure. The Student Leadership Board members:
   a. concluded the year with 33 paid members;
   b. participated in bi-weekly meetings (and bi-weekly officer meetings) during the academic year;
   c. served as small group facilitators for the Leadership Institute Annual Conference;
   d. developed and presented leadership trainings and workshops at organization meetings; and
   e. received recognition as the Student Organization of the Month from the Student Organizations Council/Student Involvement.

2. Successfully hosted the seventh Leadership Institute Annual Conference February 17-18, 2017 with 289 Texas State University students, 26 non-Texas State attendees, 17 special guests, 37 speakers, and 51 volunteers in attendance.

3. Fundraised approximately $46,000 from departmental and corporate sponsors to fund the Leadership Institute Annual Conference and other leadership initiatives.

4. The Medal of Hope audience has been greatly expanded, with 108 audit requests (up from 70 in the previous year) and the awarding of 26 applicants.

5. Hosted the fifth campus-based session of LeaderShape® Institute with 51 student participants, 6 student facilitators, and 4 Texas State University staff facilitating.

6. Conducted the third annual leadership conference at Wiley Middle School in Leander, Texas, with 13 Student Leadership Board members participating. This year, SLB students planned and executed the workshops independent from staff members, and facilitated all of the activities and dialogue.

Progress on 2012-2017 Administrative Support Plan / Strategic Plan

<table>
<thead>
<tr>
<th>Department Goal: Goal 3 (2012-2017): Facilitate student success through leadership development opportunities which focus on needs of a diverse student population.</th>
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<tbody>
<tr>
<td>Department Objective: 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.</td>
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<tr>
<td>Assessment Method:</td>
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<td>Assessment Type:</td>
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**Department Strategy:**

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<td>New or Reallocated Resources:</td>
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<tr>
<td>Fund Source:</td>
<td>Gift funds, Student Service fee</td>
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<tr>
<td>Responsible:</td>
<td>Coordinator for Leadership Institute</td>
</tr>
<tr>
<td>Status:</td>
<td>Implemented/Ongoing</td>
</tr>
<tr>
<td>Comments:</td>
<td>UPDATE 5/31/17: 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.</td>
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**Department Strategy:**

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</tr>
<tr>
<td>Status:</td>
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<tr>
<td>Comments:</td>
<td>UPDATE 5/31/17: The Leadership Institute Advisory Board has not yet begun meeting, but individuals have been identified for this</td>
</tr>
</tbody>
</table>
The Board will begin meeting in fall 2018.

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<tbody>
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<td>Status:</td>
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<tr>
<td>Comments:</td>
<td>UPDATE 5/31/17: 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. It has continued to grow and each semester, and has become competitive.</td>
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<td>Comments:</td>
<td>UPDATE 5/31/17: 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 and Student Leadership Board dues is contributed to the endowment.</td>
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<table>
<thead>
<tr>
<th>Department Strategy:</th>
<th>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.</th>
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</tr>
<tr>
<td>Comments:</td>
<td>UPDATE 5/31/17: The Leadership Institute has established</td>
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ongoing relationships with Student Foundation and Student Government. Leadership Institute has 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.

<table>
<thead>
<tr>
<th>Department Strategy:</th>
<th>Strategy 3.1.6 (2012-2017): Create a website portal that provides a clearinghouse of all campus leadership programs and activities.</th>
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<td>Coordinator for Leadership Institute</td>
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<tr>
<td>Status:</td>
<td>Implemented/On-going</td>
</tr>
<tr>
<td>Comments:</td>
<td>UPDATE 5/31/17: The website portal has been implemented. <a href="http://leadership.dos.txstate.edu/resources/slpcollection.html">http://leadership.dos.txstate.edu/resources/slpcollection.html</a> <a href="http://leadership.dos.txstate.edu/resources/clearinghouse.html">http://leadership.dos.txstate.edu/resources/clearinghouse.html</a> The website has also been updated to a more current template.</td>
</tr>
</tbody>
</table>

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<tr>
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<tbody>
<tr>
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<td>Cost (New Funds):</td>
<td>Cost (Reallocated Funds): $ 0</td>
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<tr>
<td>New or Reallocated Resources:</td>
<td>Facilities, Money/Funding, New staff</td>
</tr>
<tr>
<td>Fund Source:</td>
<td>None</td>
</tr>
<tr>
<td>Responsible:</td>
<td>Leadership Institute Coordinator</td>
</tr>
<tr>
<td>Status:</td>
<td>Postponed</td>
</tr>
<tr>
<td>Comments:</td>
<td>UPDATE 5/31/17: No progress has been made on this strategy. At this time other areas of the departments have more urgent hiring needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Strategy:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beg FY: FY12</td>
<td>End FY: FY13</td>
</tr>
<tr>
<td>Cost (New Funds):</td>
<td>Cost (Reallocated Funds): $ 0</td>
</tr>
<tr>
<td>New or</td>
<td>Staff time</td>
</tr>
</tbody>
</table>
**Reallocated Resources:**

**Fund Source:** Self-funded by participants  
**Responsible:** Dean of Students  
**Status:** Completed  
**Comments:** UPDATE 5/31/17: This was implemented in summer 2013. However, future international travel has been diversified to include other countries such as Spain and Cuba. The area will continue to explore new ways to provide international and cross-cultural experiences to our students, including upcoming trip to New Zealand in Summer 2018 and domestic destinations.

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**Assessments Conducted in 2015-2016**

**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 executive officers of the Student Leadership Board at the close of the spring 2017 semester. It was distributed to 12 individuals and collected from 7 individuals for a response rate of 58.3 percent.

100 percent of respondents were satisfied or very satisfied (57.1 percent) with the advising of the organization. Based on their experience with the organization, their overall satisfaction of their learning regarding leadership and how it applied to their lives was 57.1 percent very satisfied and 42.9 percent satisfied. 100 percent of respondents rated the overall organization favorably (good or very good), with 42.9 percent rating it as very good.

Based on comments from the assessment, members felt the marketing and branding of the organization was successful this semester, and implementation of programming such as leadership conferences, outreach, and retreats.

**Improvements**

Next year a paper survey will be distributed at the last Student Leadership Board meeting of the semester, as paper surveys have contributed to significantly higher response rates. While the marketing and branding of the organization was successful based on responses to the assessment, improvements for next year will focus on wider recruitment of new members and retention of these individuals throughout both semesters.
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 – Leading Effectively in Teams
Thursday, September 29, 2016, 12:00 – 1:30 p.m.
Speaker: Dr. Bill Smedick, Director of the Master’s in Engineering Management Internship Program in the Center for Leadership Education, Johns Hopkins University
Description: Have you experienced difficulty in working with team members? Do you wonder what makes some teams very successful while other teams never quite seem to reach potential? Do you wonder how to improve the performance of persons on teams for which you are responsible? If the answer to any of these questions is "yes", please join us to explore the function and success of teams, a workshop based on the work of Patrick Lencioni (5 Dysfunctions of Teams) and Google's Aristotle Project (What Google Learned from its Quest to Build a Perfect Team). As we consider these models and findings, we will explore data about what makes for successful teams, investigate issues that cause teams to fail and experience techniques you can use to improve team function and allow your group to succeed at the highest of levels.

Workshop 2 – Leaders Empowering Others
Wednesday, October 19, 2016, 5:00 – 6:30 p.m.
Speaker: Mark Madrid, President/CEO, Greater Austin Hispanic Chamber of Commerce
Description: Are you an empowering leader? Effective leaders must understand the importance of developing future leadership through empowerment. This workshop will focus on strategies and practices that will help student leaders engage their membership and equip them with the tools to lead in their own capacity. Mark Madrid, President and CEO of the Greater Austin Hispanic Chamber of Commerce, will present this session, using his background and experience to help student leaders recognize the importance of cultivating leadership in others.

Workshop 3 – Redirecting Rejection: Moving Past the No
Tuesday, November 15, 2015, 5:00 – 6:30 p.m.
Speaker: Jesse Silva, Assistant Director, Student Diversity & Inclusion, Texas State University
Description: How do you move on when you have experienced rejection or failure as a leader? This workshop, presented by Jesse Silva from the Office of Student Diversity and Inclusion, will explore how to learn and grow from those tough experiences that make us more effective leaders.

Workshop 4 – Building Community: The Power of People
Tuesday, February 28, 2017, 5:00 – 6:30 p.m.
Speaker: Gina Chavez, Communications Associate, Center for Public Policy Priorities
Description: Most student leaders are aware of campus resources for student success, but one of the greatest resources available is the people we work with – our community. Come join us as we discuss how we can build a community toward a unified cause. This session will be presented by Gina Chavez, an award-winning bilingual Latin-folk singer and songwriter as well as Co-Founder of Niñas Arriba College Fund.

Workshop 5 – Creating Your Leadership Toolkit
Wednesday, March 22, 2017, 5:00 – 6:30 p.m.
Speakers: Victoria Lopez-Herrera, Associated Director for Student Development in Campus Recreation, University of Texas, San Antonio
Description: This session, facilitated by Victoria Lopez-Herrera, will utilize the Student Leadership Practices Inventory to explore the five practices of exemplary leadership, and develop their skills. The session will explore both areas of strength and opportunities for further development. Join us and help build your toolkit!

Workshop 6 – Building Global Bridges: Connecting Leaders
Wednesday, April 12, 2017, 12:00 – 1:30 p.m.
Speakers: Dr. Ryan Buck, Assistant Vice President for International Affairs, Texas State University
Description: One of the greatest things about being a student leader is the vast amount of connections you are able to make, from classmates to individuals across the world. In an increasingly global society, it is important to make these connections and build networks and bridges to impact positive change. This session will be presented by Dr. Ryan Buck, Assistant VP for International Affairs, and will inspire participants to engage and move beyond their comfort zones.

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

Workshop 1 – Leading Effectively in Teams – This workshop was in collaboration with the Educational Staff Development Team, the College of Education and the University Lecture Series. As it was a collaborative event, the Leadership Institute did not distribute evaluations.
Workshop 2 – Leaders Empowering Others – Surveys were distributed to 25 participants and collected from 20 individuals for a response rate of 80 percent.
Hispanic/Asian | 1 (4.0%)
---|---
Asian | 1 (4.0%)

<table>
<thead>
<tr>
<th>Gender</th>
</tr>
</thead>
</table>
| Female | 18 (72.0%)
| Male | 7 (28.0%)

<table>
<thead>
<tr>
<th>Classification</th>
</tr>
</thead>
</table>
| Freshman | 0 (0.0%)
| Sophomore | 5 (20.0%)
| Junior | 4 (16.0%)
| Senior | 13 (52.0%)
| Graduate | 3 (12.0%)

100 percent of respondents strongly agreed that the presenter was knowledgeable. 100 percent strongly agreed that the material will be beneficial to them as a leader.

**Workshop 3 – Redirecting Rejection: Moving Past the No** – Survey provided to 34 individuals and collected from 33 with a response rate of 97 percent.

<table>
<thead>
<tr>
<th>Attendance Summary</th>
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</table>
| Participants | 34
| Semester | Fall 2016
| Enrolled Students | 34 (100%)
| Unknown | 0 (0%)

<table>
<thead>
<tr>
<th>Race</th>
</tr>
</thead>
</table>
| White (Non-Hispanic) | 5 (14.7%)
| Black/African American | 5 (14.7%)
| Hispanic | 1 (2.9%)
| Hispanic/White | 15 (44.1%)
| Hispanic/Black | 1 (2.9%)
| Hispanic/Native Hawaiian | 1 (2.9%)
| Asian | 2 (5.8%)
| Asian/American Indian | 1 (2.9%)
| Asian/Black | 1 (2.9%)

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<thead>
<tr>
<th>Gender</th>
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</table>
| Female | 24 (70.6%)
| Male | 10 (29.4%)
100 percent of respondents agreed or strongly agreed that the presenter was knowledgeable and that the material will be beneficial to them as a leader. Additionally, 100 percent of respondents agreed or strongly agreed that all learning outcomes were met for this session.

Workshop 4 – *Building Community: The Power of People* – Surveys were provided to 29 participants and received from 20 individuals for a response rate of 69 percent.

