

**Dean of Students Office  
ANNUAL REPORT**

**Student Affairs Division  
Texas State University  
2018-2019**

**JUNE 28, 2019**

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## **Executive Summary: 2018-2019 Dean of Students Annual Report**

The Dean of Students (DOS) **Administrative Support Staff** assisted a total of 9,890 customers throughout the year and provided 68 students with notary services; coordinated notification for 23 Texas State students who passed away during the academic year. The staff attended to the needs of the deceased by notification to current faculty, and initiated refund process and sympathy letters to family of the deceased.

**Alcohol and Drug Compliance Services (ADCS)** provided 483 individuals with service opportunities to complete sanctioned/assigned community service requirements. These individuals completed a total of 6,400 verifiable hours which amounts to the “in-kind” equivalency of \$46,400 in minimum wage labor. The majority of student clients who met with attorneys were Freshmen was 32% up from 29%. Seniors were at 24%, up 2% from last year. 22% of the student clients were Sophomores, while Juniors comprised 18%.

ADCS collaborated with numerous internal and external entities and programs to assist with community service opportunities including; Travis Elementary, Lehman High School, San Marcos High School, Hays High School, Downtown San Marcos Beautification Project, City of San Marcos, Cock House, Miss Beautification Pageant, Adults with Disabilities Dance, STEM Fair, San Marcos River Cleanup, Downtown Trick or Treat, Mermaid Promenade, DOS Leadership Conference, Bobcat Pause, Veteran’s Day, Student Government Inauguration, Office of Student Diversity and Inclusion- Equality University Conference, Martin Luther King Celebration, Veterans-LBGQTIA- Multicultural Graduations, Student Affairs Symposium, Hispanic Policy Network Symposium, Naturalization Ceremony, LBJ Student Center, Hogwarts Halloween, Meadows Center and the Agriculture Department.

ADCS provided six Alcohol Education Program for Minors (AEPM, also known as MIP classes) in 2018-2019 which hosted 121 participants registering for the course and 103 participants completing the course. Participants this year exhibited an overall “Knowledge Increase” of 61% (pre-test and post-test scores). By comparison, in 2017-2018 there were 12 classes with 141 participants completing the course that exhibited an overall ‘Knowledge Increase’ of 68% (pre-test and post-test scores).

Marijuana 101 program was completed by 142 participants as a result of marijuana-related violations. This represents a 17% decrease in Marijuana 101 services from the previous year (172 participants in 2017-2018). Participants this year exhibited an overall “Knowledge Increase” of 62% (pre-test and post-test scores).

**The Attorney for Students Office** conducted over 958 appointments resulting in students earning or saving over \$309,266.00 in legal services fees; student apartment lease reviews increased 23% from 229 to 270 in FY19; provided 87 notarizations; helped more than 65 students, 21 more than last year, start and run their own businesses; numerous students had outstanding medical and other debt resulting in inordinate contact from bill collectors but AFS

helped students settle the debts which allowed them to focus on and remain enrolled in school rather than using tuition money to settle the debts and avoid bankruptcy.

Important statistical data includes:

- The majority of the cases were expunctions and criminal matters, at 44.8% a 38.8% increase from last year.
- Lease reviews comprised the second highest number of cases and was 21% of the case load, a slight increase from last year.
- Immigration issues comprised 8.0% of the case load and students from 12 different countries were served.
- Expunctions and orders of non-disclosure decreased from 11.5% to 7.5% this year.
- Civil matters were at 6.6%, down from 7.3%.
- Business matters went to 5.8%, up from 3.5%
- Family matters were at 4.9%, down from 9%.
- Insurance (auto and medical) cases were at 3.8%, down from last year at 5.2%.
- Financial credit or debt issues at 3.1%, up from 2.3%.
- Victim services cases were at 2.8% (down from 3.5%).
- Name and Gender Marker Changes was at 1.3%, a small increase from last year.

Staff spoke to over 2,700 students in multiple venues, such as US 1100 (roughly 155 classes) and other classes, faculty and staff, student organizations, and similar programs. Out of the 2450 presentation questionnaires for US1100 classes that were returned, the majority of respondents continued to report a high degree of satisfaction with the presentations.

**Fraternity and Sorority Life (FSL)** conducted numerous educational and training programs through the 4 Governing Councils and the Programming Board.

- \* The State of Texas mandated Risk Management Training where nationally known keynote speaker Tracy Maxwell addressed risk management processes for safe events, trends regarding risk management including hazing and contributed to the “Ladder of Risk” and “Train the Trainer” discussion.
- \* Staff led the Fall Council Officer Kick-Off Leadership Training for student leaders which focused on values and time management, review calendar of events for the year, participation in interactive programming, and discussions on how to be a successful leader.
- \* Spring 2019 Council Kick Off focused on educating officers about the DOS Fraternity and Sorority Life Office, the responsibilities and expectations of their roles, collaboration, and personality/work habit identification. The respective Boards engaged in goal setting and planning for the year.
- \* The Fifth Annual Chapter President’s retreat was hosted on January 26-27, 2019 at Camp Young Judea in Wimberley, Texas. Chapter presidents from each fraternity and sorority joined the FSL Governing Council Presidents for a weekend of leadership development training, goal setting, and dialogue on community challenges and trends.
- \* Staff accompanied 13 student leaders to the largest gathering of fraternity and sorority leaders in the nation, the Association of Fraternal Leadership and Values (AFLV) meeting,

February 6-10, 2019. The Panhellenic Council (PHC) was recognized by the AFLV for their efforts in outstanding administrative achievement and community accountability.

- \* The FSL Staff and leadership of the Programming Board took 70 fraternity and sorority emerging leaders on a retreat at T Bar M Ranch in New Braunfels. The weekend consisted of leadership development and community building that inspired a new generation of leaders to begin their journey toward improving the experience of fraternity and sorority life at Texas State University.
- \* The FSL Programming Board of Directors had a fifth successful programming year focusing on the major areas of leadership development, community service, school spirit, positive public relations and community and campus involvement and sponsored:
  - Annual Greek Week
  - Collaboration with Athletics to increase attendance at athletic events
  - Clothing and Canned Food Drives
  - Keep San Marcos Beautiful
  - San Marcos School Fuel Program
  - FSL Philanthropy Week

The Interfraternity Council (IFC) -196 men accepted bids during Fall 2018 and Spring 2019. The IFC hosted various recruitment trainings this year with facilitators from Phired Up Productions; voted to welcome Phi Kappa Sigma to Texas State; hosted former USA Olympian, Johnny Quinn for a recruitment titled, “ How to Find the Olympian In You”; developed an academic plan emphasizing accountability in new member education; and was fully funded a member to go to the Undergraduate Interfraternity Institute.

The National Pan-Hellenic Council (NPHC) - Has grown tremendously over the years, has a full executive board and welcomed the return of Alpha Kappa Alpha Sorority and Delta Sigma Theta Sorority. NPHC won improved GPA and Leadership Development awards at the Association of Fraternal Leadership and Values (AFLV) Conference in Indianapolis, Indiana. For the Fall of 2018 NPHC hosted a successful NPHC Week which had various events such as Study with NPHC and Service with NPHC.

The Multicultural Greek Council (MGC) held recruitment/intake both semesters and welcomed 47 members across 5 organizations during the fall and 32 members across four organizations during the spring semester. The MGC Board hosted three Potential New Member Orientations, a Town Hall meeting aimed at providing members a chance to voice any concerns or hopes they have for the upcoming semester, the First Annual Neo Mixer designed to better incorporate newly initiated members to the community, and held their Annual “Picnic” in LBJSC to celebrate the end of the year.

The Panhellenic Council (PHC)- Seven of the eight chapters were able to bid-match to quota resulting from 524 women registering for Fall Formal Recruitment and 439 received bids (invitations to join) giving the council an 83.8% retention rate. Although the total number of women registered decrease slightly from the year prior, the retention rate increased by 9%. During the Fall semester PHC hosted a new member mixer sisterhood event to encourage cross chapter relationships started at the beginning inception in their respective organizations.

Three chapters were eligible for Continuous Open Recruitment (COR – formerly Continuous Open Bidding COB) during the Spring. The council used values-based recruitment to facilitate improved conversations and connections between recruiters and potential new members (PNMs).

The **Leadership Institute** successfully hosted the ninth annual Leadership Institute Annual Conference attended by more than 425 participants including 327 student attendees, 30 speakers, 13 participating institutions (including international student attendees), over 50 volunteers and more than 20 faculty/staff/guests. \$4,000 in scholarships, including the Leadership Institute Scholarships and the Veronica Gonzales Leadership Institute Endowed Scholarship were awarded to student leaders attending the Conference. The Institute also awarded the Medal of Hope to 32 graduating students, and conducted 83 audits to gauge participants' progress in earning the medal.

The Leadership Institute and VPSA office sponsored 21 student leaders and four staff members at the commemoration of the 53<sup>rd</sup> anniversary of the signing of the Higher Education Act by President Johnson at the LBJ Presidential Library and Museum in Austin; the 9<sup>th</sup> year of collaboration with the LBJ Library and Museum. Other programs sponsored through the Leadership Institute included:

- \* Goodnight Middle School Leadership Conference with the Texas State Student Leadership Board, welcoming more than 70 students, with 15 student volunteers/facilitators.
- \* Updated the Texas State Leadership Capstone Program: Step Forward, Give Back curriculum to include more critical thinking and reflecting on participants experiences as student leaders, and increased opportunities to apply their knowledge/skills/lessons to current issues on campus and nationwide.
- \* Collaborated with Texas Monthly and the Texas Optimism Project to host speaker Mario Figueroa Jr. (aka Gonzo247) on October 17<sup>th</sup>, 2018 in the Performing Arts Center. The event pulled over 100 attendees, and numerous viewers around the state via Facebook Live.
- \* Hosted the seventh campus-based session of the LeaderShape® Institute, a dynamic, six-day experience where participants learn to lead with integrity and develop a vision statement grounded in their deepest values.

There was a 29% increase (N=138) in the number **Ombuds Services** cases from FY18 and a 100% increase from FY17. Through a collaborative effort with the Provost's Office, a consistent university wide Grade Appeals process was finally approved after 8 years of initiation.

**Student Emergency Services** (SES) staff members presented two sessions at the fall semester *2018 Advocating for Emergency Aid Programs in Higher Education Statewide Convening* hosted by the Texas Higher Education Coordinator Board Emergency Aid Network. 2,251 absence notifications (10,284 absence notifications were emailed to instructors) were issued for students who could not attend classes because of emergency situations a 21.74% increase from FY18 (N=1,849). 1,657 students who had emergency-related problems were assisted in person or by phone with consultations regarding absence notifications, emergency funding requests, academic concerns, and withdrawing from classes or the university, representing a 132.72% (N=712) increase over FY18.

SES staff responded to 50 P.A.W.S. Alerts related to issues such as family/personal crisis, family/friend death and classroom disruption, the number of students referred represents a 56.25% (N=34) increase from the previous year. Additionally, the SES Coordinator responded to 10,384 emails received in the Dean of Students Office inbox, a 30.93% (N=7,931) increase in comparison to the previous year.

\$88,229 in grants and loans were provided to 160 students who experienced emergencies, a 5.26% (N=152) increase in the number of students assisted and a 16.36% (N=\$75,823) increase in the monetary funds provided to students from previous year. During this same period in 2016-2017, Student Emergency Services assisted 65 students with \$25,825. In two years, this represents a 241.64% increase in the number of funds given and a 146.15% increase in the number of students served. The cause for this increase is the area's response to the Hurricane Harvey disaster in the Houston area during the fall 2017 semester and the response to the Iconic Village Apartment fires in late July 2018, which spanned the fall 2018 semester.

SES received a total of \$115,251 in donations for emergency grants between summer 2018 and fall 2018. During the fall 2018 *Step Up for State* fundraising campaign, Student Emergency Fund – Student Affairs (Student Emergency Services) 44 individuals donated \$2,682. During the summer/fall 2018 *Student Emergency Fund – Apartment Fire Relief* crowdfunding campaign, 1,069 individuals from across the United States and Canada donated \$112,569, this amount represents the most successful Texas State crowdfunding campaign to-date. Lastly, the first *Bobbye Watts Student Emergency Services Scholarship* of \$500 was awarded to a student during the spring 2019 semester.

