

ANNUAL REPORT
Dean of Students Office

Student Affairs Division
Texas State University
2016-2017

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% increase from 2,984 in the previous year) and assisted students during discussions of emergency-related problems in 444 scheduled appointments (a 9% 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% 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% 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% 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% 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% 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% 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% from 628 students in the previous year.
11. Administrative Support for the Central Office assisted a total of 15,523 customers (a 35% 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% 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% 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% 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% 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 the 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).

Five Stages of Change Model Stage	Respondents Reported Stage At First Session	Respondents Reported Stage At Fourth Session
1: Pre-Contemplation - “No, not me.”	18% (N=2)	0% (N=0)
2: Contemplation - “Well, maybe.”	33% (N=4)	0% (N=0)
3: Preparation - “So, what do I do now?”	33% (N=4)	8% (N=1)
4: Action - “Ok, let’s do this.”	8% (N=1)	46% (N=5)
5: Maintenance - “It is possible.”	8% (N=1)	46% (N=5)

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%) than men, which was slightly up from the services to women provided last year (54%). This is likely because of the university’s changing demographics, with more women than men enrolling. Demographics also indicated 41% of the students who utilized office services identified as White (a 44% decrease from last year); 35% Hispanic and 15% Black (an 11% 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% 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% indicated the program was “helpful” or “extremely helpful” and that they would recommend the program to new members in their organization. 70% 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% 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%. 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% 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% of respondents were "satisfied" or "very satisfied" (N=57.1%) 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% "very satisfied" and 42.9% "satisfied." 100% of respondents rated the overall organization favorably ("good" or "very good"), with 42.9% rating it as "very good." The survey was distributed to 12 individuals and collected from 7 individuals for a response rate of 58.3%. 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% of survey respondents strongly agreed that the presenter was knowledgeable and 100% 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% 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% of survey respondents had a greater understanding of the ways to engage with and support diverse individuals, and 100% 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% 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% of respondents “agreed” or “strongly agreed” that they enjoyed the conference overall. 96% 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% of respondents “agreed or strongly agreed” that the conference was well organized (up from 97.5% for the previous year), and 99.6% of respondents stated they would recommend the Leadership Institute Annual Conference to another student (up from 96% for the previous year).

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

reported they “agree” or “strongly agree” that Keynote Senator Leticia Van de Putte’s session was engaging, and 98.1% 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%. This rate is up from last year’s response rate of 84.4%, 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%) 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%) 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% 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% (N=1,014) of notifications were medically related, 18% (N=237) regarded the death of a loved one, and 5% (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% (N=617) of the students during the Fall 2016 semester completed and 100% (N=756) of students who received Absence Notification services in the Spring 2017 semester completed. The percent average for FY17 was 100% (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% (N=364) were completed and returned. During the spring semester, 756 surveys were sent and 16% (N=121) were completed and returned. Overall, 35.5% (N=487) of the 1,373 surveys distributed in FY17 were completed and returned. According to the responses, during FY17, 96% (N=465) either *Strongly Agreed* or *Agreed* that they were satisfied with the absence notification service; 97% (N=466) either *Strongly Agreed* or *Agreed* that the service was helpful; and 95% (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.

Leadership Skill Level	SF Fall 2015	SF Spring 2016
MEMBER (lowest level)	2	2
VOLUNTEER/CONTRIBUTOR	1	2
COORDINATOR	2	2
ORGANIZATION VETERAN	2	3
VISIONARY (highest level)	3	1

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.