<table>
<thead>
<tr>
<th>Attendance Summary</th>
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<tbody>
<tr>
<td>Participants</td>
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</tr>
<tr>
<td>Semester</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Enrolled Students</td>
<td>29 (100%)</td>
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<table>
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<tr>
<th>Race</th>
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<tbody>
<tr>
<td>White (Non-Hispanic)</td>
<td>7 (11.7%)</td>
</tr>
<tr>
<td>Black/African American</td>
<td>5 (17.2%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2 (6.9%)</td>
</tr>
<tr>
<td>Hispanic/White</td>
<td>11 (37.9%)</td>
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<tr>
<td>Hispanic/Black</td>
<td>2 (6.9%)</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>2 (6.9%)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
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<tbody>
<tr>
<td>Female</td>
<td>23 (82.4%)</td>
</tr>
<tr>
<td>Male</td>
<td>6 (17.6%)</td>
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<table>
<thead>
<tr>
<th>Classification</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>2 (6.9%)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>3 (10.3%)</td>
</tr>
<tr>
<td>Junior</td>
<td>9 (31.0%)</td>
</tr>
<tr>
<td>Senior</td>
<td>13 (44.8%)</td>
</tr>
<tr>
<td>Graduate</td>
<td>2 (6.9%)</td>
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</tbody>
</table>

100 percent of respondents agreed or strongly agreed that the presenter was knowledgeable, and 90 percent agreed or strongly agreed that the material will be beneficial to them as a
leader. Based on their experience at this workshop, 95 percent of respondents (with one individual failing to respond) would attend a workshop in the future.

Workshop 5 – *Creating Your Leadership Toolkit* – Surveys provided to 33 individuals and received from 24 individuals for a response rate of 72.7 percent.

<table>
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<th>Attendance Summary</th>
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<tbody>
<tr>
<td>Participants</td>
</tr>
<tr>
<td>Semester</td>
</tr>
<tr>
<td>Enrolled Students</td>
</tr>
<tr>
<td>Unknown</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Race</th>
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<tbody>
<tr>
<td>White (Non-Hispanic)</td>
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<tr>
<td>Black/African American</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>Hispanic/White</td>
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<tr>
<td>Multi-Racial</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Gender</th>
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<tbody>
<tr>
<td>Female</td>
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<tr>
<td>Male</td>
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<table>
<thead>
<tr>
<th>Classification</th>
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</thead>
<tbody>
<tr>
<td>Freshman</td>
</tr>
<tr>
<td>Sophomore</td>
</tr>
<tr>
<td>Junior</td>
</tr>
<tr>
<td>Senior</td>
</tr>
<tr>
<td>Graduate</td>
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</table>

100 percent of respondents agreed or strongly agreed that the presenter was knowledgeable and that the material will be beneficial to them as a leader. Additionally, 100 percent of respondents agreed or strongly agreed that all learning outcomes were met for this session.

Workshop 6 – *Building Global Bridges: Connecting Leaders* – Surveys provided to 25 individuals and received from 21 individuals for a response rate of 84 percent.

<table>
<thead>
<tr>
<th>Attendance Summary</th>
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<tbody>
<tr>
<td>Participants</td>
</tr>
<tr>
<td>Semester</td>
</tr>
<tr>
<td>Enrolled Students</td>
</tr>
</tbody>
</table>
100 percent of respondents agreed or strongly agreed that the presenter was knowledgeable and that the material will be beneficial to them as a leader. 100 percent also agreed or strongly agreed that based on their experience at this workshop, they would attend another in the future.

**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 Hurt Locker**  
Wednesday, November 2, 2016, 4:45 – 7:00 p.m.  
Speaker(s): Burel Ford, Dr. Carl Van Aacken and Nicholas Sterling

**Description:** The Leadership Institute partnered with the Veterans Alliance of Texas State (VATS) to screen clips of *The Hurt Locker* and *Lone Survivor* and discuss lessons of leadership and how to better understand and support our student veterans.

**Spring Film Series: Zootopia**  
Tuesday, March 28, 2017, 4:45 p.m. – 7:00 p.m.  
Speaker(s): Daniel Guerrero, Assistant Dean of Students for Student Development and Leadership Programs.

**Description:** Screened *Zootopia* and discussed themes of leadership, diversity and social justice.

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

**Fall Film Series: The Hurt Locker**  
Survey provided to 32 individuals and collected from 26 individuals at the end of the workshop with a response rate of 81.3 percent

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<tr>
<td>Semester</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Enrolled Students</td>
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</tr>
<tr>
<td>Unknown/Non-students</td>
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<tbody>
<tr>
<td>White (Non-Hispanic)</td>
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</tr>
<tr>
<td>Black/African American</td>
<td>4 (12.5%)</td>
</tr>
</tbody>
</table>
Hispanic
Hispanic/White
Hispanic/Black
Hispanic/American Indian
Asian
Asian/American Indian

<table>
<thead>
<tr>
<th>Race</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White (Non-Hispanic)</td>
<td>14 (27.5%)</td>
</tr>
<tr>
<td>Black/African American</td>
<td>11 (21.6%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6 (11.8%)</td>
</tr>
<tr>
<td>Hispanic/White</td>
<td>12 (23.5%)</td>
</tr>
<tr>
<td>Hispanic/Black</td>
<td>3 (5.9%)</td>
</tr>
<tr>
<td>Hispanic/American Indian</td>
<td>2 (3.9%)</td>
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</tbody>
</table>

100 percent of respondents agreed or strongly agreed that the speakers were knowledgeable (with 96.2 percent strongly agreeing). 100 percent of respondents agreed or strongly agreed that the material will be beneficial to them as a leader, and were able to better understand the experiences of veterans as a result of the film and discussion.

Spring Film Series: *Zootopia*
Survey provided to 51 individuals and collected from 21 for a response rate of 41.2 percent.
90.5 percent of respondents agreed or strongly agreed that the speaker knowledgeable and that the material will be beneficial to them as a leader. 95 percent of respondents had a greater understanding of the ways to engage with and support diverse individuals, and 100 percent agreed or strongly agreed that they better understood the impact of stereotypes.

**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 which 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 17-18, 2017 on the Texas State University campus in the LBJ Student Center. This year’s conference theme was “A Century of Conflict: Dialogues on the U.S. Experience of War Since 1917.” There were 424 total participants, including 315 student participants at this year’s conference. A total of $46,000 was fundraised for this event, which covered 100 percent of the total cost.

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 the immigrant experience in the United States of America.
- Students will recognize and value the contributions immigrants have made to the economic development of the country.
• Students will understand the obligation of leaders to be actively engaged in their local and
global communities.
• Students will recognize the contributions diversity brings to their campus and society and be
empowered to advocate for equality and inclusion.

The conference included three keynote speakers – one for Friday evening (Wes Moore, acclaimed
author, Army combat veteran, and Rhodes Scholar) and two for Saturday (Mark Madrid,
President/CEO, Greater Austin Hispanic Chamber of Commerce, and the Honorable Leticia Van de Putte, former Texas State Senator), and 34 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’ve 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 #LIAnnual17, 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 424 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 Concordia University Texas, Liberty High School, St.
Edward’s University, St. Mary’s University, Texas A&M University-Kingsville, Texas
Lutheran University, Trinity University, University of Houston-Victoria, and San Marcos
High School. 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 (67 percent)
and students majoring within the College of Business Administration (23 percent).
Total Attendance - 424

- TXST Students: 289
- Off-Campus Students/Staff: 26
- DOS Staff: 29
- Speakers: 37
- Volunteers: 22
- Committee: 4
- Special Guests: 17

Non-Texas State Attendance

- Concordia University Texas: 3
- Liberty High School: 0
- St. Mary's University: 5
- Texas A&M University: 5
- Texas Lutheran University: 7
- Trinity University: 2
- University of Houston: 2
Assessment
A paper survey was provided to all student participants during the 2017 Leadership Institute Annual Conference. This survey was provided to all 289 student participants on Saturday, February 19, 2017 at the end of the conference and was collected from 247 individuals with a response rate of 85.5 percent. This rate is up from last year’s response rate of 84.4 percent due to a requirement to submit a survey in order to receive a conference participation shirt.

Major findings of the assessment showed that 99.5 percent of respondents agreed or strongly agreed that they enjoyed the conference overall. 96 percent of respondents agreed or strongly agreed that the speakers helped them understand the value of their leadership experiences and how they relate to the future. 99.5 percent of agreed or strongly agreed that the conference was well organized (up from 97.5 percent during the previous year), and 99.6 percent of respondents stated they would recommend the Leadership Institute Annual Conference to another student (up from 96 percent during the previous year).

The assessment also provided valuable feedback related to the keynote speakers. 99.1 percent of respondents agreed/strongly agreed that Wes Moore’s session was engaging, and 99.1 percent found his session relevant to their leadership experience and better understood how it relates to their future. 79.2 percent of respondents agreed/strongly agreed that Mark Madrid’s session was engaging, and 85.1 percent found her session relevant to their leadership experience and better understood how it relates to their future. 98.1 percent of respondents agreed/strongly agreed that Senator Leticia Van de Putte’s session was engaging, and 98.1 percent found her 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 provide more interaction opportunities between the participants of the conference and the keynote speakers in attendance. We also plan to work on meeting spaces for small groups that are not in the ballroom to avoid noise that can be distracting to discussions. Additionally, we would like to capture staff attendance by having them swipe in to record their attendance. We are hoping to provide cocktail tables in the hallway outside of the ballroom during mealtimes. Lastly, we hope to have a social media team to run our Twitter (displayed on screens in the ballroom) and the Texas State Snapchat takeover.

**LeaderShape® Institute**

<table>
<thead>
<tr>
<th>Attendance Summary - 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
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<tr>
<td>Semester</td>
</tr>
</tbody>
</table>

**Race**

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<tr>
<th>Race</th>
<th>Count (Percentage)</th>
</tr>
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<tbody>
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<td>African American/Black</td>
<td>8 (15.7%)</td>
</tr>
<tr>
<td>Asian</td>
<td>1 (2.0%)</td>
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<tr>
<td>Caucasian/White</td>
<td>18 (35.3%)</td>
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<tr>
<td>Hispanic</td>
<td>17 (33.3%)</td>
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<td>Hispanic/American Indian or Alaskan Native</td>
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<tr>
<td>Hispanic/Black or African American</td>
<td>3 (5.9%)</td>
</tr>
<tr>
<td>Hispanic/Native Hawaiian or Pacific Islander</td>
<td>3 (5.9%)</td>
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</tbody>
</table>

**Gender**

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<tr>
<th>Gender</th>
<th>Count (Percentage)</th>
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<tbody>
<tr>
<td>Female</td>
<td>36 (70.6%)</td>
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<tr>
<td>Male</td>
<td>15 (29.4%)</td>
</tr>
</tbody>
</table>

**Classification**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>5 (9.8%)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>16 (31.4%)</td>
</tr>
<tr>
<td>Junior</td>
<td>13 (25.5%)</td>
</tr>
<tr>
<td>Senior</td>
<td>15 (29.4%)</td>
</tr>
<tr>
<td>Master’s</td>
<td>1 (2.0%)</td>
</tr>
<tr>
<td>Post Baccalaureate</td>
<td>1 (2.0%)</td>
</tr>
</tbody>
</table>