The Assistant Dean of Students-Student Emergency Services chaired the Behavior Assessment Team (BAT) and coordinated meetings and discussions regarding 32 students. It was determined that 56.25% (N=18) of inquirers/reporters did not want a consultation, the referrals were made to merely document behavior. An evaluation and revisions to the Behavior Assessment Team website will be conducted during the coming year.

From May 15, 2018 through May 15, 2019, **Student Justice** investigated and adjudicated 259 incidents involving 528 students. There was a decrease in the number of cases as well as in the number of students involved (a decrease of 250 students from the previous year). During this evaluation period, ten (10) students were suspended and twenty-one (21) were expelled. Unlike the previous two years where all expulsions were drug related, this year 4 of the 21 expulsions were for violations other than drugs.

After a number of years pursuing a specialized conduct case management software program, Maxient, the most widely used higher education conduct case management software program in North America was approved and purchased. The program is already in use by other institutions in the TSUS and two major benefits are that the software is accessible from anywhere via the web (cloud-based) and will require minimal university technological support.

Student Justice staff performed 1292 disciplinary background checks (recommendations, character references, enrollment verifications, etc., requested by other campus departments, investigating agencies, other higher education institutions, licensing bodies and employers) on

behalf of students. Student Justice collaborated with University Marketing to transition to a digital-focused publication during summer 2018. This initiative makes the handbook more accessible, reduced hard copies from 12,000 to 2,000, costs were reduced 80% (from \$35,000 to \$7,000), and printed pages were reduced from 1,944,000 to 120,000 (a 94% reduction).

**Student Foundation** celebrated “The 40<sup>th</sup> Year of Student Foundation” with a 40<sup>th</sup> Birthday themed banquet. Throughout the year members served both Texas State and the San Marcos communities through numerous volunteer opportunities throughout the year, including:

- \* 32<sup>nd</sup> Annual Bobcat Pause Memorial Service, remembering 40 honorees
- \* Assisted with a reception hosted by President Trauth at the Texas Capitol
- \* Grand Opening of Ingram Hall
- \* Campus memorial honoring President George H.W. Bush
- \* City of San Marcos Sights and Sounds
- \* Great River Clean Up
- \* Board of Regents May 2019 Meeting
- \* Honored 10 faculty and staff recipients with The Foundations of Excellence Award
- \* Veterans Day Commemoration
- \* One member was the recipient of a Leadership Institute Scholarship given away at the Conference

Student Foundation members contributed to the university’s mission and goals by serving on departmental and institutional committees, teams and task forces, including: the Quality Enhancement Plan Task Force, the Council on Inclusive Excellence, the Alumni Council, Equality University Directors’ Committee and the Leadership Institute Annual Conference Planning Committee.

**Student Government (SG)**-The Annual Student Body election for FY20 resulted in 2,066 students voting, which is roughly 5% of the student population, a 71% decrease of voters from the previous year. Voter participation as a percentage of student population by comparison:

18% (N=7,142)	2017-2018
11% (N=4,328)	2016-2017
3% (N=1,323)	2015-2016

However, Student Government Advisors and Cabinet members, including the President, Vice President, Chief of Staff and Director of Finance, participated in 30.5 hours of scheduled Task Force meetings with faculty and staff to review organization operations to make recommendations for improving a diverse student recruitment to and engagement with the organization. They also:

- \* Processed 119 applications for the Student Government Scholarship awarding continuing students a total of \$225,000 for tuition. Applications processed by comparison:

292	2017-2018
215	2016-2017
205	2015-2016

- \* Passed 50 pieces of legislation during the Student Senate during the Fifth Session in 2018-2019. Legislation passed is in comparison:
 

46	2017-2018
48	2016-2017
20	2015-2016
  
- \* Awarded \$35,323 in Scholarly Travel and Activities Research (S.T.A.R.) Grant funds to assist Texas State students to present their research at conferences (yearly comparisons).
 

2017-2018	\$29,655
2016-2017	\$34,850
2015-2016	\$33,546
  
- \* Hosted two “Roundtable with the President” where students were welcome to sit and talk with Texas State administrators and the University President.
- \* Hosted “Freshman Forum” where administrators who work directly with freshmen had the opportunity to speak directly with freshmen students.
- \* Hosted “Leadership Development and training, including:
  - a. A half-day officer training to on-board the incoming Student Body President, Student Body Vice President, Chief of Staff and Directors.
  - b. An overnight all member retreat including a two-hour session for the Advisors.
- \* Hosted “Third Annual Alumni Reunion-Homecoming Lunch” for previous Student Body Presidents, executive officers and their invited guests.

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

**Student Affairs Division**  
**Texas State University**  
**2018-2019**

**Accomplishments/Retention Initiatives 2018-2019**

1. Administrative Support for the Central Office assisted a total of 9,890 customers throughout the year and provided 68 students with notary services.
2. The office coordinated notification for 23 Texas State students who passed away during the 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

**Assessments for 2018-2019**

Customer tracking was conducted during 2018-2019 for both in person and over the phone assistance provided by the Dean of Students Office reception area staff. A total of 9,890 contacts were made for the year. The graphs below represent the breakdown of contacts made during the 2018 summer/fall and 2019 spring semesters.

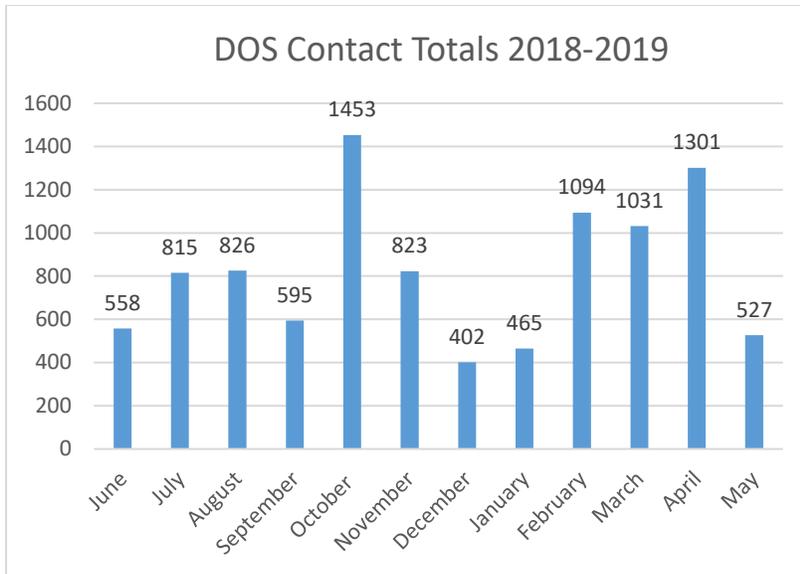


Figure 1 reflects the total number of contacts initiated in the Dean of Students Office June 1, 2018 through May 31, 2019. Contact includes phone calls, walk-ins, and general information obtained by others using our office as a resource. The busiest months for the office were October (1453), April (1301) and February (1094), while the slowest were December (402), January (465) and May (527). 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 within these periods.

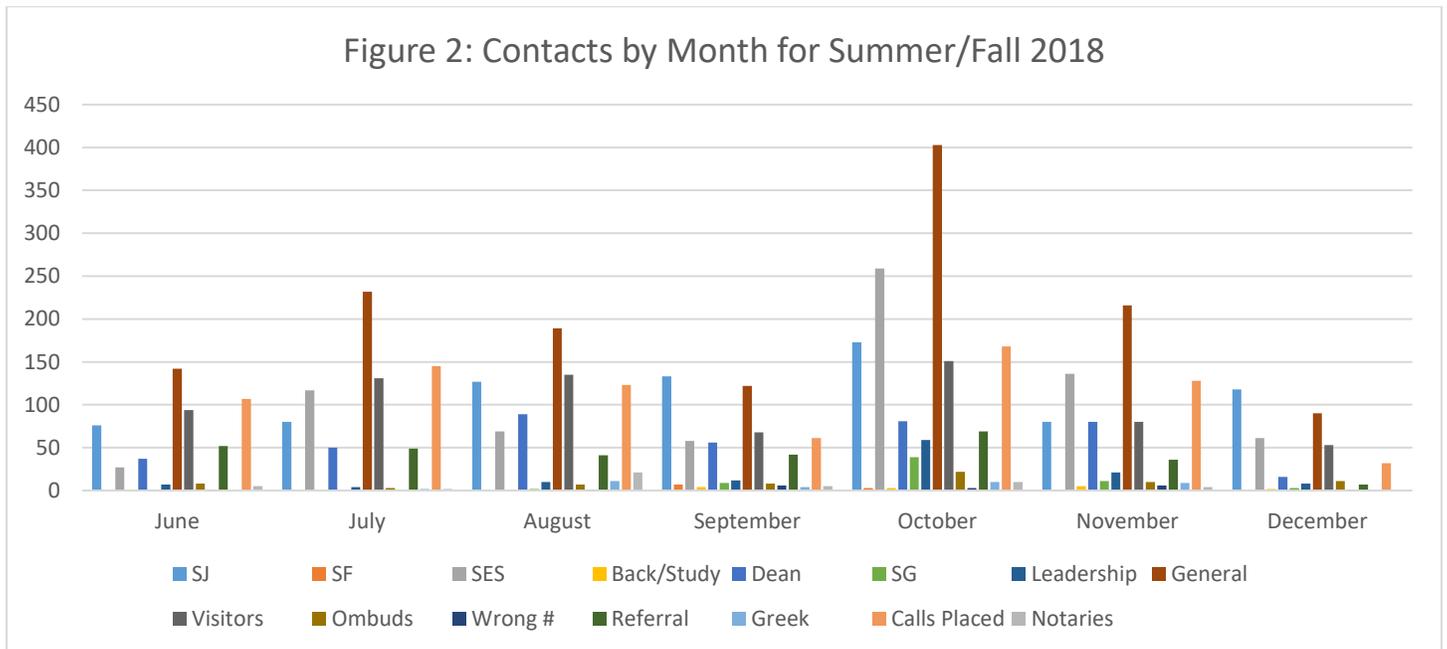


Figure 2 distributes the breakdown of activity in the Dean of Students Office for Summer/Fall 2018. December includes dates ranging from the 3<sup>rd</sup> thru the 19<sup>th</sup>. Almost all activity increased during the month of October and declined soon after as we made our way towards the end of the semester.

Figure 3 represents a breakdown of combined totals of each sector for Summer/Fall 2018. The areas with the highest activity include General (1394), Student Justice (787) and Emergency Services (727). The lowest activity within this office include sectors related to Student Foundation (11), Background Checks (16) and Wrong Numbers (18).

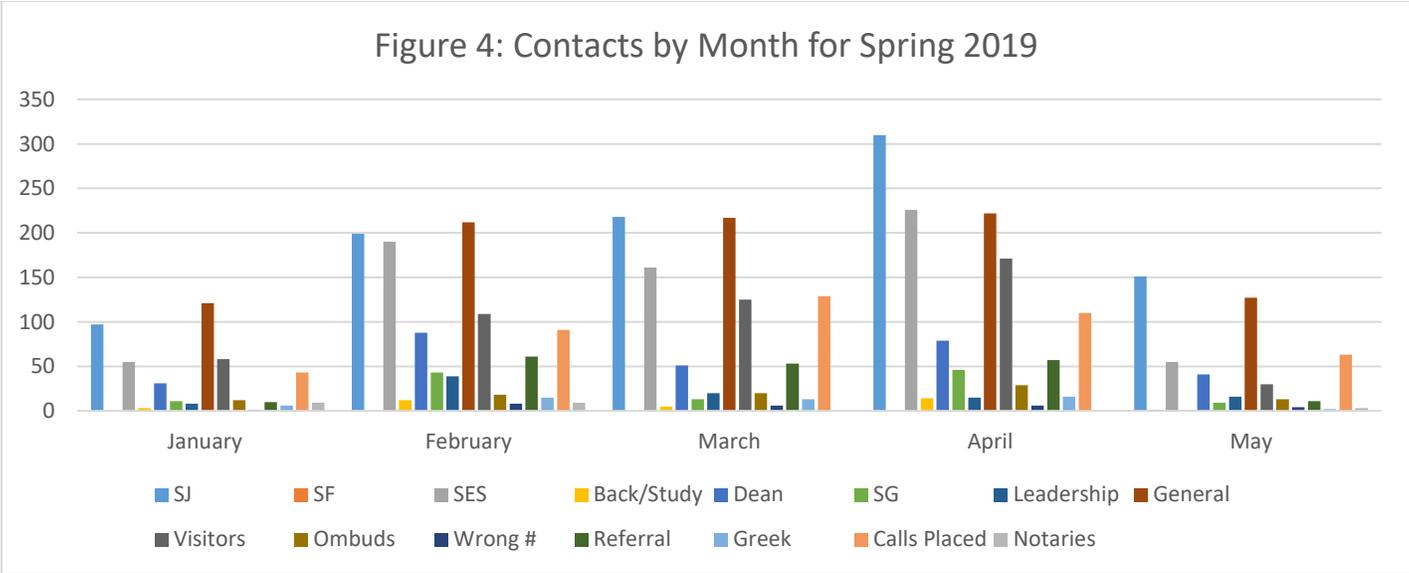
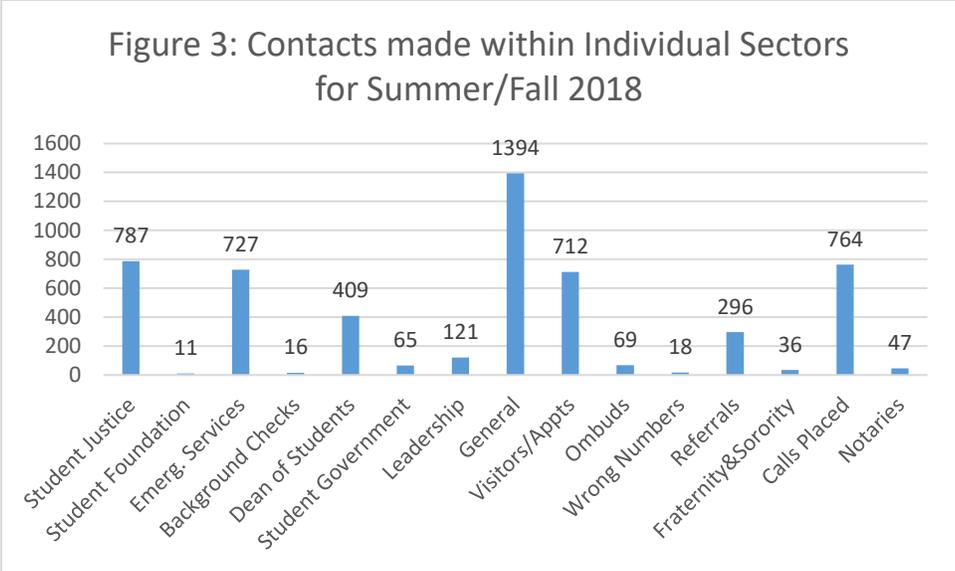


Figure 4 represents the breakdown of activity for Spring 2019, January 3<sup>rd</sup>- May 31<sup>st</sup>. The highest activity in the office occurred during April. There was less activity in Spring 2019 in comparison to Summer/Fall 2018.

Figure 5: Total Contacts made within Individual Sectors in Spring 2019

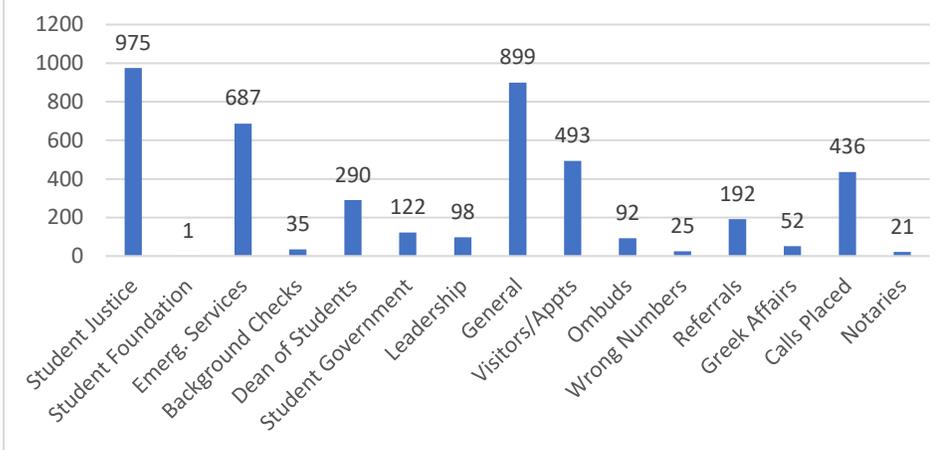


Figure 5 represents the total amount of activity taking place during Spring 2019 at an individual sector. The highest activity was seen in Student Justice (975) followed by General activity (899). The lowest activities were Student Foundation (1) and Notaries (21).

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

n/a

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

Shelby Pritchett was promoted to Senior Administrative Assistant in January 2019.

### **Major Objectives for 2019-2020**

1. Enhance staff resources with on-line forms to assist all staff in the Dean of Students Office
2. Implement cross-training for the support staff in all areas of the Dean of Students Office
3. Coordinate the DOS Central Office support staff to create on-line written procedures for their areas.
4. Research within the Student Affairs Division to find the most effective method of hiring and training for student workers

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

The trends/obstacles for 2018-2019 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. One of the reasons for fewer contacts would be the Study Abroad background checks being removed from the Dean of Students Office. New hires and student employee trainings will continue to rise and become more refined processes. Although this data above paints a general perspective of activity observed in our office, we cannot state the information above reflects the exact amount of activity flown in our office. The factors that could contribute

to the lack of adequate information include: multiple marks per student, inability to keep up with traffic flow, employee absenteeism, and forgetfulness of proper marking and data keeping. With the data above we are still able to track which sectors have the greatest amount of flow along with those who do not. It is important to remind employees to keep track of flow in order to grasp a more accurate sense of activity in the Dean of Students Office. This can reflect which areas are deemed priority in our office with the hopes of administering resources to these particular departments.

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

**Student Affairs Division  
Texas State University  
2018-2019**

**Major Accomplishments/Retention Initiatives from 2018-2019**

1. Because of construction in the LBJ Student Center, ADCS relocated from 5-1.16 to a larger space, 4-1.6 ADCS. ADCS along with Student Justice, are expected to relocate to an auxiliary site of Elliott Hall once renovations are complete, expected Spring 2020.
2. ADCS provided various community service opportunities which allowed 483 individuals to complete their community service requirements.
  - a. 483 individuals completed a total of 6,400 verifiable hours that amounted to the “in-kind” equivalent of \$46,400.00 in minimum wage labor.
  - b. The number of students and total hours decreased by 17% from last year which should reflect positively on student retention.
3. An improved ADCS notification system has resulted in a decrease in the number of “no-shows” for community service events. Through verbal comments, email responses, and

feedback provided on community service evaluations students have expressed their appreciation for the notification system.

4. A new initiative to provide students registered for community service, continuously updated listings of the available opportunities to complete their hours has also resulted in positive feedback from students.
5. ADCS community service opportunities has increased and diversified on campus as well as in the surrounding local communities. In addition to opportunities internal to the DOS, ADCS collaborative partnerships include: The Office of Student Diversity and Inclusion-Equality University Conference, Martin Luther King Celebration; Veterans, LBGQTIA, and Multicultural Graduations; Student Affairs and Hispanic Policy Network Symposiums; Naturalization Ceremony; LBJ Student Center; Hogwarts Halloween; Meadows Center; Agriculture Department; Travis Elementary; Lehman, San Marcos and Hays High Schools; Downtown San Marcos Beautification Project; City of San Marcos, Charles S. Cock Museum; Miss Beautification Pageant; Adults with Disabilities Dance; STEM Fair, San Marcos River Cleanup; Downtown Trick or Treat, and the Mermaid Promenade.
6. There were six Alcohol Education Program for Minors (also known as Minors In Possession) with 121 registered participants and 103 participants completing the course. Pre-Test and Post-Test scores for participants indicated an overall “Knowledge Increase” of 61%.
7. The Marijuana 101 program was completed by 142 participants as a result of marijuana-related violations, a 17% decrease from the previous year. Pre-Test and Post-Test scores for participants indicated an overall “Knowledge Increase” of 62%.
8. ADCS and Student Justice piloted a new program entitled “Understanding Your Temperament”, designed to assist students’ understanding of their temperament with an overall goal/outcome to decrease disruptive or combative behaviors. 6 students completed the program which was facilitated by Dr. Israel Najera, retired Texas State Counseling Center psychologist, and was completed by a total of 6 students. The Health and Well Being Scale has 3 subscales:
  - a. The Physical Scale had an average pre-test score of 77.8% and an average post-test score of 71.4% (6.4% decrease).
  - b. The Social/Emotional Scale had an average pre-test score of 68.5% and an average post-test score of 78.5% (9.9% increase).
  - c. The Ego-Strength Scale had an average pre-test score of 77.4% and an average post-test score of 80.9% (3.5% increase).

## Assessments

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

Surveys were administrated via e-mail upon completion of community service hours. The return rate for those referred by:

Dean of Students Office	54.4%
Judge/Attorney/Probation	17.7%
Department of Housing and Residential Life	22.8%
Other	3.8%

Return rate for Males 57%

Return Rate for Women	41.8%
Nonbinary Students	1.3%
Freshman	53.2%
Sophomores	22.8%
Juniors	12.7%
Seniors	10.1%
Others	1.3%

The questions were:

- a. **Was the community service procedure and expectations clearly explained?**  
60.8% stated Strongly Agree, 35.4 % with Agree and the remaining 2.5 % Disagree
- b. **Was the community service program able to work around my schedule?** 72.2% with Strongly Agree, 26.6% with Agree and only 1.3% with Disagree
- c. **Were the e-mail reminders helpful?**  
96.2% with Yes, 1.3% with No and 2.5% with Not Applicable.
- d. **If you received the quarter sheets was it helpful?**  
41.8% stated Yes, 6.3% stated No and 51.9 % stated Not Applicable.
- e. **Would you utilize our program again for a new issue?**  
97.5% stated Yes and 2.5% stated No.
- f. **Given your completion deadline, was ADCS able to assist you in a timely manner?**  
63.3% stated Strongly Agree, 26.6% stated Agree and 1.3% Disagree .
- g. **As a result of our program, are you aware of new resources/programs on and off campus?**  
93.7% stated Yes and 6.3% stated No.
- h. **Was the Community Service Newsletter helpful?**  
72.2% stated Yes, 6.3% stated No and 21.5% stated Not Applicable.
- i. **Overall experience with our program was positive.**  
67.1% stated Strongly Agree, 31.6% stated Agree and 1.3 % stated Disagree.
- j. **Would you recommend our program to other students who may need community service?**  
97.5% of participants said Yes and 2.5% said No.
- k. **Were you treated well and with respect at the assigned community service events?**  
67.1% stated Strongly Agree, 30.4% stated Agree and 2.5% Disagree

Some of the positive comments included:

- a. "I loved helping the community."
- b. "The staff was very helpful and honestly the sweetest"
- c. "Although community service can be a drag, I actually had fun helping out!"
- d. "The people at this office made the experience so comfortable and easy. I always felt welcomed at the office which made dealing with a difficult situation, that much better. Cheryl is one of the nicest and best people I've met at Texas State and she does an amazing job working with students and creating a positive environment with her staff."
- e. "Cheryl and the girl at the front desk are great!"
- f. "Mrs. Cheryl is the best"
- g. "Cheryl was very helpful."

**Presentations by Area Staff in 2018-2019**

<u>PERSON</u>	<u>PRESENTATION TITLE</u>	<u>AUDIENCE</u>	<u>LOCATION</u>
Cheryl D. Harper	Alcohol Education Program for Minors (4 offerings)	AEPM/MIP Students (103 total)	LBJSC
Cheryl D. Harper	ADCS Services and Alcohol Use Among College Students	Doctoral Students in the Counseling Center	LBJSC
Cheryl D. Harper	ADCS Services and Alcohol Use Among College Students	Healthy Cats and Men Against Violence Student Organizations	Student Health Center

**Special Recognitions for Area Staff in 2018-2019**

Cheryl Harper:

- Was reclassified from Student Development Specialist I to Assistant Director
- Was assigned as the new Program Administrator for ADCS’ state-certified Alcohol Education Program for Minors (AEPM).