**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 2015-2016**

<table>
<thead>
<tr>
<th>Date</th>
<th>Person</th>
<th>Presentation Title</th>
<th>Audience</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/11/16</td>
<td>Laramie McWilliam, Abigail Candalor and Ramces Luna</td>
<td>Understanding Your Leadership Style</td>
<td>Pace Lead Peer Mentor Training (6 Students)</td>
<td>Uac 142</td>
</tr>
<tr>
<td>8/18/16</td>
<td>Laramie McWilliam, Abigail Candalor and Ramces Luna</td>
<td>Understanding Your Leadership Style</td>
<td>Pace Peer Mentor Training (75+ Students)</td>
<td>Uac 310</td>
</tr>
<tr>
<td>8/22/16</td>
<td>Laramie McWilliam and Abigail Candalor</td>
<td>Understanding Your Leadership Style</td>
<td>Peer Leader Training</td>
<td>Center for Student Retention</td>
</tr>
<tr>
<td>8/23-8/24/16</td>
<td>Ramces Luna</td>
<td>Office of Student Diversity and Inclusion Presentations</td>
<td>Bobcat Preview Students</td>
<td>Evans Liberal Arts Auditorium</td>
</tr>
<tr>
<td>9/9/16</td>
<td>Laramie McWilliam and Abigail Candalor</td>
<td>What hue are you? Exploring Your True Colors</td>
<td>Student Government Retreat</td>
<td>T Bar M Ranch</td>
</tr>
<tr>
<td>9/14/17</td>
<td>Laramie McWilliam</td>
<td>What hue are you? Exploring Your True Colors</td>
<td>Us 1100 Presentation for Tabitha Williams</td>
<td>Uac 450</td>
</tr>
<tr>
<td>9/23/16</td>
<td>Laramie McWilliam</td>
<td>StrengthsQuest Assessment</td>
<td>Leadership Capstone Program</td>
<td>Lbjsc 4-1.9</td>
</tr>
<tr>
<td>10/8/17</td>
<td>Laramie McWilliam</td>
<td>What hue are you? Exploring Your True Colors</td>
<td>Student Leadership Board Students - Retreat</td>
<td>Lbjsc 4-1.9</td>
</tr>
<tr>
<td>10/13/17</td>
<td>Abigail Candalor</td>
<td>What hue are you? Exploring Your True Colors</td>
<td>Us 1100 Presentation for Jonnie Wilson</td>
<td>Mccoy 335</td>
</tr>
<tr>
<td>10/15/17</td>
<td>Laramie McWilliam</td>
<td>What hue are you? Exploring Your True Colors</td>
<td>Wiley Middle School Student Participants</td>
<td>Wiley Middle School</td>
</tr>
<tr>
<td>10/24/17</td>
<td>Laramie McWilliam</td>
<td>Social Excellence: How a Handshake Can Change the World</td>
<td>Pathdiner: Emerging Leaders Program Participants</td>
<td>Lbjsc 3-5.1</td>
</tr>
<tr>
<td>Date</td>
<td>Presenter(s)</td>
<td>Topic</td>
<td>Audience</td>
<td>Location</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>11/3/17</td>
<td>Laramie McWilliams</td>
<td>Social Excellence: How a handshake can change the world</td>
<td>Epsilon Lambda Alpha (Emerging Leaders Academy) Student Participants</td>
<td>LBJSC 4-1.9</td>
</tr>
<tr>
<td>11/4/17</td>
<td>Laramie McWilliams</td>
<td>Effective Communication Strategies</td>
<td>Leadership Capstone Program Participants</td>
<td>LBJSC 4-1.9</td>
</tr>
<tr>
<td>11/12/17</td>
<td>Laramie McWilliams</td>
<td>COURAGE 101</td>
<td>EQUALITY UNIVERSITY</td>
<td>LBJ Student Center</td>
</tr>
<tr>
<td>11/12/17</td>
<td>Laramie McWilliams</td>
<td>AWARENESS 301</td>
<td>EQUALITY UNIVERSITY</td>
<td>LBJ Student Center</td>
</tr>
<tr>
<td>11/12/17</td>
<td>Laramie McWilliams</td>
<td>DARING GREATLY 301</td>
<td>EQUALITY UNIVERSITY</td>
<td>LBJ Student Center</td>
</tr>
<tr>
<td>11/14/17</td>
<td>Laramie McWilliams and Abigail Candalor</td>
<td>Leadership Institute Overview and Leadership Style Assessment</td>
<td>US 1100 Presentation for Ken Murdock</td>
<td>ASB 112</td>
</tr>
<tr>
<td>11/14/17</td>
<td>Laramie McWilliams and Abigail Candalor</td>
<td>Leadership Institute Overview and Leadership Style Assessment</td>
<td>US1100 Presentation for Ken Murdock</td>
<td>Derr 230</td>
</tr>
<tr>
<td>11/16/17</td>
<td>Laramie McWilliams</td>
<td>Leadership Institute Overview and Leadership Style Assessment</td>
<td>US1100 Presentation for Ken Murdock</td>
<td>Uac 205</td>
</tr>
<tr>
<td>12/2/17</td>
<td>Laramie McWilliams</td>
<td>Leadership Institute Overview and Leadership Style Assessment</td>
<td>US1100 Presentation for Peter Pereira</td>
<td>Derr 239</td>
</tr>
<tr>
<td>1/11/17</td>
<td>Daniel Guerrero, Laramie McWilliams, Abigail Candalor and Ramces Luna</td>
<td>Understanding Your Leadership Style</td>
<td>Pace Peer Mentors</td>
<td>J.C. Kellam</td>
</tr>
<tr>
<td>1/20/17</td>
<td>Daniel Guerrero and Laramie McWilliams</td>
<td>True Colors Assessment</td>
<td>Parent and Family Relations Team</td>
<td>Dhrl</td>
</tr>
<tr>
<td>1/20/17</td>
<td>Abigail Candalor</td>
<td>The Relational Leadership Model</td>
<td>Student Leadership Board Students – Retreat</td>
<td>University Camp</td>
</tr>
<tr>
<td>1/20/17</td>
<td>Daniel Guerrero</td>
<td>Visionary Leadership</td>
<td>Student Leadership Board Students – Retreat</td>
<td>University Camp</td>
</tr>
<tr>
<td>2/1/17</td>
<td>Daniel Guerrero</td>
<td>Keynote Speaker</td>
<td>World Cancer Day</td>
<td>Lbjsc 3-13.1</td>
</tr>
</tbody>
</table>
2/7/17  DANIEL GUERRERO  VALUES BASED LEADERSHIP  ST. EDWARD’S UNIVERSITY MASTER IN LEADERSHIP AND CHANGE STUDENTS 30  ST. EDWARD’S UNIVERSITY

2/14/17  DANIEL GUERRERO  SERVANT LEADERSHIP  BUSINESS LEADERSHIP WEEK  Mccoy school of business

2/16/17  DANIEL GUERRERO  SERVANT LEADERSHIP  BUSINESS LEADERSHIP WEEK  Mccoy school of business

3/23/17  DANIEL GUERRERO AND LARAMIE MCWILLIAMS  LEADERSHIP ON DEMAND  US 1100 PRESENTATION  DERRICK HALL 239

4/9/17  DANIEL GUERRERO  KEYNOTE SPEAKER  PHI KAPPA PHI HONOR SOCIETY  ALKEK TEACHING THEATER

4/28/17  DANIEL GUERRERO, LARAMIE MCWILLIAMS, ABIGAIL CANDALOR, GINA SEGURA, AND TESS RAVEN  LEADERSHIP SUMMIT PREPARATION  SAN MARCOS HIGH SCHOOL NATIONAL HONOR SOCIETY  SAN MARCOS HIGH SCHOOL

5/17/17  DANIEL GUERRERO  KEYNOTE SPEAKER  SAN MARCOS HIGH SCHOOL LEADERSHIP SUMMIT  CENTRO CULTURAL HISPANO DE SAN MARCOS

Special Recognitions for Area Staff in 2015-2016

<table>
<thead>
<tr>
<th>PERSON</th>
<th>RECOGNITION</th>
<th>ORGANIZATION RECOGNITION FROM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Leadership Board</td>
<td>Student Organization of the Month</td>
<td>Student Organizations Council</td>
</tr>
</tbody>
</table>

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
In Progress: This objective was postponed until fall 2017 while the Institute hired an Assistant Dean and allowed this individual to become oriented to the office and its programming. Staff have begun discussions about a committee to develop the strategic plan.

Objective 2
Develop and incorporate a service learning component to enhance the leadership development potential of participants.
Objective 2 status
In Progress: Service opportunities within the Leadership Institute were increased during the 2016-2017 academic year through the support of the Student Leadership Board’s Service Coordinator, but a formal service learning component has not been implemented. This will be a priority for the 2017-2018 academic year with support from the Special Assistant to the Dean and Assistant Dean for Student Development and Leadership Programs.

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
Completed/Ongoing. The Leadership Institute endowment has reached the required level of funding, but staff has continued fundraising efforts in order for the endowment to produce a large amount of interest each year to support significant leadership programming. In fall 2016, the Institute was selected to join Step Up for State, a crowdfunding initiative, and helped raise a total of $5,902.00 among 161 donors for the Division of Student Affairs. The Leadership Institute partnered with an alumnus to provide two $1,000 scholarships to students involved in leadership opportunities at Texas State, and has secured a scholarship endowment for presentation at the Leadership Institute Annual Conference in future years. The area has also been able to continue fundraising costs associated with the Leadership Institute Annual Conference and the Leadership Institute, and will continue to foster relationships and partnerships to increase the potential for future sponsors.

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.

Objective 4 status
Completed: Presentations by Leadership Institute staff have increased as well as Leadership On Demand offerings. Leadership Institute staff has been intentional about promoting this service among student organizations, advisors, and instructors and have achieved good results, particularly with University Seminar instructors. New partnerships have also been developed with departments within the Division of Student Affairs, and staff have been invited to present professional development sessions to both student employee and full-time staff groups.

Objective 5
In Progress: Explore and assess cultural immersion opportunities, both national and international.

Objective 5 status
The Leadership Institute staff is assessing global relationship and immersion opportunities with the Virtual Trade Mission Foundation and Voices of the Future Global Programming
Summer initiatives. In July 2017, Daniel Guerrero and Abigail Candalor will travel to New Zealand along with student delegations from Santa Catarina Prepa Academy of Monterrey Tech, university student delegations from Auckland University and Auckland Institute of Technology for a two-week immersion experience in Auckland and Wellington, New Zealand. The team will return with a plan to replicate the immersion programming with focus on developing international delegations to Latin America, Asia, and Europe. As well as domestic delegations to Washington DC and a potential partnership with the Greater San Marcos Partnership to introduce student leaders to Economic Development through marketing trips to Chicago, New York, Los Angeles, and other locations.

Objective 6
Enhance training, orientation, and professional development of new graduate assistant staff to provide easier transition and better support of new professionals in the field.

Objective 6 status
Completed: This objective has been reached by establishing procedures upon the hiring of new graduate assistant staff. In addition to providing a comprehensive overview of the office and providing necessary access, supervisors establish 1:1 meetings to assist in the orientation and development of the individual, both personally and professionally. Graduate Assistant staff are provided opportunities to serve on departmental and divisional committees, and are provided monetary support for travel related to professional development. GA staff are tasked with developing and leading presentations and program sessions to increase their public speaking and presentation experience, and undergo numerous trainings to better support our students and become better professionals within the field of Student Affairs. These trainings include (but are not limited to) StrengthsQuest to better understand the team’s dynamics, Allies Training to support students in the LGBTQIA community, and In Limbo: Dilemmas Faced by Undocumented Students to be aware of the experiences of our undocumented students.

Objective 7
Increase development, support, and advising of the Student Leadership Board to help expand and promote involvement in the organization.

Objective 7 status
Completed/Ongoing: The Student Leadership Board experienced growth and development under the direction of the 2016-2017 Co-Executive Directors. Several members of the board were afforded opportunities to attend leadership conferences to enhance their personal development, including the Circle of Change Leadership Experience and the Hatton W. Sumners Undergraduate Student Leadership Conference. Board members were also allowed opportunities to grow professionally by taking a more active role in the planning and execution of the Wiley Middle School Leadership Conference in Leander, Texas. Rather than being partnered with a professional staff member or graduate student, members themselves developed and presented all sessions, as well as facilitated all activities and group discussions. They also experienced growth by providing a greater number of presentations at general meetings, and more active roles in the retreat sessions and team-building activities. 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 facilitating Leadership On-Demand workshops, playing a greater role as small group facilitators during the Annual Leadership Conference, developing monthly guest editorial columns on leadership for the University Star, and digitally recording interviews of campus, community, and other leaders to be shared with Bobcat Update as a contribution to the leadership learning experience at Texas State University.

**Objective 8**
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.

**Objective 8 status**
Completed/Ongoing: The Pathfinder: Texas State Emerging Leaders Program has grown in many areas since 2014-2015, including sessions hosted, students enrolled, and retention of student participants. The program has been expanded to be offered in the fall semester as well as the spring. Recruitment efforts were improved as Leadership Institute staff have developed relationships with key faculty and staff in areas such as University Seminar and the PACE Center. Promotion for the program also occurs during Bobcat Preview browse sessions in August, and during involvement fairs in both semesters. Additionally, student attendance remained consistent throughout, and the program did not experience an issue with retention during either semester it was offered. The student mentors for Pathfinder played a major role in the success of both recruitment and retention, and their selection should be intentional and strategic for future groups. Pathfinder participants (while a small group) had either perfect attendance or only one absence – basically, retention was amazing. In the coming year, we plan to encourage our Pathfinder participants to apply for the Capstone program as they approach their Junior and Senior years. We will also work to increase our Pathfinders numbers with strategic communities through direct presentations to US 1100 courses and key student organizations.

**Objectives for 2017-2018**

1. Develop an updated strategic plan to provide guidance to the future of the Leadership Institute.
2. Develop and incorporate a service learning component to enhance the leadership development potential of participants.
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.
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.
5. Explore and assess cultural immersion opportunities, both national and international.
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.
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.

**Trends/Challenges for 2017-2018**

**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. Student organizations, chartered and registered, are inviting leadership staff to present at organization meetings and retreats, and a significant number of these requests are for nights and weekends.
7. Developing domestic and international travel and learning opportunities.

**Trends**

1. Increased focus on experiential learning or learning by doing, rather than instruction.
2. Values-driven leadership and social responsibility 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.
Accomplishments/Retention Initiatives from 2016-2017

11. There were 69 (an increase of 6 percent from the previous year) cases completed this year.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Liberal Arts</td>
<td>12</td>
</tr>
<tr>
<td>College of Science</td>
<td>11</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>5</td>
</tr>
<tr>
<td>Department of Housing &amp; Residential Life</td>
<td>4</td>
</tr>
<tr>
<td>Extension Studies</td>
<td>4</td>
</tr>
<tr>
<td>College of Applied Arts</td>
<td>3</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>College of Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>Registration Issues</td>
<td>3</td>
</tr>
<tr>
<td>Veterans Affairs Office</td>
<td>3</td>
</tr>
<tr>
<td>College of Business</td>
<td>2</td>
</tr>
<tr>
<td>College of Education</td>
<td>2</td>
</tr>
<tr>
<td>Parking Services</td>
<td>2</td>
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<tr>
<td>Post-Election Professor Comments</td>
<td>2</td>
</tr>
<tr>
<td>Post-Election Complaint (Hostile Political Environment)</td>
<td>1</td>
</tr>
<tr>
<td>College of Fine Arts &amp; Communication</td>
<td>1</td>
</tr>
<tr>
<td>Electronic Complaint (Multiple Complaints)</td>
<td>1</td>
</tr>
<tr>
<td>Religious (Holy Day)</td>
<td>1</td>
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<tr>
<td>Student Employment</td>
<td>1</td>
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<tr>
<td>Student Organization (Advisor &amp; Peer)</td>
<td>1</td>
</tr>
<tr>
<td>Title IX</td>
<td>1</td>
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<tr>
<td>University College</td>
<td>1</td>
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<tr>
<td>UPD</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>69</strong></td>
</tr>
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</table>

Progress on 2012-2017 Administrative Support Plan / Strategic Plan

Goal 1 (2012-2017): Support student success by enhancing services to assist student emergencies and university related concerns. The primary goal is to address matters or concerns that students
may encounter with faculty, staff, offices, or departments so that potential interruptions to students’ educational pursuits are minimized.

**Assessments Conducted in 2016-2017**

An electronic satisfaction survey was forwarded to each student who visited the office after the completion of their case. There were 11 students who completed the survey for FY17 for a 16 percent response rate.

The following scale was used to measure Overall Satisfaction with Ombudsman Services:

EXCELLENT-SATISFACTORY-AVERAGE-POOR-UNACCEPTABLE

Of the 11 respondents:
9 (82 percent) rated their OVERALL satisfaction with Ombudsman Services as EXCELLENT
2 (18 percent) rated their OVERALL satisfaction with Ombudsman Services as POOR or UNACCEPTABLE.

The results to the 9 questions are as follows:

1. Was a response to your inquiry received in a timely manner? Yes 100% No __ No Response
2. Did your case/inquiry require a personal meeting with Dr. Morton? Yes 91% No 9% No Response
3. Was your case/inquiry resolved via e-mail without the need to meet with Dr. Morton? Yes 9% No 91% No Response
4. As a result of the Ombudsman process, do you consider the amount of time required to address your case/inquiry was reasonable? Yes 100% No __ No Response
5. Prior to meeting with Dr. Morton, were you aware of the appropriate University Policy and Procedure to address your concern? Yes 82% No 18% No Response
6. Did Dr. Morton clarify options for you that positively contributed to your ability to make a well informed decision regarding your case/inquiry? Yes 82% No 18% No Response
7. As a result of the Ombudsman process, do you know where to find information to address future concerns you could encounter as a student? Yes 82% No 18% No Response
8. As a result of the Ombudsman process, do you feel your case adequately addressed by Dr. Morton? 

Yes 82% No 18% No Response

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

Excellent 82% Satisfactory 0% Average 0% Poor 9% Unacceptable 9%

Presentations by Area Staff in 2016-2017

<table>
<thead>
<tr>
<th>#</th>
<th>PERSON</th>
<th>PRESENTATION (title or topic)</th>
<th>AUDIENCE (amount and type - students, staff)</th>
<th>LOCATION (Texas State, conference)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Vincent E. Morton</td>
<td>Serving the Community</td>
<td>Black Student Organizations</td>
<td>Texas State</td>
</tr>
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</table>

Special Recognitions for Area Staff in 2016-2017

<table>
<thead>
<tr>
<th>PERSON</th>
<th>RECOGNITION</th>
<th>ORGANIZATION RECOGNITION FROM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vincent E. Morton</td>
<td>25 Years of Professional Service</td>
<td>University</td>
</tr>
</tbody>
</table>

Progress on Objectives from last year’s Annual Report

The primary objective was to improve the response rate of 14 percent from last year, this year’s response rate was a nominal 16 percent.

Objectives for next year.

Improve on 18 percent Poor and Unacceptable survey response(s).

Trends/Challenges for 2017-2018

The trends are basically the same from year to year in regards to complaints, however the U.S. Presidential elections introduced new challenges via student, faculty and staff activism to the campus environment and some through the Ombudsperson.
Accomplishments/Retention Initiatives from 2016-2017

1. Student Emergency Services issued Absence Notifications for 1,373 students who could not attend classes because of emergency situations. The number of students served for FY17 represents a 34 percent increase from FY16 (N=1,022).

2. Student Emergency Services distributed $20,250 in funds from grants and loans to 54 students who experienced emergencies.

3. Student Emergency Services scheduled 444 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 FY17 represents a 9 percent increase over the number of appointments conducted during FY16 (N=407).

4. Student Emergency Services responded to 18 PAWS Alerts related to issues such as family/personal crisis, family/friend death, and classroom disruption.

5. Student Emergency Services responded to 7,260 emails received in the Dean of Students Office inbox. This number represents a 143 percent increase compared to FY16 (N=2,984).

6. Student Emergency Services sent 32 emails to students who received noise citations in San Marcos.

7. Student Emergency Services sent 43 emails to students who violated the Tobacco Policy.

8. Student Emergency Services gathered information and led discussions of the Behavior Assessment Team regarding 25 students of concern to assess the risks to the university community by consulting with faculty and recommending action steps in order to cease concerning behavior.

9. Student Emergency Services completed and implemented the use of a Student Intake Form for accurate record-keeping.

10. Behavior Assessment Team website was created and launched. The creation of the site required benchmarking of several university Behavior Assessment Team websites, the design and layout of several drafts, presentation to member of the Team for input and feedback, construction of the website and the Threat Assessment Tree, getting the site approved by University Marketing, officially launching the site on September 29, 2016, and updating information based on user feedback. The web site included an online report form that resulted in 27 online reports.

11. Since its launch, the Behavior Assessment Team website was viewed 131 times by 101 individual users.

12. The Student Emergency Services Student Intake Form was created and revised several times based on user feedback.

13. Student Emergency Services staff created and launched the Emergency Funding Request
Survey in the Spring 2017 semester.
14. The Dean of Students and Student Emergency Services staff submitted a proposal and was invited to present at the international 8th Race, Ethnicity and Place Conference, held at Kent State University in Kent, Ohio.
15. Student Emergency Services staff applied for and was accepted in the Step Up for State fundraising campaign. The application process was competitive.
16. Student Emergency Services staff has selected to represent Texas State at the upcoming Texas Higher Education Coordinating Board Emergency Aid Net Team. The Texas State Student Emergency Services program was selected as having a “robust” emergency aid program for students.


Department Objective 1.1 (2012-2017):
Create a comprehensive review and response process for addressing reported student emergencies and university related concerns.
Student Affairs Goal: I. Facilitate the retention, graduation and career development of a high quality, diverse student population.

Department Strategy 1.1.1 (2012-2017):
Develop comprehensive written processes for responding to student emergencies brought to the attention of the Dean of Students Office.
Beg FY: FY16    End FY: FY17
Status: This strategy is in progress. The Student Emergency Services manual, created to standardize training procedures, is being updated to include the responsibilities of a full-time coordinator and Administrative Assistant.

Department Strategy 1.1.2 (2012-2017):
Hire a permanent, full-time Student Emergency Services Coordinator to work in Student Emergency Services in the Dean of Students Office.
Beg FY: FY14    End FY: FY17
Status: This strategy is complete. A permanent full-time Student Emergency Services Coordinator began working September 1, 2016.

Assessments Conducted in 2016-2017

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

In an effort to understand the distribution of types of absences reported for notifications, data was analyzed to compare the number of notifications issued during the fall 2016 semester (N=617) and the spring 2017 semester (N=756). Of the 1,373 notifications issued in FY17, 78 percent (N=1,075) of notifications were medically related, 18 percent (N=237) regarded the death of a loved one, and 4 percent (N=61) were related to another type of emergency. This comparison is illustrated in the Absence Notification Types 2016-2017 chart below.

Absence Notification Completion Rates

The semester completion rates were calculated for students who received Absence Notification services for FY17, 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 1,373 students who received Absence Notification services, 100 percent (N=617) of the students during the fall 2016 semester completed and 100 percent (N=756) of students who received Absence Notification services in the spring semester completed. The percent average for FY17 was 100 percent (N=1,373).

Absence Notification Satisfaction Survey

An electronic survey was e-mailed to 1,373 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 2016-2017 academic year. During the fall semester, 617 surveys were sent and 59 percent (N=364) were completed and returned. During the spring semester, 756 surveys were sent and 16 percent (N=121) were completed and returned. Overall, 35.5 percent (N=487) of the 1,373 surveys distributed in FY17 were completed and returned. According to the responses, during FY17, 96 percent (N=465) either Strongly Agreed or Agreed that they were satisfied with the absence notification service; 96
percent (N=466) either Strongly Agreed or Agreed that the service was helpful; and 95 percent (N=461) 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, the notification documentation requirement made it difficult to have a notification issued, and the online Absence Notification Request Form should be easier to locate and be discussed during New Student Orientation.

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 created during the spring 2017 semester and was administered to 26 students on the last day of the semester. Of the surveys sent, 44 percent (N=12) were returned. Of those that responded to the survey, 91.7 percent (N=10) reported being satisfied with the assistance provided and 91.7 percent (N=10) said that they were satisfied with the response time to their emergency funding request. All of the respondents (N=12) said that they filled out the funding request application and 91.7 percent (N=10) stated that they received emergency funding. Asked if they received help identifying financial assistance from other sources, 75 percent (N=9) responded Yes, and 50 percent (N=6) reported that they received a list of additional financial assistance resources. Asked if the financial assistance received was helpful, 91.7 percent (N=11) responded Yes; the 8.3 percent (N=1) that reported that the assistance was not helpful also indicated that funding assistance was not received.