<u>PERSON</u>	<u>RECOGNITION</u>	<u>ORGANIZATION RECOGNITION FROM</u>
Cheryl D. Harper	Angelika Lester Wahl Staff Diversity Enrichment Award.	Staff Council
Cheryl D. Harper	Graduated with Master of Education Degree	Graduate College
Cheryl D. Harper	Committee Co-Chair Committee Member & Co-Chair	Equality University Conference Food & Hospitality Sub-Committee
Cheryl D. Harper	Executive Board Member & Treasurer	Coalition of Black Faculty and Staff
Cheryl D. Harper	Committee Member	Academic Achievement Ceremony
Cheryl D. Harper	Committee Chair	Sallie Beretta Outstanding Senior Woman Award Committee
Cheryl D. Harper	Committee Member	LBJ Student Center Tenants Team
Cheryl D. Harper	Committee Member	Equality University Conference Leadership Committee

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

1. Created a customer service survey for providers who utilize the Community Service Program
2. Continued to implement a survey to determine customer satisfaction for ADCS
3. Continue to implement a survey to determine customer satisfaction with the ADCS 4 Assessment process, as well as to re-word the qualitative questions to be “open ended”. Due to staff vacancies, this objective was only partially implemented for the 2017-2018 period.

**Major Objectives for 2019-2020**

1. Implementation of the customer service survey for providers who utilize the Community Service Program.
2. The acceptance of credit card payments for educational programs and services (MIP, Marijuana 101, and assessments).
3. Creation and implementation of a customer service survey for students who complete Marijuana 101.

### **Trends/Challenges for 2019-2020**

1. Binge use and abusive use attitudes, along with increasing 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 use and social norming behavior of marijuana concentrates (dabs, wax, shatter) among students, all classifications but significant among Freshman, has become more of a trend this past year. Significant health, cardiovascular, and mental health related concerns are correlated with this current trend.
3. Increase use and social norming behavior of THC concentrates/oils in vape technology among students, all classifications but significant among Freshman, has become more of a trend this past year. This method of THC use allows students to use stronger concentrates in public, as well as the potential for physical health and mental health related concerns and university policy enforcement concerns.
4. A growing student population, along with the consequences of attitudes and perceptions challenge, may create an increased demand on ADCS services, specifically Community Service and Marijuana 101 classes.
5. Legislation approving the court's decision to accept the TEA on-line Drug and Alcohol Driving Awareness Program (DADAP) course in lieu of the Texas Department of Licensing and Regulation (TDLR) state-certified AEPM classroom based course will continue to present as challenging for all AEPM courses around the state as more individuals prefer to complete the on-line course from a variety of "smart" products instead of attending a class in person, and the ADCS office will need to continue to monitor class scheduling and registration numbers.

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

**Student Affairs Division  
Texas State University  
2018-2019**

**Accomplishments/Retention Initiatives from 2018-2019**

1. The Attorney for Students office (AFS) educates students of their legal rights and responsibilities, providing these services without any out-of-pocket cost, other than student service fees. This year the Attorney for Students office saved students over **\$309,266.00** in legal services. AFS has provided higher-level services to more people in more areas of the law, taught them how to better utilize legal resources, empowered them to take control of some of their own legal issues, and helped other students to develop these life skills.
2. From June 1, 2018– May 31, 2019 there were 958 appointments through the Attorney for Students office, an increase from last year.
3. This year there was a policy change that reduced landlord/ tenant *dispute* cases to zero, a possible indication that more students are relying on AFS's services in more areas of law.
4. Last year, AFS had 229 appointments to review leases compared to 270 this year, an 18% increase.
5. The US100 presentations and word of mouth are the primary mediums to reach and educate students about their options and rights. Office staff spoke to over **2,700** students in multiple venues, such as US 1100 (roughly **155** classes) and other classes, faculty and staff, student organizations, and similar programs. Out of the **2450** presentation questionnaires for

US1100 classes that were returned, the majority of respondents continued to report a high degree of satisfaction with the presentations.

6. There was a decrease in the number of notarizations, 87, provide through AFS this year. The decrease is a positive change as other university offices have assumed notary services as well and the School of Nursing, which is a significant user of notary services, relocated to the Round Rock Campus and impacted the decrease.
7. AFS also helped more than **65** students start and run their own businesses compared to last year's 44, a 48% increase.
8. AFS assisted students reduce substantial and outstanding medical bills allowing them to stay in school and focus on their studies rather than using tuition money to hire a consumer rights attorney. The assistance even helped some students avoid filing for bankruptcy.

### Assessments Conducted in 2018 – 2019

#### 1. Demographics and Statistical Data

##### a. Users:

Freshmen 32%      Sophomores 22%      Juniors 18%      Seniors 34%      No Response 4%

##### b. Gender

Women 58%      Men 42%

##### c. Race/Ethnicity

Hispanic 42%      White 34 %      Black 13%      Other 11%

##### d. Case Load:

Expunctions and criminal matters	44.8%
Lease reviews	21%
Immigration issues (Students from 12 different countries)	8.0%
Expunctions and orders of non-disclosure	7.5%
Civil matters	6.6%
Business matters	5.8%
Family matters	4.9%
Insurance (auto and medical)	3.8%
Financial credit or debt issues	3.1%
Victim services	2.8%
Name and Gender Marker Changes	1.3%

2. The Attorney for Students Office completed the CAS-SAG evaluation and reports and was reviewed by the CAS-SAG committee members. AFS continues to implement two instruments for measuring student satisfaction of AFS programs and services: a digital Client

Satisfaction Survey offered at the end of each appointment and an in-person, paper program-evaluation that is distributed after most presentations.

3. Student Assessments “Client Satisfaction Survey” Conducted After Office Consultations in 2018-2019.
  - a. AFS conducts customer satisfaction surveys at the end of each appointment. Not all students are able to participate.
    - i. The office continues to use an Android tablet to encourage students to answer assessment questions at the end of their appointments. Because the clients are given the opportunity to respond as they are leaving their appointments, the response rate has remained steady at over **90%**. The responses are strongly positive, and the negative comments primarily focus on the length of time it takes to see an attorney because the office’s legal services are in such high demand and books out three to five weeks.
    - ii. The surveys are meant to gather information on how the legal services have helped students stay in school (retention), how well the services helped educate the students (education), the overall experience the students had (overall satisfaction), and how the legal services improved students’ affinity to Texas State as a whole (affinity).
    - iii. AFS uses an Android tablet for the Client Satisfaction Survey.
  - b. Due to the implementation of Qualtrics, the data from the middle of 2018 until the present time has been made available, and staff continues to learn the capabilities of the program.

*Survey responses from clients received after in-person appointments were valuable in confirming that the attorneys provided quality, necessary services and connected with their student clients:*

    - *“They are awesome and i honestly would not be able to handle of my legal issues without a mental breakdown if I did not have their help.”*
    - *“The efforts and time taken from the attorney for students office was the most guidance and resources I've been given in the past year with anything regarding my case. I feel prepared to handle my case in future situations with the offices assistance.”*
    - *“Your staff is the most understanding and excellent in their explanations of what students need to get done moving forward. Though I wish I could have gotten into my appointment sooner!”*
    - *“Lots of good information that could help a lot of students, I wish I could have gotten an appointment sooner because I have a much better understanding up my legal rights and legal situation. I have not been helped more by any other office on campus.”*
    - *“Thankful to have this resource on campus”*
4. Paper program evaluation given at the end of presentations
  - a. The paper program evaluations were passed out in each of the US1100 courses after the attorneys gave a presentation. These allowed for student comments and evaluated the students’ overall experience.
    - i. Type of assessment  
This is a customer satisfaction survey.
    - ii. Data the assessment was intended to gather  
The assessment was intended to gather data about how well the attorney speaker connected with the student audience. How to improve the presentation. Whether the student would use the AFS services after hearing the presentation.
    - iii. The Presentation Assessment instrument used is a paper evaluation sheet with **8** questions on a scale of 1-5, a section of **2** question for what is most valuable and least valuable, and **1** space for written comments.

b. Summary of highlights (comments) *Written comments from the US1100 presentations were also valuable in confirming that the attorney speakers connected with their student audiences:*

- *“AMAZING! I learned soooo much! Thank you!”*

- *“I learned so much that I never knew before and I know that I’ll be able to make better choices in the future”*

- *“awesome presentation! Super interactive, funny, and actually entertaining.”*

- *loved the presenter very knowledgeable and very important info that I didn’t know”*

- *“I really liked that she was very honest & a great speaker. She kept my attention the entire time, & I enjoyed it very much!”*

- *“Thank you so much for speaking today, I feel that every student should know of this resource”*

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

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

### **Presentations by Area Staff in 2018-2019**

<u>Person</u>	<u>Presentation Title</u>	<u>Audience</u>	<u>Location</u>
Shannon FitzPatrick/ Kama Davis	Renting, Legal Pitfalls, and AFS Resources	Class for Dr. Joe Topinka's Health Management Master's Degree students	Encino Hall
Kama Davis	Current legal issues and AFS resources	Senior level students in Employment Law and AFS Resources for Dr. Floyd Quinn	McCoy School of Business
Shannon FitzPatrick	Current legal issues and AFS resources	Class for Jessica James	Old Main
Shannon FitzPatrick / Kama Davis	Attorney for Students and current issues in the law	Business Students	McCoy School of Business
Kama Davis	Innovation	Leadership Institute Guest Speaker	LBJSC
Shannon FitzPatrick / Kama Davis	Welcome to the Family – tabled for AFS	Allied Students and LGBTQIA+	LBJ Ballroom
Shannon FitzPatrick/ Kama Davis/ Sharon Fraker/ Mark Kinzler	Tabled New Student Orientation	LGBTQIA+	LBJ Ballroom
Shannon FitzPatrick/ Kama Davis/ Sharon Fraker/ Mark Kinzler	Tabled New Student Orientation	Veteran students	LBJ Ballroom
Shannon FitzPatrick/ Kama Davis/ Sharon Fraker/ Mark Kinzler	Tabled New Student Orientation	Hispanic students	LBJ Ballroom
Shannon FitzPatrick/ Kama Davis/ Sharon Fraker/ Mark Kinzler	Tabled New Student Orientation	Asian students	LBJ Ballroom

Shannon FitzPatrick/ Kama Davis/ Sharon Fraker/ Mark Kinzler	Tabled New Student Orientation	International Students	Old Main
Shannon FitzPatrick / Kama Davis	Office of the Attorney for Students	Transfer Students	LBJ
Shannon FitzPatrick / Kama Davis	Office of the Attorney for Students	Academic Advisors	UAC
Kama Davis/ Shannon FitzPatrick/ Sharon Fraker	Name and Gender Marker Changes	Transcend Students	LBJSC
Shannon FitzPatrick	Human Resources and the Law	Business Law Students	McCoy School of Business
Shannon FitzPatrick	1-hour presentation on renting, legal pitfalls to avoid, and legal services offered	Volleyball	Strahan
Kama Davis	1-hour presentation on renting, legal pitfalls to avoid, and legal services offered	Football team	Castro Club, University Events Center
Shannon FitzPatrick	Summer Dialogues	Students/Community	LBJ Museum
Shannon FitzPatrick	Attorney for Students	US1100 classes	Across campus – <b>69</b> presentations
Shannon FitzPatrick	Journalism and the Law	Journalism with Kim Fox	Old Main
Kama Davis	Office of Attorney for Students	International Students	JCK

Kama Davis	Office of Attorney for Students	Veteran Community	LBJSC (one presentation per month)
Kama Davis Mark Kinzler	Office of Attorney for Students	International and Study Abroad Students	International House
Kama Davis	Attorney for Students	US1100	Across Campus – <b>74</b> presentations
Mark Kinzler	Attorney for Students	US1100	Across Campus – <b>7</b> presentations
Kama Davis	Common Experience Truth	Member of Common Experience Board	UAC
Shannon FitzPatrick	Common Experience Truth	Member of Common Experience Board	UAC
Mark Kinzler	Immigration and Current Legal Issues	Federal Conference:	Tucson, Arizona
Mark Kinzler	Immigration and Current Legal Issues Affecting Students	National Conference: University Student Legal Services Association – Western Region	Austin, Texas
Mark Kinzler	Common Experience Truth	Member of Common Experience Board	UAC

**Special Recognitions for Area Staff in 2018-2019**

1. AFS was awarded again as a Safe Office in 2019 from the LGBTQIA+ student groups
2. All office members certified in Adult and Pediatric CPR/ AED conducted by American Red Cross

## Major Objectives for 2019-2020

1. Based on student and faculty demand, this office will continue to integrate legal services and academic advancements in the classrooms. These presentations have been seen by over 2,500 freshmen and the impact continues to be made evident in the assessment comments and the individual appointments generated by the presentations. US1100 instructors have sought out the attorneys and petitioned for more presentations because they feel the information is vital for students, the information helps prevent legal problems for students, and because students gave such positive remarks about them. The US1100 department has requested that AFS give presentations to the faculty, staff, and peer mentors, in part because the peer mentors, who saw the presentations as Freshmen, have pushed for the additional presentations. Last year the office had hoped to have more classes combined, but with requests for presentations starting as early as the spring (2019) semester and classrooms are not assigned until a late date, this has continued to be a challenge.
2. AFS's office website has undergone additional renovations and updates with an eye to explore ways to make the elements more congruent with the Dean of Students site. Because of new laws that have gone into effect, the addition of a staff attorney focusing on immigration law, and the ever-present property law struggles, we will work to update our "Student Anti-Anxiety Guide to Texas Laws" handbook, which remains popular with our student-clients. This Guide is a crucial part of our office's functioning as it informs students of their legal rights and responsibilities.