Emergency Funding Completion Rate
During FY17, 54 students who experienced emergencies that required immediate funding. Of the
54 students, 54 percent (N=29) applied in the fall 2016 semester and 46 percent (N=25) applied in the spring 2017 semester. The Semester Completion Rates chart below shows that of the 54 students who received emergency funding assistance, 100 percent (N=29) of the students during the fall 2016 semester completed and 100 percent (N=25) of students who received Absence Notification services in the spring semester completed. The percent average for FY17 was 100 percent (N=54)

![Emergency Funding Assistance Completion Rates 2016-2017](image)

**Presentations by Area Staff in 2016-2017**

<table>
<thead>
<tr>
<th>PERSON</th>
<th>PRESENTATION TITLE</th>
<th>AUDIENCE</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>Dr. Arellano, Kathryn Weiser, and Glynis Christine</td>
<td>“Help When It’s Needed Most: Student Emergency Services at Texas State University”</td>
<td>8th Race, Ethnicity and Place Conference</td>
<td>Kent, Ohio</td>
</tr>
<tr>
<td>Kathryn Weiser</td>
<td>Dean of Students Office and Student Emergency Services</td>
<td>Graduate Orientation</td>
<td>Texas State</td>
</tr>
<tr>
<td>Kathryn Weiser</td>
<td>“Resiliency in College”</td>
<td>Middle school, AVID students</td>
<td>Krueger Middle School, San Antonio</td>
</tr>
<tr>
<td>Glynis Christine</td>
<td>“C.A.R.E.: Modeling Self-care”</td>
<td>SRO Leaders Orientation</td>
<td>Texas State</td>
</tr>
<tr>
<td>Glynis Christine</td>
<td>“Ethics in Decision-making”</td>
<td>Fall 2016 TXST Citizens Police Academy</td>
<td>Texas State</td>
</tr>
</tbody>
</table>
Glynis Christine  | “Ethics in Decision-making” | Spring 2017 TXST Citizens Police Academy | Texas State  
Glynis Christine  | “Taking 3 Minutes for Yourself” Video | SVC Spring Break Wellness Twitter campaign | Texas State  
Glynis Christine  | “Putting Yourself First” Video | SVC Spring Break Wellness Twitter campaign | Texas State  
Glynis Christine  | “Saying NO!” Video | SVC Spring Break Wellness Twitter campaign | Texas State  
Glynis Christine  | “The History of Black Studies Programs” | Black Excellence Week ‘Learn-In” | Texas State  
Glynis Christine  | “I’m a Hull House Kid!” | School of Social Work | Texas State  

**Special Recognitions for Area Staff in 2016-2017**

<table>
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<tr>
<th>PERSON</th>
<th>RECOGNITION</th>
<th>RECOGNITION FROM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alma Machado</td>
<td>Foundations of Excellence, 2016</td>
<td>Student Foundation</td>
</tr>
<tr>
<td>Glynis Christine</td>
<td>Mary Lou Bishop Staff Advisor of the Year, Fall 2016-Spring 2017</td>
<td>The Honors College</td>
</tr>
</tbody>
</table>

**Progress on Objectives from last year’s Annual Report (2015-2016)**

**Objective 1**
Hire a full-time Coordinator for Student Emergency Services.

Objective 1 status: COMPLETED
This objective was completed by getting funding from Student Service Fee to hire a full-time Coordinator and the hire was made for the full-time Coordinator to begin on September 1, 2016.

**Objective 2**
Complete benchmarking with other Dean of Students Offices to determine processes for Absence Notifications, student emergency funding guidelines, and academic consultations procedures.

Objective 2 status: IN PROGRESS
This task is ongoing. Benchmarking is complete for funding guidelines, academic consultations, and for medical emergencies. Benchmarking for absence notifications for absences as a result of deaths of loved ones of students is continuing.

**Objective 3**
Create a one-page handout that outlines the various academic options available to students.

Objective 3 status: IN PROGRESS
This objective is in progress with a draft completed, so the next step is editing.

**Objective 4**
Determine methods to inform the university community about the Student Emergency Services’ Absence Notification process and the role of faculty in the Absence Notification process.

**Objective 4 status: COMPLETED**
This objective was completed. The Student Emergency Service (SES website will be updated; SES will have a 2-minute video produced by University Marketing; SES will participate in the “Step Up for State” fundraising campaign during the fall 2017 semester; distribution.

**Objective 5**
Complete benchmarking with review of websites and one-on-one contact with other Dean of Students Offices to explore ways to make the Student Emergency Services website more helpful to students, faculty and staff members.

**Objective 5 status: COMPLETED**
This objective was completed. Websites from several benchmark university Dean of Students’ websites were consulted for information about academic consultations, emergency funds distribution, fundraising strategies and efforts, contact information, and absence notification services and accompanying information for students and faculty. Texas State’s faculty members’ written feedback and recommendations were also referenced. This information was used to create the first draft of the layout of the Student Emergency Services website.

**Objective 6**
Complete the Behavior Assessment Team website.

**Objective 6 status: COMPLETED**
This objective was completed. Websites from several benchmark university Behavior Intervention Team and Functional Behavioral Assessment Plans were consulted regarding the best practices for intervention report forms. Additionally, the NaBITA Threat Assessment Tool and various members of the Behavior Assessment Team was referenced for the development of the Texas State Threat Assessment Tree design and development. Articles for the Resources of the website were researched.

**Objectives for 2017-2018**

1. Create a training toolkit for interim staff to reference for natural disaster times when extra staffing is needed.
2. Investigate sources of cash and non-cash grants from community-service providers.
3. Develop an intern position for students from the Texas State social work program.
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.
5. Complete the SES Protocols for the SES Coordinator position and internship positions.
6. Complete the Student Emergency Services website.
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.
Trends/Challenges for 2017-2018

1. During the period between FY15 and FY17, the number of Absence Notifications issued increased by 229 percent (N=599 in FY15, N=1,022 in FY16, and N=1,373 in FY17). This trend of exponential growth creates the challenge to develop a strategic plan to educate all stakeholders about the criteria for, and scope and purpose of absence notification. Data indicates that members of the university community, particularly faculty members, require accurate information.

2. During the period between FY15 and FY17, Student Emergency Services issued emergency funds totaling $78,539 (FY15, N=$17,516; FY16, N=$40,773; FY17, N=$20,250). This substantial increase between FY15 and FY16 was due, in part, in response to two major natural disasters. In the event that there are similar disasters in the future, the need for additional funding sources is critical. It will be especially important to secure sources of funding that are readily available. Additionally, staffing during these periods are a challenge. As a result, Student Emergency Services staff should create protocol toolkit for interim staff during high-demand periods.

3. The increase in the number of student appointments from FY15 until FY17 of 400 percent (FY15, N=111; FY16, N=407, FY17=444), 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 SES is planning on initiating programs that will market and advertise the program, the anticipated increase in the demand for services is a challenge. To alleviate the increased workload members of the staff are considering alternative sources of additional assistance to include student workers.

4. The high volume of emails received in the Dean of Students Office inbox for FY17 (N=7260), an increase of 243 percent over FY16 (N=2,984) suggests that the Dean of Students Office and Student Emergency Services websites can serve to better inform members of the university community those services that are handled through other offices. Another method for addressing this challenge is to create the one-page handout that can be distributed to interested groups and individuals; this information will also be available through the SES website.

5. Despite efforts to inform students about the scope and purpose of absence notifications (for example, the Student Intake Form includes a statement about “excused” absences and requires that students sign the form to acknowledge his or her acknowledgement), many students still believe that Absence Notifications are “excusing” their absences. The Student Emergency Services staff will continue to review benchmark universities and investigate alternatives by conferring with students, faculty, and staff members.
Accomplishments/Retention Initiatives

1. Fall retreat was held at 7 A Resort in Wimberley, Texas from September 9-10, 2016 with 40 members and the two organization Co-Advisors.
2. Conducted a successful Veterans Day Ceremony on November 11, 2016 with 435 people attending the ceremony in the Quad and 160 people attending the reception in LBJ Student Center Ballroom afterwards.
3. Conducted a successful Bobcat Pause Memorial Service on April 12, 2017 with close to 400 people attending the reception and service in the LBJ Student Center Ballroom.
4. Conducted Foundations of Excellence which included a nomination and selection process followed by an awards ceremony held in LBJ Student Center Ballroom on October 12, 2016 attended by the ten (10) faculty and staff award recipients and their guests along with the Student Foundation advisors and student membership.
5. Through an invitation from the Leadership Institute area, about ten (10) Student Foundation members were selected as small group facilitators for the Leadership Institute Annual Conference held on February 17-18, 2017 in the LBJ Student Center.
7. Conducted one year-long membership recruitment process, including two weeks of interviews in March 2017 (35 applicants), selection on March 24, 2017, and tapping from March 29, 2017 through April 7, 2017.
9. Held Spring Banquet and Awards Ceremony at The Oasis in Austin on April 29, 2016, recognized twenty (20) members who were graduating, and 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
10. 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 (4) member attended the Hatton Sumner’s retreat in Austin, Texas.
    b. Seven (7) members attended the LeaderShape-Texas State Institute in May 2016. One (1) of them served as a Co-Family Cluster Facilitator.
11. 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 (2016-2017).
Veterans Day Ceremony
Each year Student Foundation helps sponsor the Texas State Veterans Day Ceremony and Observance on the Quad. Planning for this intensive program is a year-round process that begins just weeks after the previous Veterans Day Ceremony. The Director of Veterans Day and members of the Veterans Day Committee are involved with DOS staff members and the university planning committee throughout the year including designing and mailing invitations, distributing posters and ribbons around campus and in the community, preparing and printing programs, arranging for speakers and music, room and equipment reservations, and arranging for exhibitions. The Veterans Day Ceremony is a presidential event open to the entire campus and San Marcos community. This year’s event cost approximately $3,000.00 with 525 people attending the ceremony in the Quad and 130 people attending the reception in Flowers Hall, Room 230 – location change this year due to the Board of Regents Meeting on campus.

Student Foundation members escort veterans and their families from designated parking areas to the seating in the Quad and provide assistance to visiting dignitaries and the University President as needed. The ceremony began with the posting of the colors by the United States Army ROTC wing stationed on the Texas State University campus. It is followed by the national anthem and an invocation. The annual fly over by the Commemorative Air Force was unable to happen this year due to low rain clouds, which they call a “low ceiling.” Also, out of respect to attendees with Post Traumatic Stress Disorder as a result of active duty experiences, the annual cannon-fire from the Army ROTC detachment was discontinued.

This year’s keynote address was given by Texas State Air Force ROTC Distinguished Alumnus, Brigadier General Robert D. LaBrutta, U.S.A.F. The Texas State Marching Band performed the Armed Forces Medley. Texas State Veterans Alliance, Office of Veterans Affairs, and the Veterans Faculty and Staff Committee were included in the planning process and recognition during the ceremony this year.

The challenges to plan and execute this program are legion. Seeing that everyone possible is included is a daunting and time-consuming task – a task that proved difficult for members to complete on their own. Student Foundation worked incredibly hard on this year’s event including a major outreach campaign to raise awareness about the event and distribute ribbons to students, faculty, and staff across campus. Staff in the Dean of Students Office committed countless hours to assist Student Foundation in compiling the list of students, faculty, and staff veterans and coordinating the ceremony and reception.

Bobcat Pause Memorial Service
On April 7, 2016 the Dean of Students and Student Foundation hosted the 29th Annual Bobcat Pause Memorial Service in the LBJ Student Center Ballroom. The purpose of the event is to honor current students, faculty, staff, and retired faculty/staff of the university who have passed away within the past year. Planning for this intensive program is a year-round process that begins just weeks after the previous Bobcat Pause Memorial Service. The Director of Bobcat Pause and members of the Bobcat Pause Committee are involved with DOS staff members throughout the year including designing and mailing invitations, distributing posters and ribbons around the campus, preparing and printing programs, arranging for speakers and music, room and equipment
reservations, and purchasing roses that are presented to the family of the deceased. Members serve as ushers, ceremony announcers, and presenters as well as organize the entire event. The Bobcat Pause Memorial Ceremony is a presidential event open to the entire campus and costs approximately $5000.00 for the reception, service, and marketing.

The LBJ Ballroom continues to serve as an appropriate venue for both the reception and ceremony. Family and friends were invited to bring photos or other mementos of their loved ones to display during the reception. The event also included a slideshow containing photos of the 38 Bobcats being honored submitted by their family and friends, designated tables for setting up memorial displays during the ceremony, and a website with an online guestbook for tributes to the honorees. This year’s ceremony hosted approximately 320 guests and received a host of accolades for the slideshow, reception, program, and hospitality of Student Foundation members. The music was performance by VocaLibre of Texas State University during the ceremony.

The challenges to plan and execute this program are legion. Seeing that everyone possible is included is a daunting and time-consuming task – a task that proved difficult for members to complete on their own. Student Foundation worked incredibly hard on this year’s event including a major outreach campaign to raise awareness about the event and distribute ribbons to students, faculty, and staff all over campus. Staff in the Dean of Students Office committed countless hours to assist Student Foundation in compiling the list of honorees, contact closest living relatives, and coordinating the reception.

Foundations of Excellence
The purpose of the event is to honor faculty and staff members who have made exceptional contributions to their educational experience at Texas State and served as a foundation to a member in achieving their goals and ambitions in life. The event was planned and executed by the Director of Foundations of Excellence along with the Foundations of Excellence Committee with the support of the organization’s officers and advisors. Out of 47 faculty and staff members nominated by Student Foundation members, ten (10) were selected to be honored at the awards dinner held on October 28, 2015. This event is a long-standing tradition in Student Foundation so there was a great deal of excitement when this tradition was restored. The event had an approximate cost of $2,500.00 which included room reservations, awards, decorations, printing, outreach, publicity, etc.