## Trends and Challenges for 2018-2019

Variables AFS anticipates are particular issues facing students ranging from housing to immigration status and drug crimes. The Legislature will be meeting in January and invariably new laws will be created that will impact the lives of Texas State students. AFS increased lease reviews by **26%** over last year. Despite policy changes, there has actually been an increased need for property and contract (lease reviews) legal services, especially because there has been the need to advise numerous students on evictions. Sometimes, these evictions are *not* based on non-payment of rent by the student, but by a business practice of the apartments wherein they "accidentally" file for eviction early, for clerical errors on their part (the apartment may miscalculate rent, utilities, or their software does not properly take payment through the portal).

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

The challenges for next year will continue to include space issues, as we will have multiple professionals and staff in a very small footprint, which increases challenges with confidentiality.

AFS is also increasing legal staff without corresponding support staff, which will make efficiency more difficult.

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

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

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

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

#### Titanium Software Reports

Titanium has given provided access to more participant demographics, and it is continually refined. The software has capabilities to break down and analyze each area of law that students seek legal advice from the Attorney for Students. It allows the attorneys to see where the AFS legal practice is growing, and to tailor their Continuing Legal Education to those needs. Titanium allows the attorneys and staff to best allocate time, resources, and to plan appointments. It tracks how far out the appointments need to be booked. Currently, students must wait one to two weeks to consult with an AFS attorney, since the demand for services is so high.

The Office of the Attorney for Students sees each year as a success, and each challenge as an opportunity for growth. The legal services AFS offers are valued by the students, and the student clients recognize the benefit of the services. AFS has provided legal, and counseling services, to more people in more areas of the law, taught them how to better utilize legal resources, empowered them to take control of some of their own legal issues, and taught them how to help other students to develop these life skills. AFS's services help lower student clients' stress, and contributes to increasing student retention.

**ANNUAL REPORT**  
**Dean of Students Office**  
**FRATERNITY & SORORITY LIFE**

**Student Affairs Division**  
**Texas State University**  
**2018-2019**

**Accomplishments/Retention Initiatives from 2018-2019**

1. The Fraternity & Sorority Life Programming Board of Directors had a fifth successful programming year focusing on the major areas of leadership development, community service, school spirit, positive public relations and community and campus involvement. Events included:
  - Annual Greek Week
  - Collaboration with Athletics to increase attendance at athletic events
  - Clothing and Canned Food Drives
  - Keep San Marcos Beautiful
  - San Marcos School Fuel Program
  - FSL Philanthropy Week
2. The Interfraternity Council (IFC) -196 men accepted bids during Fall 2018 and Spring 2019. The IFC hosted various recruitment trainings this year with facilitators from Phired Up Productions; voted to welcome Phi Kappa Sigma to Texas State; hosted former USA Olympian, Johnny Quinn for a recruitment titled, “ How to Find the Olympian In You”; developed an academic plan emphasizing accountability in new member education; and was fully funded a member to go to the Undergraduate Interfraternity Institute.
3. The National Pan-Hellenic Council (NPHC) - Has grown tremendously over the years, has a full executive board and welcomed the return of Alpha Kappa Alpha Sorority and Delta Sigma Theta Sorority. NPHC won improved GPA and Leadership Development awards at the Association of Fraternal Leadership and Values (AFLV) Conference in Indianapolis, Indiana. For the Fall of 2018 NPHC hosted a successful NPHC Week which had various events such as Study with NPHC and Service with NPHC.
4. The Multicultural Greek Council (MGC) held recruitment/intake both semesters and welcomed 47 members across 5 organizations during the fall and 32 members across four organizations during the spring semester. The MGC Board hosted three Potential New Member Orientations, a Town Hall meeting aimed at providing members a chance to voice any concerns or hopes they have for the upcoming semester, the First Annual Neo Mixer designed to better incorporate newly initiated members to the community, and held their Annual “Picnic” in LBJSC to celebrate the end of the year.
5. The Panhellenic Council (PHC)- Seven of the eight chapters were able to bid-match to quota resulting from 524 women registering for Fall Formal Recruitment and 439 received bids

(invitations to join) giving the council an 83.8% retention rate. Although the total number of women registered decrease slightly from the year prior, the retention rate increased by 9%. During the Fall semester PHC hosted a new member mixer sisterhood event to encourage cross chapter relationships started at the beginning inception in their respective organizations. Three chapters were eligible for Continuous Open Recruitment (COR – formerly Continuous Open Bidding COB) during the Spring. The council provided an “Interest Form” on their Website that collected names and emails from interested women and was shared with the chapters. The council used values-based recruitment to facilitate improved conversations and connections between recruiters and potential new members (PNMs).

6. The State of Texas mandated Risk Management Training was held in the beginning of the fall. Tracy Maxwell was the keynote speaker and spoke about risk management process on safe events, trends regarding risk management including hazing and contributed to the “Ladder of Risk” and “Train the Trainer” discussion.
7. Fraternity and Sorority Life staff led the Fall Council Officer Kick-Off Leadership Training for student leaders which provided opportunities to focus on values and time management, review calendar of events for the year, participate in interactive programming, and how to be a successful leader.
8. The Spring 2019 Council Kick Off was attended by members from the 4 governing councils and the FSL Programming Board. Topics were focused on educating officers about the DOS Fraternity and Sorority Life Office, the responsibilities and expectations of their roles, collaboration, and personality/work habit identification. The respective Boards engaged in goal setting and planning for the year.
9. DOS-Fraternity & Sorority Life staff took 13 student leaders to the largest gathering of fraternity and sorority leaders in the nation, the Association of Fraternal Leadership and Values (AFLV) meeting, February 6-10, 2019. The Panhellenic Council (PHC) was recognized by the AFLV for their efforts in outstanding administrative achievement and community accountability.
10. The Fifth Annual Chapter President’s retreat was hosted on January 26-27, 2019 at Camp Young Judea in Wimberley, Texas. Chapter presidents from each fraternity and sorority joined the FSL Governing Council Presidents for a weekend of leadership development training, goal setting, and dialogue on community challenges and trends.
11. The FSL Staff and leadership of the Programming Board took 70 fraternity and sorority emerging leaders on a retreat at T Bar M Ranch in New Braunfels, TX, March 9-10<sup>th</sup>, 2019. The weekend consisted of leadership development and community building that inspired a new generation of leaders to begin their journey toward improving the experience of fraternity and sorority life at Texas State University.

## Assessments Conducted in 2018-2019

1. Panhellenic Formal Recruitment Surveys - An electronic survey was sent to both the chapters and potential new members who participated in formal recruitment.
  - a. The chapter survey was shared with recruitment teams, who then shared it with their chapter recruiters. There were 116 responses. The survey focused on logistics, functionality, and effectiveness of new/changed events, as well as included a spot for recommendations or comments.
    - i. One point that was continuously made was a lack of communication between chapter recruitment teams and Recruitment Counselors (RCs) because their designated RC kept changing. To improve upon this Panhellenic will be assigning two RCs per chapter for each day.
    - ii. Panhellenic will also be providing “Chapter Binders” at the beginning of each day that will show the same version of the lists that RCs must have to lead to stronger communication and less confusion on who should be where.
  - b. The Potential New Member survey was sent to the 524 members who registered and participated in recruitment and received 58 responses (11% response rate). The survey focused on logistics and content of Potential New Member Orientation and the Chapter Meet and Greet, which was a new event.
    - i. PNMs found that the timing and overall content of the event was helpful but felt that there was a bit of repetition between the keynote and small group. As such the small group information will be re-imagined for 2019 recruitment.
2. Enterprise Career Fair Readiness Survey
  - a. In Spring 2019 Panhellenic held an event with Enterprise Car Services where Jamie Gartner came and spoke to the attendees about how to properly prepare for a career fair. A survey was administered to attendees after the fact asking about content, presenter relatability, and possibility of future topics.
  - b. Overall, respondents acknowledged they enjoyed the event and felt they could relate to the presenter. Panhellenic decided that they would have Jamie to come and present once a semester.
  - c. Panhellenic would like for other councils to come and participate in the event in the future.
3. Panhellenic Council – Spring Semester Survey
  - a. Each member of the Panhellenic Council has been required to create and send a survey to their chapter representatives asking for feedback on the spring semester. Topics will cover communication, presentation of information, roundtable/meeting effectiveness, and suggestions for the future.
  - b. Results will be shared with Panhellenic Advisors this summer.
4. Multicultural Greek Council AFLV/Town Hall Survey
  - a. Before attending the Association of Fraternal Leadership and Values conference, the Multicultural Greek Council President sent out a survey to the community

asking about problems/concerns members had with the council, possible solutions to their concerns, and presented a list of general topics that would be covered at the conference that attendees wanted MGC representatives to attend.

- i. Presidents were required to fill out the survey and then encouraged to share it with their members.
    - ii. The survey had 20 responses.
  - b. MGC Board also used this survey to create the agenda for their Spring Town Hall. By using this survey, they were able to keep the Town Hall on track, prevent members from going in circles or complain just to complain (everything was solution and input based).
5. Greek Council Kick Off Survey
  - a. Attendees of the Spring Greek Council Kick Off were given a digital survey asking for input on the overall experience, assessment of each activity, and suggestions for the future.
  - b. From this survey we realized students want more interaction and introduction with their counterparts from other councils. This will help up when we plan for future council kick offs and how we can make the Spring and Fall Kick Offs different but still beneficial.
6. Fall and Spring Member, Chapter and Community Grade Reports
  - a. Community and individual chapter grade reports are compiled each long semester. The data is used to calculate averages for three different categories: active members, new members, and overall chapter averages.
  - 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 Fraternity & Sorority Life staff in determining which chapters may need additional resources or support with their chapter academic plans.
  - c. Data displays an overall community GPA average of 2.9 for the 2018 fall semester and 83% of chapters achieved a 2.50 or higher chapter GPA average. Overall, the data demonstrates the effective use of current strategies to increase chapter GPA averages as well as to improve the number of organizations achieving a 2.50 average chapter GPA.
  - d. The assessment data provided in the grade reports show strategies used to improve academic performance for the fraternity and sorority 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 members who may need additional academic support throughout the year. The academic resource manual, which Fraternity & Sorority Life 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 FY20. 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. However, Fraternity & Sorority Life staff

will continue to develop strategies to assist chapters in utilizing assessment information to improve academic achievement.

7. Fraternity and Sorority Risk Management Training Survey

- a) A paper survey was provided to each participant at the conclusion of the State of Texas Mandatory Risk Management program. All of the 108 participants completed the survey, giving the assessment a 100% rate of response. The survey was designed to gather information on the overall success of the program and assess the individual presentations on quality and content.
- b) Overall, the program was successful and useful to participants. Based upon the Likert Scale rankings the program received an average of responses of a 4.53 score out of a 1 to 5 point scale.
- c) Although participants generally indicated no need for improvements to the program through comments, they did express a desire for more training on how to host a successful social event, working with third-party vendors and how to avoid hazing practices in new member education.