Winter Banquet and Holiday Social
For the last event of the fall semester, Student Foundation members, advisors, alumni, and guests gather to celebrate the semester’s accomplishments and upcoming holiday season, recognize graduates, and listen to inspirational speakers. The event was planned and executed by the Director of Membership along with the Membership Committee with the support of the organization’s officers and advisors. This year’s event had a total cost of about $1500.00 and was held on December 4, 2015 from 7:00-9:00 p.m. at Evo Entertainment Center in Kyle.

Spring Banquet and Awards Ceremony
For the last event of the spring semester (and academic year), Student Foundation members, advisors, alumni, and guests gathered to celebrate the year’s accomplishments, recognize graduates, hand out awards, and announce the winners of scholarships. The event was planned and executed by the Director of Membership along with the Membership Committee with the support of the
organization’s advisors. This year’s event had a total cost of $2,500.00 and was held on April 29, 2016 from 8:00-12:00 p.m. at The Oasis, Texas. Attire for the event was very formal and included catering from The Oasis and dancing.

In addition to recognizing the twenty (20) members who were graduating in May of 2016, the following awards were presented:

- Committee Member of the Year [six (6) total given] – awarded to best member of each committee
- Crest Award – *Legatus, Duces, Fides* [three (3) awards given] – awarded by Executive officers to the member who demonstrated extraordinary leadership in support of the 3 core values of the organization
- Member of the Year (awarded under provisions in the SF Constitution and Bylaws [one (1) award given] – Andrew Rodriguez
- Director of the Year (awarded under provisions in the SF Constitution and Bylaws [one (1) award given] – Lore Gonzalez

New Member Recruitment and Induction

This year Student Foundation Advisor, Executive Board, and membership decided to conduct one membership recruitment processes during the year, and build a strong, quality membership. In the fall of 2015 formal recruitment began during the first week of classes with informal recruiting taking place during Spring and Fall Student Involvement Fairs, Quad days and the Leadership Institute Annual Conference. Student Foundation also participated from 10:00 a.m. to 2:00 p.m. on both days of the Student Organization Council (SOC) Organization Fair in August. At the conclusion of recruitment and verification of eligibility, 32 applicants were interviewed over a two-week period. A final meeting of the Selection Committee, a special committee of the organization, was convened and 23 outstanding student leaders were offered membership. All accepted and the formal Induction Ceremony took place in the Reed Parr Room at JCK on April 14, 2016.

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<th>Spring 2016 Entering Class Demographic Information</th>
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<tr>
<td>Male</td>
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<td>Black/African/African-American</td>
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<tr>
<td>White</td>
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<tr>
<td>Other – Multi, Asian, Am. Indian</td>
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New Member Retreat

During the Fall 2015 semester, immediately following the induction ceremony, all new members along with current members and advisors participated in a two-day retreat at 7 A Resort in Wimberley, Texas. In addition to activities designed to welcome and introduce new members to the organization, the Saturday afternoon, August 29th, through Sunday afternoon, August 30th, 2015 retreat also included sessions designed to enhance team-building, professionalism, etiquette, and other leadership qualities. This event was attended by 45 members (both current and new) and cost
approximately $1200 including camp reservations, food, and supplies. Many new and current members commented that this event was one of the most rewarding experiences of the year.

The membership continues to agree that all new members should attend the New Member Retreat. The decision to maintain the two-day format for the New Member Retreat worked really well this year. They accomplished what they needed. This coming year they will be exploring other options as far as dates, longevity, and location as cost continues to increase and space options are limited.

**Presidential Hosting Duties**

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

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

- Boko’s Block Party, August 17, 2015, 3:00 p.m. to 7:00 p.m.
- Bobcat CARE, August 21, 2015, 10:00 a.m. to 3:00 p.m.
- Book-It-Brigade Reenactment, September 23, 2015, 10:15 a.m. to 12:30 p.m.
- President’s Higher Education Act Event, October 26, 2015, 4:30 p.m. to 9:00 p.m.
- 50th Anniversary of LBJ signing Higher Education Act, November 3-4, 2015, various times and events
- Board of Regents Meeting, November 11-13, 2015, various times and events
- President’s Community Christmas Party, December 3, 2015, 6:00 p.m. to 8:00 p.m.

Members are required to dress appropriately for all events (Khaki pants/skirts and maroon polo shirts for informal events; khakis (pants) and blazers for formal events). A women’s blazer costs approximately $150 with the Student Foundation logo embroidered on the front, and a men’s blazer costs approximately $100 with the logo. Blazers are now purchased through membership due moneys. So each member now owns their own blazer. Student Foundation kept a select number of blazers (ranging in size) and they are available for check-out for when a student is unable to purchase their blazer and/or any other issues arise and a student is in need a blazer. Polo shirts are purchased for each member at a per person cost of $16, including the Rising Star of Texas logo required for the front.

**Etiquette Dinner**

This year’s Etiquette Dinner took place during the Spring semester on April 20, 2016 and was hosted by Career Services. New Student Foundation members are requested to attend an etiquette dinner that prepares them to better represent the university and president at more formal events. Part of this training includes not only how to handle one’s knife and fork, but also how to engage in polite conversation, phone etiquette, sending thank you notes, and all varieties of social etiquette.
Student Foundation members are leaders on campus and many go on to be highly successful in their chosen fields. Having the confidence to properly enter social situations is critical for these leaders of tomorrow. Many alumni have commented that this training is invaluable.

Leadership Institute Annual Conference
Each year the Leadership Institute area hosts an annual conference based on the Common Experience theme and one of the Core Values of the Leadership Institute. This year’s conference took place on February 19 and February 20, 2016. Student participants are selected through a delegate process from departments across the Texas State campus as well as each registered student organization.

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

- Students will be able to articulate the aspects of globalization that contribute to effective leadership.
- Students will understand the obligation of leaders to be actively engaged in their local and global communities.
- Students will learn the ethical strategies and solutions other leaders use to address organizational and societal issues and concerns.
- Students will recognize the contributions diversity brings to their campus and society and be empowered to advocate for equality and inclusiveness.

Participants were divided into small groups of 8-10 students which are led by experienced student leaders from the Student Leadership Team, Student Government, and Student Foundation selected by the Leadership Institute area. Twelve (12) of the small group facilitators were selected from Student Foundation. These small group facilitators served as guides for students throughout the conference. Each small group met three times during the conference and conducted the following guided activities:

- Introductions/Purpose/Expectations for the Conference
- Checking in/Beginning discussion about how to formulate an idea for bold action to be better Leaders
- Conference Experience reflection and discussion of how they will utilize these skills or lessons and any other take away concepts

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

The Texas Leadership Summit
The University of Texas at Austin; Austin, TX
Number of Students: 5 students, 1 day

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

Hatton W. Sumners Student Leadership Conference
The Embassy Suites Hotel; San Marcos, TX
Number of Students: 4 student, 4 days

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

The Institute: LeaderShape - Texas State Session
New Braunfels, Texas
Number of Students: 7 students, 6 days

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

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

**Progress on 2012-2017 Administrative Support Plan / Strategic Plan 2015-2016**

**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: 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.

**Assessments**

This year was a growing year for Student Foundation. The four (4) Executive Officers and six (6) 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 2015-2016 year to continue their development. This year they continued to examine the role and scope of the organization, as well as the complexity of the existing programming which now includes Bobcat Pause Memorial Service, Veterans Day Commemoration Ceremony, Foundations of Excellence, hosting duties for the university president, fall recruitment and induction, winter and spring banquets, etiquette dinner, and fall and spring retreats. One formal assessment tool was utilized during the 2015-2016 year to mark satisfaction and leadership development.
Student Leadership Skills Proficiency Assessment
Student Foundation Advisors evaluated the leadership skills proficiency of ten (10) of the ten (10) Student Foundation Officers and Directors in the Fall of 2015 – all ten (10) Leadership Team members were asked to complete the assessment tool, ten (10) actually completed. In spring of 2016 ten (10) of the ten (10) actually completed the assessment tool.

In Fall 2015, three (30 percent) Leadership Team members were at the Visionary level, two (20 percent) Leadership Team members were at the Organization Veteran level, two (20 percent) Leadership Team members were at the Coordinator level, one (10 percent) Leadership Team members were at the Volunteer/Contributor level and two (20 percent) Leadership Team members were at the Member level.

In Spring 2016, one (10 percent) Leadership Team members were at the Visionary level, three (30 percent) Leadership Team members were at the Organization Veteran level, two (20 percent) Leadership Team members were at the Coordinator level, two (20 percent) Leadership Team members were at the Volunteer/Contributor level and two (20 percent) Leadership Team members were at the Member level.

<table>
<thead>
<tr>
<th>Leadership Skill Level</th>
<th>SF Fall 2015</th>
<th>SF Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMBER (lowest level)</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>VOLUNTEER/CONTRIBUTOR</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>COORDINATOR</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ORGANIZATION VETERAN</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>VISIONARY (highest level)</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

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 2016. 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 p.m., 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 p.m. Executive Officers met with Advisors every other Wednesday from 5:00-6:30, 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 and weekend times.
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**

n/a

**Special Recognitions for Area Staff**

<table>
<thead>
<tr>
<th>Person</th>
<th>Recognition</th>
<th>Organization Recognition From</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mackenzie Carhart</td>
<td>Bill Hogue Memorial Scholarship</td>
<td>Stelos Alliance</td>
</tr>
</tbody>
</table>

**Progress on Objectives for 2015-2016**

**Objective 1**

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

**Objective 1 status**

The organization conducted a fall retreat at 7 A Resort from August 29-30, 2015 with 45 members and the organization advisors and a spring retreat at LBJ Student Center from January 29-30, 2016 with 40 members and the organization advisors. These events included team-building activities, review of members’ expectations, goal setting, leadership assessments (True Colors), and other activities. This year’s Etiquette Dinner took place on April 20, 2016, was hosted by Career Services, and all new Student Foundation members were encouraged to attend. The event helps to prepare them to better represent the university and president at more formal events.

**Objective 2**

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

**Objective 2 status**

The Leadership Institute area, which administers the Dean of Students Student Leadership Conference Travel Fund, selected ten (10) Student Foundation members to attend state or national leadership conferences. Through an invitation from the Leadership Institute area,
fifteen (15) members were selected as small group facilitators for the Leadership Institute Annual Conference held on February 19-20, 2016 in the LBJ Student Center.

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

Objective 3 status
The Executive Council, which consists of the elected officers and advisors, agreed to place the responsibilities of the Director of Alumni and Community Relations under the duties of the President because a greater emphasis needed to be placed on establishing these connections. The President, with the support of the active members and advisors, attended Alumni Association meetings regularly as a representative of Student Foundation. Other Executive Officers were able to provide better support to the Directors, to their Committees, and to the events.

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

Objective 4 status
The Leadership Team, which consists of the officers, advisors, and directors, held an early summer retreat on May 12, 2015 in the LBJ Student Center. This half-day event included topics such as communication, expectations, creating the event calendar, and team building. Throughout the academic year, this team met every other week to discuss operational matters and direction of the organization. Because of the magnitude of work and event organization that needs to take place during the summer, this retreat was held on May 12, 2015 when the new Executive Officers and Directors were selected, and after the Transition Meeting took place with the previous Leadership Team on April 30, 2015. Consensus is that early summer is a more appropriate time to conduct this retreat, therefore this Objective will be adjusted for next year to reflect the change.

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

Objective 5 status
The Executive Council, which consists of the elected officers and advisors, agreed to absorb the duties of the Director of Alumni and Community Relations into the President’s responsibilities because a greater emphasis needed to be placed on establishing connections with our community and alumni at large. The organization continues to search for opportunities in which they can continue to connect with alumni, especially a diverse group of alumni. This will in turn give both alumni and other friends of Student Foundation an avenue to connect with the current membership and have the opportunity to give back to them in the form of mentorship, networking, etc. The President, the Leadership Team along with the support of the advisors will focus on the Alumni database and the Alumni...
Facebook page in order to develop and implement targeted fundraising strategies for alumni and other donors. This year the poster sales fundraiser posed several organization and implementation problems and the Executive Officers made the decision to discontinue this event. Conversations for new fundraiser ideas will occur during the summer working times.

**Objectives for 2016-2017**

1. Develop and implement more leadership opportunities for Student Foundation members, especially with the Directors and within the different internal committees.
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.
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.
4. Develop and implement organizational leadership by continuing an early summer retreat model for officers and committee directors.
5. Develop and implement targeted fundraising strategies for alumni and other donors wishing to support the organization programs and endowed scholarships by updating the Alumni database, increasing use of the Alumni Facebook page, and enhancing advertising/marketing of Student Foundation events to Alumni.

**Trends/Challenges for 2015-2016**

1. Decrease in membership numbers for males from 2014-2015, along with a new group of members in the fall of 2015, 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.
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.
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.
Accomplishments/Retention Initiatives from 2016-2017

1. Student Government, with support from the Dean of Students Office, awarded $34,850.00 in Scholarly Travel Activity and Research (S.T.A.R.) grants in comparison to $33,546.19 during 2015-2016, which is a 4 percent increase from the previous year.

2. Student Government, with support from the Dean of Students Office, hosted a total of five successful events. Two of the five events included the traditional roundtable events on November 28, 2016 and March 27, 2017 when all students were welcome to sit and talk with university administrators including University President Trauth. Three 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 “Bobcats United” series events included “Where Black Lives Meet Blue Lives” on September 12, 2016; “Where Political Minds Meet” on November 7, 2016; and “Not On My Campus” on April 3, 2017. 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 first alumni reunion lunch during fall 2016 homecoming on October 22, 2016 for the past ten years of Student Body Presidents and the executive officers they wanted to invite. A total of ten former Student Government executive officers representing every year since 2007 attended the event and enjoyed it so much they recommended it become an annual event.

4. Student Government, with support from the Dean of Students Office, held the annual student body election resulting in voter participation of 4,328 in comparison to 1,023 in 2015-2016, which is a 323 percent increase from the previous year.

5. Student Government, with the support from the Dean of Students Office, received 215 applications in comparison to 205 applications for the Student Government Scholarship in 2015-2016 to award a total of $225,000 towards tuition and received 212 applications in comparison to 272 applications in 2015-2016 for the Student Government/University Bookstore Scholarship to award a total of $5,400 towards textbooks.

6. Student Government established and implemented new programs for the Texas State student body during the year including the Adopt-A-Sport Program to involve students in sustainability efforts on-campus, the Bobcats United Town Hall Series to engage students in community-wide dialogue about current topics and student parking tickets appeals decided by the Student Government Supreme Court to ensure student representation in this process.

7. Student Government passed 48 pieces of legislation in the Student Senate during the Third Session in comparison to 20 pieces passed during the Second Session, which is a 140 percent increase of legislation from 2015-2016 to 2016-2017. The legislation in 2016-2017 included 25 pieces that made changes within the organization or made a ceremonial statement from Student Government; however, many of these established programs for the student body, like
the Bobcats United Town Hall Series and Adopt-A-Spot Program. The remaining 23 pieces of legislation made recommendations to improve student life.


Department Goal 3 (2012-2017):
Facilitate student success through leadership development opportunities which focus on needs of a diverse student population.

Department Objective 3.1 (2012-2017):
Increase the collaboration with faculty, staff, and students throughout the university in order to provide leadership opportunities that will integrate ethics/integrity, excellence, social responsibility, inclusivity, civic engagement, and empowerment.

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

Department Strategy 3.1.5 (2012-2017):
Connect the Dean of Students Office chartered student organizations (Student Government and Student Foundation) to the Texas State Leadership Institute.
Beg FY: FY12 End FY: FY17
Status: The strategy continued to be achieved this year as in the past with a few Student Government members attending the Annual Leadership Institute Conference. Also, Student Government was connected to the Leadership Institute when the Leadership Institute supported the travel costs for the new Student Body President and Student Body Vice President to attend the national session of LeaderShape® in May 2016. During the September 2016 Student Government retreat, the Leadership Institute facilitated a leadership development presentation at the request of Student Government.

Assessments Conducted 2016-2017

n/a

Presentations by Area Staff in 2016-2017

n/a

Special Recognitions for Area Staff in 2016-2017

n/a
Progress on Objectives from last year’s Annual Report (2015-2016)

Objective 1
Student Government Advisors will hire and train a part-time Administrative Assistant to fill the vacancy left in February 2016 that assists in the support of Student Government by September 1, 2016.

Progress on Objective 1: COMPLETED
Student Government Advisors completed this objective by hiring an experienced non-student, non-regular staff member after conducting two unsuccessful candidate searches.

Objective 2
Student Government Advisors will provide more guidance to the Student Body President regarding selection of the Election Board including its Chair in order to better develop these student leaders’ abilities to effectively run a smooth election and increase the amount of election voting participation.

Progress on Objective 2: COMPLETED
Student Government Advisors provided the Student Body President with an election-related timeline to better guide the timing of Election Board selection. Additionally, the Student Government Advisors strongly encouraged the President to read and become familiar with the entire Student Government Code, which the President reported he did. The Student Government Advisors also provided guidance throughout the year to the Election Board Chair by constant email contact and regular weekly meetings to provide reminders or answer questions. The spring 2017 student body election resulted in 4,328 students who voted, which was a 323 percent increase in voter participation from spring 2016 when 1,023 students who voted.

Objective 3
Student Government Advisors will review and revise as needed event checklists to begin creating a handbook for necessary Student Government positions such as the Election Board Chair and the Director of Programs.

Progress on Objective 3: COMPLETED
Student Government Advisors revised checklists and created new checklists. The Elections Checklist was revised before the election process began as well as during the process to add details that needed to be included in the checklist. The Inauguration event checklist was revised to add more detailed tasks. A new event checklist was created for the Student Government hosted Roundtable event held each semester. A new travel checklist was created along with a student information profile to aid in making travel arrangements efficiently.

Objective 4
The Student Body President and Vice President plan to accomplish the following initiatives during the Homann-Martinez administration in 2016-2017:
a. **Sustainability** - establish an Adopt-A-Section program to allow organizations to formally adopt a recycling bin on campus and enter into a contract to take care of the respected area.

b. **Parking** - establish a one-year pilot program for the Student Government Supreme Court to serve as the committee reviewing student parking ticket appeals to provide student representation in the appeal process.

c. **Spirit** - enhance the students’ Athletic experience by reducing the freshman tailgates from 6 to 3 a year to allow Student Governments Tailgates to increase entertainment.

d. **Technology** - advocate to obtain more GIS software and advocate, in collaboration with the Residence Hall Association (RHA), to provide WI-FI access in all residence halls.

e. **Safety** - promote increasing campus lighting throughout the Texas State campus and lead a marketing effort for the “Not on my Campus” movement that breaks the silence on the rape culture within colleges by providing education about university resources available.

f. **Community** - promote community involvement with upcoming elections by implementing a college political party debate among a variety of political-affiliated student organizations (College Democrats, College Republicans, Socialist Alternative, and Young Americans for Liberty) and registering people on campus to vote.

**Progress on Objective 4: COMPLETED**

All initiatives of the Homann-Martinez administration were completed. One of the most noteworthy completed initiatives included the Student Government Supreme Court that reviewed and made decisions for thirty to one-hundred student parking ticket appeals each month throughout the year. The other noteworthy initiative completed this year was the established Adopt-A-Spot program for student organizations to adopt a spot on campus that they keep free of litter and the organization’s name will be posted in the spot.

**Objectives for 2017-2018**

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.

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.

Trends/Challenges for 2017-2018

The Student Government members and advisors have learned and better practiced the new operating procedures outlined in the Code. Student Government made good effort this year towards marketing the organization and this trend should be supported to continue marketing what it does to improve student life at Texas State University. Student Government continues to struggle with recruiting and maintaining fully committed student leaders. This challenge connects to the trend that the Student Government advisors must continue to proactively encourage the work from the student leaders and to better develop the leadership skills of these student leaders.
Accomplishments/Retention Initiatives from 2016-2017

12. From May 15, 2016 through May 14, 2017, investigated and adjudicated 523 cases involving a total of 768 students*, 140 more students than the previous year. Comparing to past years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Change</th>
<th>Percent Change</th>
<th>Comparison Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017*</td>
<td>Up</td>
<td>22.3%</td>
<td>2015-2016</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Flat/Down</td>
<td>3.7%</td>
<td>2014-2015</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Flat/Down</td>
<td>3.7%</td>
<td>2012-2013</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Down</td>
<td>19.6%</td>
<td>2011-2012</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Up</td>
<td>24%</td>
<td>2010-2011</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Up</td>
<td>22%</td>
<td>2009-2010</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Up</td>
<td>76.5%</td>
<td>2008-2009</td>
</tr>
</tbody>
</table>

*Some cases still under review, which may result in a variation from these numbers by the end of summer if individuals are added to ongoing investigations.

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 impact their ability to remain enrolled at Texas State.

13. Though 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, eight (8) students were suspended and fifteen (15) were expelled. Like last year, all of the expulsions were drug-related. A yearly comparison shows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Suspensions</th>
<th>Total Expulsions</th>
<th>Drug Violation Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>8</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>2015-2016</td>
<td>19</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>2014-2015</td>
<td>15</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>
14. Staff Retention: Most recently hired Conduct Officer (KW) will have one-year anniversary in this position (June 6). Other Conduct Officer (IM), after more than five years of service in her position will be leaving Texas State to take on a new challenge as Associate Dean of Students at University of Houston-Clear Lake. Assistant Dean of Students will be completing his 15th year of service with the Dean of Students. The Student Justice Administrative Assistant completed 3 years in her position.

15. All Student Justice staff remain engaged, in some form, in the ongoing development, review or implementation of the university’s Sexual Misconduct Policy. While the overall responsibility and oversight of Title IX matters falls under the Office of Equity and Access/Title IX Coordinator, Student Justice and the Dean of Students continue to play a significant role. The Assistant Dean and Conduct Officers conduct Sexual Misconduct Policy violation investigations (6 in this reporting period) and the Dean of Students assigns sanctions in cases where the Title IX Coordinator found that a violation had occurred (17).

16. Disciplinary checks – from 5/15/16 to 5/12/17, completed 2,250 checks. These include disciplinary checks, recommendations, character references, enrollment verifications, etc., submitted by investigating agencies, other higher education institutions, and employers.

17. The Conduct Officer served as an AdvoCATS Programming Board Member. The team promotes awareness and understanding about sexual and gender identities through education and training for Texas State Students. In this role, she continued to develop/update the training curriculum, assisted with the planning of educational programming and outreach, and assisted with the training of the AdvoCATS Peer Educators. The work of this Team can contribute to the reduction of Code of Student Conduct violations as they relate to harassment and the Conduct Officer is an excellent resource to students she encountered in her Student Justice role who may need support or education that can be provided by the Dean of Students Office as well as other departments on campus and agencies in the broader community. This team’s work has a direct impact on helping students feel welcome, safe, and informing them of resources and support networks available to them, which in turn increases the likelihood that students will succeed and progress towards completion of their degree.

18. Conduct Officer (KW) completed US 1100 internship in spring 2017 and has been approved by University College to teach US 1100 in fall 2017.
19. Student Justice continues to provide a representative to serve as a core member of the Behavior Assessment Team.

20. The Conduct Officer (IM) coordinated the edits and additions to the Texas State University Student Handbook and Planner. The cost of publication limits the supply (12,000) yet the demand for copies continues to increase as the size of the student body grows. Over the last few years, incremental changes have been made to formatting and content to make the handbook more relevant, user-friendly, and inclusive. Efforts continue to keep the handbook 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 and in formats that reduce cost in order to make available more copies or tools that can direct users to the online version.

21. 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 (IM) continued to serve as the Co-Chair for the Community Staff Development Team through which she coordinated and assisted in the planning and execution of division-wide events. The other Conduct Officer (KW) was part of the Parent & Family Relations Team, Equality University and Women of Color Retreat. The Assistant Dean of Students continued to serve on the Student Retention Council.

22. Staff are active in fostering safe, welcoming environments at Texas State. Student Justice staff is diverse and the Dean of Students Office is recognized by most, if not all, of the “safe” programs on campus – ex., Dreamer Safe, Veteran Friendly, Ally.

23. 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 Secretary of the Hispanic Policy Network, the Assistant Dean of Students served as President-Elect in 2016-2017 and will serve as President in 2017-2018. One Conduct Officer (IM) is a member of Alliance and President of the newly established LGBTQIA Alumni Chapter. Another Conduct Officer (KW) is engaged with the Coalition of Black Faculty & Staff.

24. The Assistant Dean of Students served on the Study Abroad Advisory Board. In addition to reviewing proposed 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 in 2016 was recognized with the Staff Award for Outstanding Achievement in International Education (noted in recognitions section).