**Presentations by Area Staff in 2018-2019**

#	PERSON	PRESENTATION	AUDIENCE	LOCATION
1.	Bob Dudolski	Fraternity & Sorority Life at Texas State	Parents at New Student Orientation	LBJ Student Center
2.	Bob Dudolski	Emerging Leaders Academy – Living Your Ritual	Epsilon Lambda Alpha: The Emerging Leaders Academy participants	LBJ Student Center
3.	Bob Dudolski	FSL Executive Council Kick-Off	IFC, MGC, NPHC, & PHC Council Executives	LBJ Student Center
4.	Bob Dudolski	Delta Sigma Phi Fraternity – Regional Leadership Academy	Delta Sigma Phi Executive Officers and Alumni from across the state of Texas	LBJ Student Center
5.	Bob Dudolski	Fraternal Values Leadership Retreat	Fraternity & Sorority Emerging Leaders	T Bar M Ranch
6.	Bob Dudolski	Chapter Presidents’ Retreat	Fraternity & Sorority Chapter Presidents	Camp Young Judea
7.	Adam Joiner	FSL Advisor Certification	Fraternity and Sorority Advisors	JCK, LBJ Student Center
8.	Adam Joiner	Greek Executive Council Kick-Off	IFC, MGC, NPHC, & PHC Council Executive Board Members	Freeman Ranch
9.	Adam Joiner	Risk Management Training	Fraternity and Sorority members	LBJ Ballroom
10.	Adam Joiner	Chapter Presidents Retreat	IFC, MGC, NPHC, & PHC Chapter Presidents	Camp Young Judea
11.	Adam Joiner	FVS Retreat	IFC, MGC, NPHC, & PHC Emerging Leaders	T Bar M Ranch
12.	Adam Joiner	Fraternity and Sorority Life info sessions	Parents and Students at New Student Orientation	LBJ Student Center
13.	Greer Vinall	Fraternity & Sorority Life at Texas State	New Student Orientation Attendees	Texas State – LBJ Student Center
14.	Greer Vinall	Recruitment Counselor Training	PHC Executive Board and Recruitment Counselors	Texas State – Evans
15.	Greer Vinall	Fall - Greek Council Kick-Off	Programming Board, IFC, MGC, NPHC & PHC Council Executive Board Members	Texas State – Freeman Ranch
16.	Greer Vinall	Emerging Leaders Academy – Social Excellence	New or emerging leaders in the FSL community	Texas State – LBJ Student Center
17.	Greer Vinall	Emerging Leaders Academy – Conflict Mgmt.	New or emerging leaders in the FSL community	Texas State – LBJ Student Center

18.	Greer Vinall	Emerging Leaders Academy – Communication	New or emerging leaders in the FSL community	Texas State – LBJ Student Center
19.	Greer Vinall	Emerging Leaders Academy – Emerging Leaders	New or emerging leaders in the FSL community	Texas State – LBJ Student Center
20.	Greer Vinall	Pathways to the Profession - New Professionals Panel	Student Affairs Higher Education – Masters Students	Texas State – Rec Center
21.	Greer Vinall	Leadership Summit	Texas Tech University FSL leaders	Texas Tech University
22.	Greer Vinall	Spring – Greek Council Kick Off	Programming Board, IFC, MGC, NPHC & PHC Council Executive Board Members	Texas State – UAC
23.	Greer Vinall	Chapter Presidents Retreat	Greek Chapter Presidents	Texas State - Camp Young Judea
24.	Greer Vinall	Leadership Institute Annual Conference – Panel Moderator	Texas State students and students from a variety of other university interested in leadership	Texas State – LBJSC
25.	Greer Vinall	Panhellenic Recruitment Forum	High school students interested in joining a sorority	UT Austin
26.	Greer Vinall	FVS Emerging Leaders Retreat	Emerging and established Leaders in the FSL community	Texas State – T Bar M Ranch
27.	Greer Vinall	New(er) Professionals Panel	Student Affairs Higher Education – First Year Masters Students	Texas State – Education Building
28.	Greer Vinall	“Care-Frontation” and Communication	Cat Camp Counselors	Texas State - UAC

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

	<u>PERSON</u>	<u>RECOGNITION</u>	<u>ORGANIZATION RECOGNITION FROM</u>
1.	Bob Dudolski	Committee Member	Association of Fraternity and Sorority Advisors Board Governance Task Force
2.	Bob Dudolski	Membership Education Committee & Ritual Review Committee	Delta Sigma Phi National Fraternity
3.	Bob Dudolski	Order of Omega Case Study Competition Judge	Association of Fraternal Leadership and Values – Central and Order of Omega
4.	Adam Joiner	Committee Member	Texas State Male Initiatives
5.	Greer Vinall	Committee Member	Association of Fraternal Leadership & Values Education Programs Selection Committee

### Major Objectives for 2019-2020

1. The Fraternity and Sorority Life Programming Board will:
  - a. increase the representation and participation in to include the Multicultural Greek Council
  - b. improve National Hazing Prevention Week campaign on campus through collaboration with the FSL Governing Councils
  - c. increase the number of chapter participants in the Philanthropy Week
2. The Interfraternity Council will:
  - a. apply academic programs to their new member education process
  - b. develop a professional alumni event
  - c. implement an academic excellence workshop to help members with study skills
3. The National Pan-Hellenic Council will:
  - a. expand the membership of their council by adding Phi Beta Sigma Fraternity in the Fall 2019 semester
  - b. focus on hosting more community service and leadership develop opportunities to encourage the member chapters to increase collaboration as a community
  - c. improve preparation for the transition of future officers by creating and maintaining transitions documents and making better use of “Webfiles” and the “S: Drive”
4. The Panhellenic Councils will:
  - a. increase the attendance of general members in all Council and community events
  - b. continue to participate in a values-based recruitment and will work with chapters to make moves towards a true “no-frills” recruitment
5. The Multicultural Greek Council will
  - a. apply for AFLV Awards, regardless of whether representatives attend the conference
  - b. work to engage with the rest of the community more both by making the community aware of MGC events as well as attending their events
  - c. provide more academic and scholarship resources to chapter members to improve current academic standings

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

Interfraternity Council-Did a good job of getting ideas and thoughts on what recruitment events they want to host, continuing the mindset that recruitment can change, and that events do not need to stay the same. The IFC is reminding chapters that they are not obligated to tradition and can be a voice for change to make sure events are successful and that they are well planned. The Interfraternity Council will face holding members accountable to their academic success plans. The IFC will need to develop an understanding that the four week new member education process can be helpful and is not a hindrance to providing a successful new member on-boarding process. The IFC believes the relationship with the university administration is improving.

National Pan-Hellenic Council-Welcomed two new organizations to the council. The council will need to learn to not be complacent from recent years. With the expansion of the council they will need to find an identity in who they are and how they will provide leadership to the campus. Another obstacle will be how they will effectively communicate with the rest of the chapters. Overall, the disconnect between the council executives and the chapter members is still there and they will need to find a way to bridge the gap.

Multicultural Greek Council-There has been a drastic withdrawal of engagement from chapters and chapter members with the MGC board and chapters have begun questioning the reason for and validity of the MGC executive board. There are only two organizations currently represented on the executive board. The executive board members have been working to give chapters the space to speak their minds and ask for what they want to see changed but there is little to no feedback given. The chapters continue to “ask for change” but do not put in effort to be a part of the solution.

Panhellenic Council-Sill experiencing an issue with chapter members attending events that are not registered through the FSL office or that are hosted by organizations that are not recognized by the university, despite chapter leadership urging them not to attend and imposing their own internal chapter sanctions. There is also an issue with chapter delegates and chapter members not trusting the council executive board, which has resulted in needed pieces of legislation not be allowed to pass in the council’s Constitution and Bylaws.

Fraternity & Sorority Life Programming Board- Will be facing the challenge of developing new innovative programming and events as well as improving the revised program of Greek Week and the new program of Philanthropy Week. Participation from organizations from all four Greek Councils will continue to be a focus. By retooling or developing new innovative programs, the board should find new ways to collaborate with all four councils and improve turnout for programs and events. Continued improvement of the curriculum for the Fraternal Values Society and Emerging Leaders Academy 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. The final area of focus will be developing an alumni communications outreach and increase fundraising efforts for the fraternity and sorority community.



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

**Student Affairs Division**  
**Texas State University**  
**2018-2019**

**Accomplishments/Retention Initiatives from 2018-2019**

1. Successfully hosted the ninth annual Leadership Institute Annual Conference with more than 425 participants including 327 student attendees, 30 speakers, 13 participating institutions (including international student attendees), over 50 volunteers and more than 20 faculty/staff/guests.
2. Awarded \$4,000 in scholarships to student leaders at the Leadership Institute Annual Conference including the Leadership Institute Scholarships and the Veronica Gonzales Leadership Institute Endowed Scholarship.
3. Awarded the Medal of Hope to 32 graduating students, and conducted 83 audits to gauge participants' progress in earning the medal.
4. Facilitated the Goodnight Middle School Leadership Conference with the Texas State Student Leadership Board, welcoming more than 70 students, with 15 student volunteers/facilitators.
5. Updated the Texas State Leadership Capstone Program: Step Forward, Give Back curriculum to include more critical thinking and reflecting on participants experiences as student leaders, and increased opportunities to apply their knowledge/skills/lessons to current issues on campus and nationwide.
6. Collaborated with Texas Monthly and the Texas Optimism Project to host speaker Mario Figueroa Jr. (aka Gonzo247) on October 17<sup>th</sup>, 2018 in the Performing Arts Center. The event pulled over 100 attendees, and numerous viewers around the state via Facebook Live.
7. The Leadership Institute and VPSA office sponsored 21 student leaders and four staff members to visit the LBJ Presidential Library and Museum in Austin on Thursday November 8<sup>th</sup>, 2018. This trip was the 9<sup>th</sup> year of collaboration with the LBJ Library and Museum and commemorated the 53<sup>rd</sup> anniversary of the signing of the Higher Education Act by President Johnson.
8. Hosted the seventh campus-based session of the LeaderShape® Institute, a dynamic, six-day experience where participants learn to lead with integrity and develop a vision statement grounded in their deepest values. The session consisted of XX students, with a 10-person facilitation team, along with two on-site coordinators.

## Assessments Conducted in 2018-2019

Please list name of each assessment(s) conducted,

- e. Please write a brief summary about each assessment conducted.
  - i. Type of assessment (e.g. event evaluation, outcomes).
  - ii. Data assessment was intended to gather.
  - iii. Assessment Instrument used.
- f. Please write a brief summary of overall and/or highlights of results.
- g. Please write a brief summary of improvements made or will be made based on results.

## 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 – *Passion, Action, Impact: Leadership & Civic Engagement for Change*  
Wednesday, September 26, 2018, 5:00 – 6:30 p.m.

Speaker: Kama Davis, Attorney for Students

Description: From a spark of passion, to lasting community impact - we all have it in us to change the world! Whether you have spent time organizing public demonstrations, are interested in volunteering for a cause, or have simply felt a personal pull towards a social issue, this workshop will inspire you to engage with your community in new and powerful ways. Join us with special guest Kama Davis, Attorney for Students, as we name our passions, clarify actions, and maximize impact for the good of others.

Workshop 2 – *Hacking Graffiti to Bring Communities Together - Collaboration with Texas Monthly and the Texas Optimism Project*

Wednesday, October 17, 2018, 5:00 – 6:30 p.m.

Speaker: Mario Figueroa Jr., aka Gonzo247

Description: The Leadership Institute presents a collaborative event with The Texas Optimism Project featuring graffiti artist Mario E. Figueroa, Jr., aka Gonzo247.

Gonzo247's work is well known and recognized across Houston, where he was born and raised. As a self-taught artist, he is challenging perceptions of graffiti, and creates art on local, national, and international levels. He opened the Aerosol Warfare Gallery, founded The Graffiti & Street Art Museum of Texas, produced an Aerosol Warfare video series, established a Houston Wall of Fame, and has participated in over 50 exhibitions and art projects while also working with top brand campaigns that speak to urban communities. Gonzo247 will explore perceptions of graffiti as an art form and its impact on culture, and how his art brings communities together.

*Workshop 3 – Get Real: Leadership + Authenticity*

Tuesday, November 13, 2018, 5:00 – 6:30 p.m.

Speakers: Glynis Christine, Student Emergency Services

Description: Join us as we host our last Leadership Workshop Series of the semester! Our workshop will feature a special guest, Glynis Christine from the Dean of Students Emergency Services. Our discussion will consist of the role of emotions in leadership, understanding that we don't have to have it all together when doing leadership, and sharing your story to connect with others.

*Workshop 4 – Leadership Stories*

Wednesday, February 27, 2019, 5:00 – 6:30 p.m.

Speaker: Brenda Rodriguez, Student Involvement

Description: Sometimes learning from those who have gone before us can be the greatest inspiration in our leadership journeys. Join us for an intimate conversation with campus leader, Brenda Rodriguez. Brenda serves as the Associate Director of Student Involvement here at Texas State, is currently working towards her doctorate, and is the busy mom to a four-year old. Brenda will take us through the twists and turns of her own leadership journey, share the lessons she has learned along the way, and answer any questions you may have as you write your own leadership story.