25. All Student Justice staff members served on an internal (DOS) team, either: Staff Development, Telling Our Story, or Incident Response Team.
Progress on 2012-2017 Administrative Support Plan / Strategic Plan

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

Department Goal 2 (2012-2017):
Integrate technology into all Dean of Students Office services to improve achievement of department core functions.

Department Objective 5.2 (2012-2017):
Increase staff to manage growing programs and services while maintaining personal safety and a high level of customer service.

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

Department Strategy 5.2.1 (2012-2017):
Hire a half-time support staff person.
Beg FY: FY13 End FY: FY15
Status: As noted in 2015-2016 report, funding had not yet been identified and due to limited resources (funding and workspace currently assigned to the DOS office), priority has been placed on strategy 5.2.2 under this objective – hiring a conduct officer. This strategy will be reassessed in the future, taking into consideration the DOS office’s overall needs and physical resources. These needs and physical resources will be impacted by the LBJSC renovation/expansion along with the growth of other areas within the DOS office, student enrollment and expansion of services in the DOS Office.

Department Strategy 5.2.2 (2012-2017):
Hire a full-time Conduct Officer.
Beg FY: FY13 End FY: FY17
Status: Completed (and reported as completed) last year.

Assessments Conducted in 2016-2017

In 2016-2017, Student Justice completed the CAS-Self Assessment Guide and is preparing for external review during fall 2017.

26. Staff members advised various student organizations, including: LAMBDA of Texas State & Kappa Delta Chi Sorority, Inc. (IM); and, Black Women United, Dance Marathon & Delta Sigma Theta Sorority Inc.
# Presentations by Area Staff in 2016-2017

<table>
<thead>
<tr>
<th>#</th>
<th>PERSON (NON-DOS STAFF IN PARENTHESES)</th>
<th>PRESENTATION (title or topic)</th>
<th>AUDIENCE (amount and type - students, staff)</th>
<th>LOCATION (Texas State, conference)</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Ismael Amaya &amp; Iliana Melendez.</td>
<td>Student Affairs Meet &amp; Greet Info Session, RD Training</td>
<td>Approximately 26 full time staff members and graduate students. 7/28/16</td>
<td>DHRL 312</td>
</tr>
<tr>
<td>20</td>
<td>Ismael Amaya, Iliana Melendez, &amp; Kendra Wesson</td>
<td>International Student Orientation (Fall)</td>
<td>100-120 International Students 8/24/16</td>
<td>JCK 1100 Reed Parr Room</td>
</tr>
<tr>
<td>21</td>
<td>Iliana Melendez</td>
<td>True Colors</td>
<td>270 RA Candidates 2/3/17</td>
<td>Traditions Room, North Housing Complex</td>
</tr>
<tr>
<td>22</td>
<td>Iliana Melendez</td>
<td>The Butterfly Effect of the Women’s Rights Movement 3/22/17</td>
<td>30 First year students.</td>
<td>Texas A&amp;M University-San Antonio, San Antonio, Texas</td>
</tr>
<tr>
<td>23</td>
<td>Iliana Melendez &amp; Kendra Wesson</td>
<td>Study Abroad – Things to Remember (Conduct Expectations)</td>
<td>27 Students In Japan Study Abroad Program with Dr. Moriuchi 4/21/17</td>
<td>Centennial Hall 215</td>
</tr>
<tr>
<td>24</td>
<td>Iliana Melendez (&amp; Dr. Brandon Beck)</td>
<td>Allies Training: Faculty and Staff Presentation</td>
<td>60 Faculty &amp; Staff 7/19/16</td>
<td>Texas State JCK 460</td>
</tr>
<tr>
<td>25</td>
<td>Iliana Melendez, (Sarah Uphoff, Rodrigo Gutierrez, Aaron Hinojosa, &amp; other RD’s)</td>
<td>Social Justice &amp; Diversity Panel</td>
<td>170 Resident Assistants 8/17/16</td>
<td>Traditions Room, North Housing Complex</td>
</tr>
<tr>
<td>26</td>
<td>Iliana Melendez, (Joseph Pomar, Dexter Davis)</td>
<td>Moderator for Student Panel: Supporting LGBTQIA Students</td>
<td>20 Academic Advisors 9/19/16</td>
<td>LBJSC 3-14.1</td>
</tr>
<tr>
<td>27</td>
<td>Iliana Melendez, (Corey Benson, &amp; Mikiba Morehead)</td>
<td>Equity and Inclusion within Sexual Misconduct Investigations</td>
<td>70 Conference Attendees 10/25/16</td>
<td>TACUSPA Annual Conference, Austin, Texas</td>
</tr>
<tr>
<td>28</td>
<td>Iliana Melendez (&amp; Sarah Uphoff)</td>
<td>Awareness, Acknowledgement, Advocacy: Developing Social Justice Literacy as Student Affairs Professionals and Student Advocates (Part I &amp; II)</td>
<td>80 Conference Attendees 10/24/16</td>
<td>TACUSPA Annual Conference, Austin, Texas</td>
</tr>
<tr>
<td>29</td>
<td>Iliana Melendez, (Ashley Jones, Andrew Fortune, Justin Samuel)</td>
<td>How do I know if a doctorate is right for me?</td>
<td>50 Conference Attendees 10/25/16</td>
<td>TACUSPA Annual Conference, Austin, Texas</td>
</tr>
<tr>
<td>30</td>
<td>Iliana Melendez, (Ashley Jones, Christina Zavala, Justin Samuel)</td>
<td>Exploration of pathways to earning a doctorate degree in higher education</td>
<td>50 Conference Attendees 3/15/17</td>
<td>NASPA Annual Conference, San Antonio, Texas</td>
</tr>
<tr>
<td>31</td>
<td>Kendra Wesson &amp; Laramie McWilliams</td>
<td>Courage 101, Awareness 201 &amp; Daring Greatly 301</td>
<td>15-20 Student Conference Attendees, fall 2016</td>
<td>Equality U (TX ST)</td>
</tr>
</tbody>
</table>
Special Recognitions for Area Staff in 2016-2017

<table>
<thead>
<tr>
<th>PERSON</th>
<th>RECOGNITION</th>
<th>ORGANIZATION RECOGNITION FROM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ismael Amaya</td>
<td>Staff Award for Outstanding Achievement in International Education</td>
<td>International Affairs (TX ST)</td>
</tr>
<tr>
<td>Iliana Melendez</td>
<td>Living Fraternal Values Award</td>
<td>Greek Affairs (TX ST)</td>
</tr>
<tr>
<td>Iliana Melendez</td>
<td>Director for Education &amp; Professional Development</td>
<td>TX Assoc. of Coll. &amp; Univ. Student Personnel Admin. (TACUSPA)</td>
</tr>
<tr>
<td>Kendra Wesson</td>
<td>Completion of Citizen Police Academy, elected Class President &amp; Recognized for Perfect Attendance</td>
<td>University Police Department CPA (TX ST)</td>
</tr>
</tbody>
</table>

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
   - New Hearing Board members continue to receive basic training. In spring 2016, a new component was added that brought the Associate General Counsel in to provide training and inform members of the legal protections extended to them in their roles. The curriculum remains under further development and is intended to provide more than basic training and to serve as a professional development opportunity. The new curriculum will be implemented in fall 2017 and will be offered to other adjudicating bodies such as the Organizational Conduct Review (OCR), Student Government Supreme Court, Honor Code Council, DHRL Peer Review Board, and others.
   - Steps will need to be taken to better accommodate hearings during the summer as there are a number pending.

2. Recruit additional Hearing Board student members so that each student member can contribute but not necessarily be over-burdened when there is a higher number of requests for hearings.
   - Status: Previously completed/Renewed
   - This objective was previously completed but then renewed. New members were recruited others graduated during this reporting period. This is an annual process and therefore will be removed from the list of Student Justice objectives.

3. Create a Student Justice assessment tool that better assesses student learning and areas for improvement.
   - Status: In-progress/Pending
   - Development of this assessment is dependent on

4. 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 staff have looked at options possible but the survey will be to measure likelihood of use of these other options by students.

5. Worked with the Study Abroad Office to implement electronic student disciplinary checks for students applying for Study Abroad Programs.
   - Status: Complete
   - While this goal was previously completed, Study Abroad came upon difficulties with their online program and our checks were not fully integrated into that system. Progress was made recently and Student Justice will continue working with the Study Abroad office to finalize full implementation of the system as it pertains to the disciplinary checks. Based on the progress and because finalization is dependent on Study Abroad, this objective is again being considered complete and being removed from the list of Student Justice objectives.

6. Develop an intern and/or GA position.
   - Status: In-progress.
   - Last two interns’ (Short term, professional development, not for academic credit) participation was interrupted when they became a candidate for a full-time position within Student Justice (and eventually hired for the position) or were offered a positions at another institution.
   - Goal is to grow this to a semester-long experience.

Objectives for next year.

1. Complete all In-progress/pending objectives above.

2. Complete CAS-SAG process.

3. Finalize development of a training and operations manual for Student Justice.

Trends/Challenges for 2017-2018

1. This is a trend previously noted: Higher number of reports of Title IX cases (Sexual Misconduct Policy violation allegations) continues to be a concern, however, it is alleviated in part by the transition of some functions related to these from Student Justice to the Title IX Coordinator, for example, the logistics for due process hearings. Prior to the new Sexual Misconduct Policy (SMP), Student Justice investigated all cases of sexual misconduct involving student suspects. With the addition of Title IX Investigators (resulting from the new SMP), we’ve had a significantly lower number of cases assigned to Student Justice staff. Still, these cases tend to involve multiple individuals and generally require meeting with each primary party at least two times. The meetings require more time than other types of cases because of additional information that must be provided to the parties, especially to victims (complainants) and suspects (respondents) and the detailed report that must be submitted to the Title IX
Coordinator. These cases tend to have a higher likelihood of a request for a hearing and an appeal to the Vice President for Student Affairs and are more likely to result in suspensions.

2. This is a trend previously noted: The university’s internationalization efforts, which we support and applaud, if successful (and indicators are that they are), will result in a continued increase in the number of disciplinary checks. Additionally, Student Justice staff collaborate with Study Abroad as well as the International Office to offer support to those offices, the faculty participating in study abroad programs and the international students upon their arrival through participation in their orientation and other events.

3. This is a trend previously noted: While Texas statutes and university policies regarding marijuana and alcohol have not changed, national conversations and changes in other states’ statutes continue to increase social acceptance and normalizing of marijuana and alcohol use/abuse among students. Already, Student Justice pays particular attention to drug- and alcohol-related alleged violations. And, 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 get expelled (see item 2 in the first section of this report for current & historical data).

4. This is a trend previously noted: Ongoing efforts to increase turnout at Texas State football games include a focus on tailgating. As more and more students attend tailgating events, more students are engaged in illegal alcohol consumption and violation of university/facility rules (ex., types of alcohol and containers). This could result in more arrests for public intoxication and minors being cited for possession/consumption of alcohol, though, there may also be a challenge for security/law enforcement personnel to address all of these violations through citations since they may find themselves issuing warnings in order to respond to emergency calls, more severe violations, and/or matters of greater concern/disturbance. Concerns related to abuse of alcohol (and resulting in other disorderly/obnoxious behavior) at tailgating has been noted by the Alcohol & Drug Advisory Committee and visitors. Family Weekend organizers have made a deliberate effort to hold the picnic scheduled at the same time away from tailgating activities for similar reasons (hosting at Sewell Park rather than stadium or coliseum parking lots). And, it is unclear that tailgating actually increases attendance at the football games since many pedestrians are noticeably walking away from the stadium at the time that tailgating time concludes.

5. In August 2016, the university implemented a new “Concealed Carry of Handguns by License Holders on University Premises” policy (UPPS 01.04.45) which by state statute requires that individuals with a permit to carry a weapon be allowed to carry their weapons, with limited restrictions, on campus. Prior to the implementation of the policy, there was concern that there would be an increased presence of handguns on campus and in turn result in Student Justice needing to investigate alleged violations of the policy. While it is very likely that the former is true (more handguns on campus), the latter (number of alleged violations of the policy) has not been significant. The nature of concealed carrying is that others should not know the weapon is
present. None of the referrals to Student Justice were based on concerned that someone might have a weapon (questioning the authority to possess). Any possession of a handgun referred to Student Justice was typically based on contact with law enforcement and involved other violations, ex., possession of drugs, driving while intoxicated, criminal trespassing, possession of replicas or other weapons. Will continue monitoring this trend and concern.