*Workshop 5 – Leadership Roundtable*

Tuesday, March 12, 2019, 5:00 – 6:30 p.m.

Speaker: Leadership Institute Staff

Description: This workshop puts the spotlight on the true experts – you and your peers! Join us for a roundtable discussion on the current trends and issues faced by student leaders here at Texas State. Leadership Institute staff will guide you through fruitful conversations with others who know exactly what you're going through. Our goal is you leave this workshop feeling heard and with tangible ideas for how to make the most of your student leadership journey, inspired by those who are walking right alongside you!

*Workshop 6 – Healthy Transitions*

Tuesday, April 9, 2019, 5:00 – 6:30 p.m.

Speaker: Leadership Institute Staff

Description: When it comes to leadership, finishing strong is an essential part of your legacy. Whether your passing the baton to a new leader in your student organization, or simply planning for the next stages of your own leadership development, healthy transitions take time and reflection. Join the Leadership Institute staff for a conversation

on tying up loose ends, soaking up final opportunities, and setting others up for success as part of a lasting legacy.

Assessments for Individual Workshops

Workshop 1 - A paper program evaluation was distributed to Workshop 1 participants. The results are as follows:

<b>Attendance Summary</b>	
Participants	18
Surveys Completed	16
Response Rate	88.9%
<b>Race</b>	
Black	2
Hispanic/Latinx	9
Native American	1
White	3
Other	1
<b>Gender</b>	
Female	13
Male	3
Other	0
<b>Classification</b>	
Freshman	1
Sophomore	4
Junior	4
Senior	7
Graduate	0
<b>Student Response to Workshop</b>	
The material I learned will be beneficial to me as a leader	93.75% of participants agreed or strongly agreed.
I would attend another workshop based on my experience at this one	100% of participants agreed or strongly agreed.

Workshop 2 - Due to this workshop being in collaboration with Texas Monthly, no formal assessment was conducted. The event yielded 33 participants, with participation incentives (mugs, shirts, food, notebooks, etc.) offered to attendees.

Workshop 3 – A paper program evaluation was distributed to Workshop 3 participants. The results are as follows:

<b>Attendance Summary</b>	
Participants	27
Surveys Completed	24
Response Rate	88.9%
<b>Race</b>	
Black	4
Hispanic/Latinx	8
Native American	0
White	7
Mixed Race/Other	3
Did Not Answer	2
<b>Gender</b>	
Female	15
Male	7
Did Not Answer	2
<b>Classification</b>	
Freshman	0
Sophomore	4
Junior	5
Senior	11
Graduate	2
Faculty/Staff	1
<b>Student Response to Workshop</b>	
The material I learned will be beneficial to me as a leader	100% of participants agreed or strongly agreed.
I would attend another workshop based on my experience at this one	100% of participants agreed or strongly agreed.

Workshop 4 - Qualtrics surveys were distributed via email after the event in an attempt to preserve paper and resources. These digital surveys yielded a dramatically lower participation rate, with only 3 surveys completed, out of 15 workshop participants, or 20% participation. Due to this low rate, the survey data is insufficient for interpretation. Workshop 4 was also evaluated as part of the Leadership Institute Workshop Series Focus Group in April 2019– please see below.

Workshop 5 - Fourteen student participants attended this workshop, but unfortunately no survey data was collected. It was evaluated as part of the Leadership Institute Workshop Series Focus Group in April. Please see below.

Workshop 6 – A paper program evaluation was distributed to Workshop 6 participants. The results are as follows:

<b>Attendance Summary</b>	
Participants	37
Surveys Completed	23
Response Rate	62.2%
<b>Race</b>	
Black	4
Hispanic/Latinx	12
Native American	0
White	2
Mixed Race/Other	2
Did Not Answer	3
<b>Gender</b>	
Female	14
Male	5
Gender Fluid	1
Did Not Answer	3
<b>Classification</b>	
Freshman	1
Sophomore	2
Junior	7
Senior	12
Did Not Answer	1
<b>Student Response to Workshop</b>	
The material I learned will be beneficial to me as a leader	100% of participants agreed or strongly agreed.
I would attend another workshop based on my experience at this one	100% of participants agreed or strongly agreed.

Assessment via Spring 2019 Leadership Workshop Series Focus Group

In late fall 2018, Leadership Institute staff began discussing the effectiveness and best practices associated with the Workshop Series. In order to best assess and plan moving forward, LI staff identified three potential formats for workshops to be tested and evaluated as part of the spring workshop series. These formats included leadership stories (featuring a speaker that would share their leadership journey and advice for students), leadership roundtable (in which students would bring forth their own ideas and issues surrounding student leadership and discuss with one another), and a general workshop with curriculum developed by LI staff. Evaluation of these three workshops would be based on paper evaluations, as well as a focus group of students to qualitatively understand their experiences at various workshops.

Beginning Spring 2019, students were recruited to serve on the Leadership Workshop Series Focus Group as an opportunity to earn service hours towards the Medal of Hope. Focus Group participants would attend each of the three workshops offered during the spring semester, as well as a one-time meeting in April 2019 to discuss their experiences. Four students met as part of the focus group, led by two Leadership Institute staff members.

The following themes were identified out the focus group:

- Leadership Stories
  - FG participants agreed this was their least favorite of the three workshop offerings
  - FG participants felt it was not interactive enough and preferred more hands-on learning. One participant said “I felt like I had just gotten out of class, rather than a workshop.”
  - FG participants agreed this format could be successful as a once a year or once a semester offering, but it would be entirely dependent on the quality of speaker
- Roundtable
  - Two of the four FG participants claimed the roundtable was their favorite of the three workshop offerings
  - FG participants recommend a more specific theme to target roundtable discussion
  - FG participants enjoyed learning from their peers and found the advice given very practical
  - FG participants appreciated that this time to learn from their peers was less regulated than some other workshop offerings
  - FG participants said they would like to see roundtables offered as recurring programming through the Leadership Institute.
- General Workshop (Healthy Transitions)
  - FG participants liked that this workshop centered on a very specific topic that was timely and relevant to their experience as student leaders
  - FG participants liked that they were given a worksheet/handout and left the program with resources to put into practice
  - FG participants appreciated the parts of this workshop that incorporated discussion with peers
- Overall Themes
  - FG participants preferred workshops with specific themes
  - FG participants noted that most of the advertising for workshops is displayed in the LBJ Student Center and recommended advertising in other buildings
  - FG participants recommended online content and/or livestreaming to supplement in-person learning
  - One FG participant commented that the name “Leadership Institute” can sound intimidating to students that don’t identify as leaders but want to learn more. This participant recommended workshops be branded as introductory opportunities to welcome in new student leaders.

- FG participants recommended increased promotion on social media, including advertising workshops and events further in advance via Twitter and Instagram.

### 2018-2019 Leadership Workshop Series Recommendations

Leadership Institute Staff will be meeting in summer 2019 to further discuss the themes that emerged through focus group data. Direction for future workshops and related programming will continue as part of strategic planning in fall 2019.

### **Capstone Leadership Program: Step Forward, Give Back: Fall 2018**

The Texas State Leadership Capstone Program: Step Forward, Give Back explores the complexities of leadership, focus on formation of self-identification and self-awareness as a leader, development of applied knowledge and skills, and real-world application of good leadership and followership. The capstone accepts 25 established or advanced student leaders who have demonstrated effective leadership qualities/abilities and are interested in refining those skills in order to assume greater leadership roles, continue service to others, and promote positive social change at Texas State and beyond.

#### Assessment:

An electronic survey was provided to the participating students of the Capstone Leadership Program: Step Forward, Give Back during the last meeting in the Fall 2018 and Spring 2019. It was distributed to 22 individuals in Fall 2018 and collected from 14 individuals for a response rate of 63%.

92.85% of respondents reported overall usefulness of the experience in the program to be Very Useful. 7.14% of respondents reported overall usefulness of the experience in the program to be Useful. 78.57 of respondents reported Strongly Agree in better understanding of leadership and how to be a more effective leader with 27.27% of respondents reporting Agree.

Based on the comments from the assessment, participants felt the sessions hosted by the Capstone Leadership Program were useful and helped with understanding themselves, leadership, and gaining new skills. Participants also felt the session speakers were great overall and enjoyed having speaker engage in dialogue with them.

### **Capstone Leadership Program: Step Forward, Give Back: Spring 2019**

The Texas State Leadership Capstone Program: Step Forward, Give Back explores the complexities of leadership, focus on formation of self-identification and self-awareness as a leader, development of applied knowledge and skills, and real-world application of good leadership and followership. The capstone accepts 25 established or advanced student leaders who have demonstrated effective leadership qualities/abilities and are interested in refining those skills in order to assume greater leadership roles, continue service to others, and promote positive social change at Texas State and beyond.

### Assessment:

An electronic survey was provided to the participating students of the Capstone Leadership Program: Step Forward, Give Back during the last meeting in the Fall 2018 and Spring 2019. It was distributed to 24 individuals in Spring 2019 and collected from 17 individuals for a response rate of 70.83%.

64.71% of respondents reported overall usefulness of the experience in the program to be Very Useful. 29.41% of respondents reported overall usefulness of the experience in the program to be Useful. 38.46% of respondents reported Strongly Agree in better understanding of leadership and how to be a more effective leader with 53.85% of respondents reporting Agree.

Based on the comments from the assessment, participants felt the sessions hosted by the Capstone Leadership Program were useful and helped with understanding themselves, leadership, and gaining new skills. Participants also felt the session speakers were great overall and enjoyed having speaker engage in dialogue with them. Participants felt inspired by specific speakers and sessions as well.

### Improvements:

Next year, we will continue to utilize an electronic survey using Qualtrics in order to gather data more accurately and measure easily. We will also update the language we ask on questions to accurately measure the skills, knowledge, behavioral outcomes we are assessing. We will begin marketing for the program earlier as some students were not aware of the program until a week before the deadline to apply. We will move include more experiential activities and time for small group collaboration. The readings may also be removed from the curriculum and replaced with videos or news relating to the theme of the week or incorporated through in-class discussion.

## **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 22-23, 2019 on the Texas State University campus in the LBJ Student Center. This year's conference theme was "Lead. Create. Innovate. Leadership and Innovation for Change." The Leadership Institute welcomes more than 425 total participants, including 327 student attendees, 30 speakers, 13 participating institutions, over 50 volunteers and more than 20 faculty/staff/guests. 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 discover how innovation and leadership can contribute to positive social change.
- ❖ Students will understand the importance of actively participating in their local and global communities to create transformational change.
- ❖ Students develop relationships across organizational involvement and learn from one another's experiences.

- ❖ Students will explore the process of leadership and their capacity to lead.

The conference included three keynote speakers – one for Friday evening (Dr. Jeff Wilson, entrepreneur and founder of Kasita) and two for Saturday (Dr. Sharmila Anandasabapathy, Vice President at the Baylor College of Medicine, and Shannon FitzPatrick, Attorney for Students at Texas State University), and 27 breakout sessions presenters/panelists. Twenty-one (21) breakout sessions were offered that focused on general leadership development the six core values of the Leadership Institute (social responsibility, ethics/integrity, inclusivity, excellence, civic engagement, empowerment) and the Common Experience theme.

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

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

The planning committee for the conference was intentional about finding ways to integrate the conference theme into all aspects. Students were encouraged to “tweet” throughout the conference using the hashtag #LIAC19, 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 427 people participated in the conference as shown in Figure 1. Figures 2 and 3 illustrate the sex and race, whereas Figures 4 and 5 show the classification and college of Texas State student attendees. These demographics indicate that the majority of Texas State students who attended were females (73%) and students majoring within the College of Liberal Arts (28%).

Figure 1.

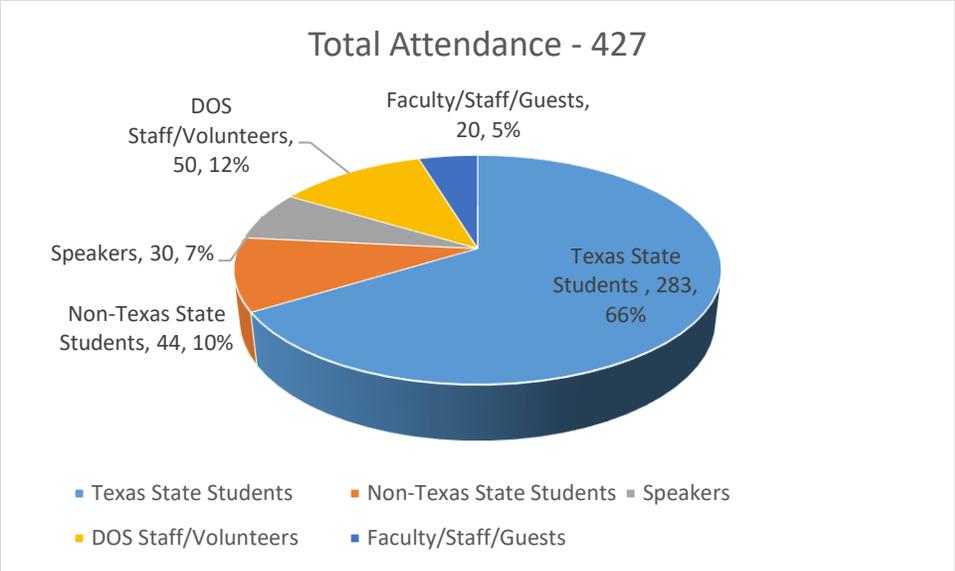


Figure 2.

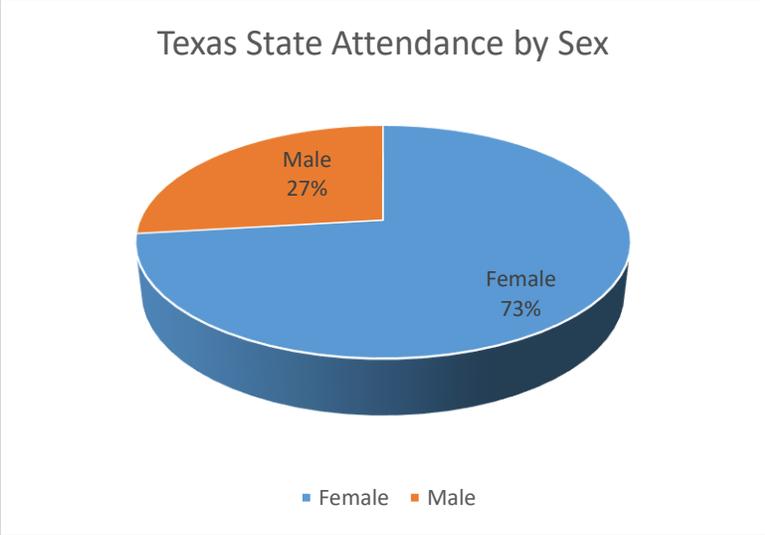


Figure 3.

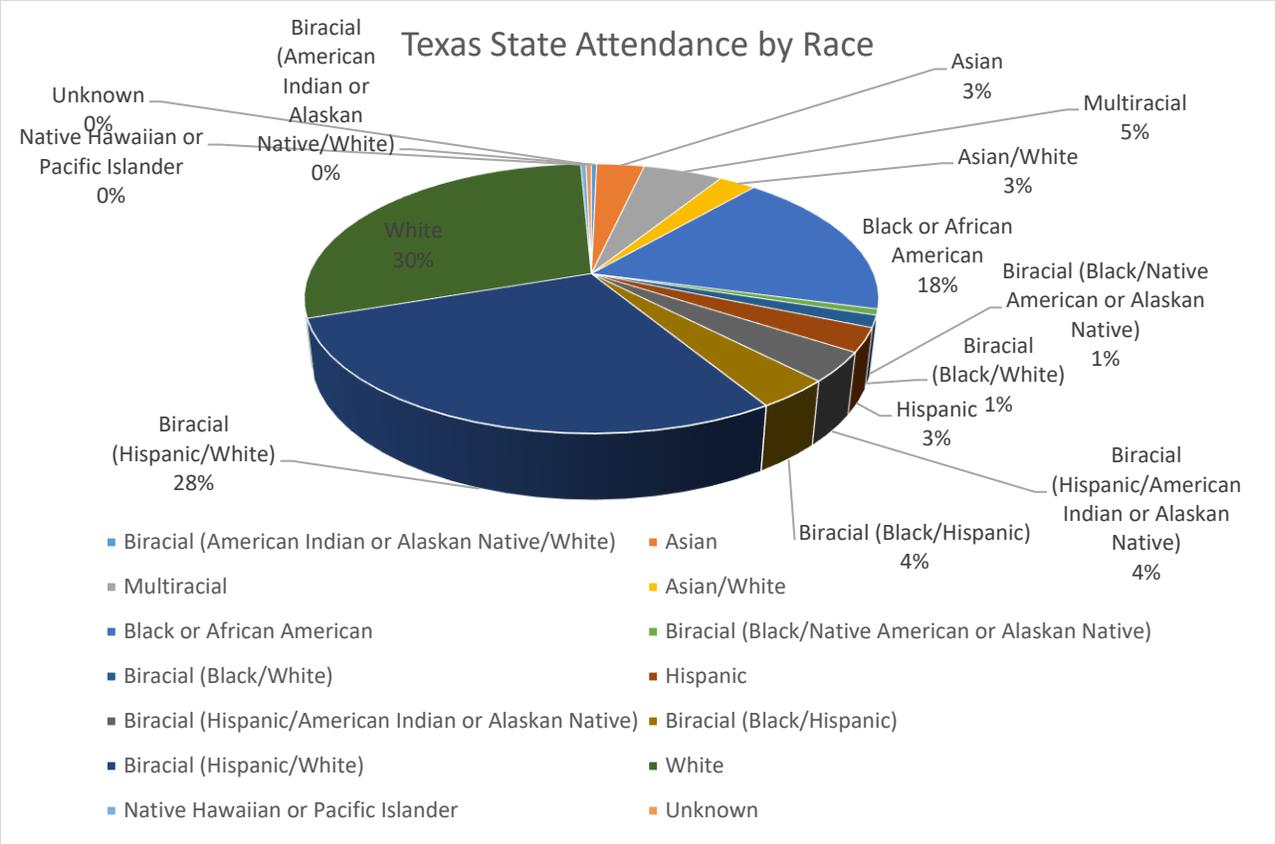


Figure 4.

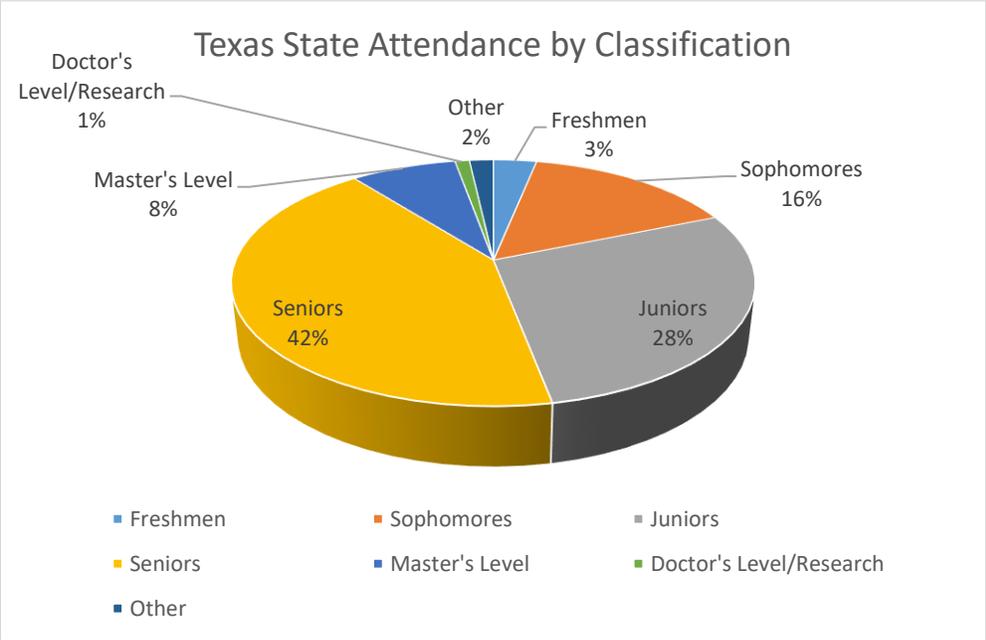
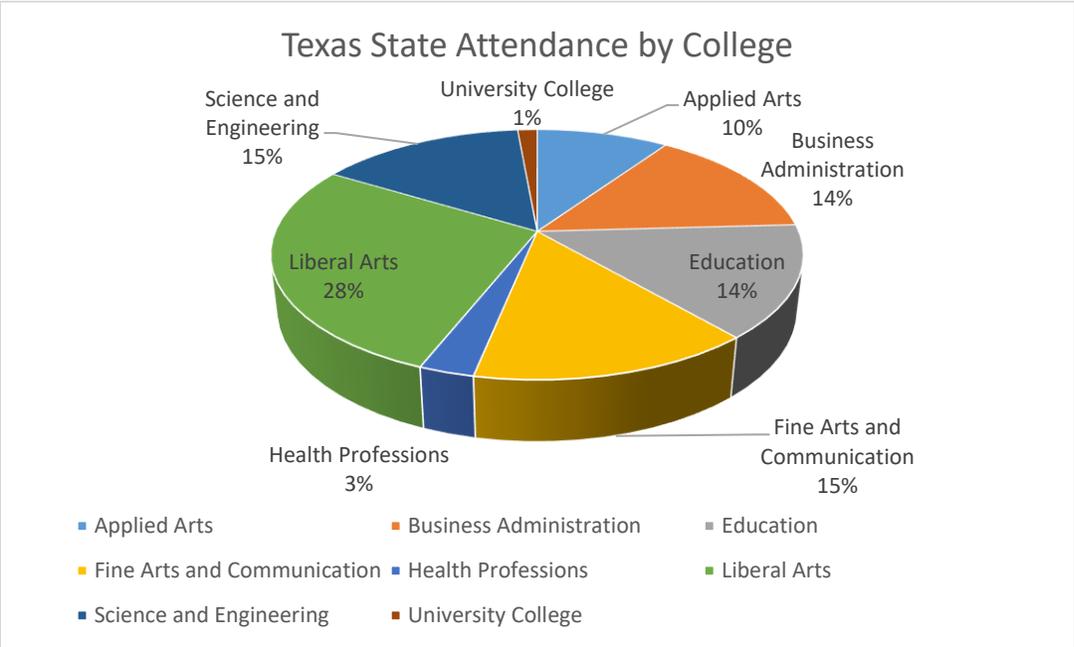


Figure 5.



Assessment

An electronic Qualtrics survey was provided to all student participants during the 2019 Leadership Institute Annual Conference. This survey was provided to all student participants on Saturday, February 23, 2019 at the end of the conference and was collected from 276 individuals. It is not possible to determine the exact number the survey was provided to, but the maximum possible number at the end of the day on Saturday (based on who checked in electronically plus off campus attendees) would be 327 students for an estimated response rate of 82.3%.

Major findings of the assessment showed that 97.08% of participants agreed or strongly agreed (73.72% that their overall conference experience was positive (up from last year’s percentages of 96.6/69.7% strongly agree). 97.81% agreed or strongly agreed (77.66% that they better understood the importance of actively participating in their local and global communities to create positive change, and 97.06 agreed or strongly agreed (77.21%) that they would recommend the conference to another student.

The assessment also provided valuable feedback related to the keynote speakers. 91.61% of respondents found opening speaker Dr. Jeff Wilson’s session relevant to their leadership experience and better understood how it relates to their future, and 94.87% agreed or strongly agreed that the presentation was engaging. 94.87% of respondents also agreed/strongly agreed that Dr. Sharmila Anandasabapathy’s Saturday morning session was engaging, and 92.03% 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 ensure we select dynamic, engaging speakers who are also diverse and representative of our students. We will ensure the small group facilitators we

select are comfortable leading dialogue around challenging topics, and will provide adequate training for their roles. Additionally, for better record-keeping, we will identify a process to capture staff and guest attendance. We also plan to increase our marketing for the conference, both for diverse recruitment and social media engagement at the event.

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

#	PERSON	PRESENTATION (title or topic)	AUDIENCE (amount and type - students, staff)	LOCATION (Texas State, conference)
29.	Laramie McWilliams and Ramces Luna	Ethics and Integrity	Student Government Senators (30+ students)	John Newcombe Tennis Ranch, 8/18/18
30.	Taylor Willis	Leadership Styles Assessment & True Colors	Student Foundation Fall Retreat (25 students)	John Newcombe Tennis Ranch, 9/7/18
31.	Taylor Willis	Values-Based Leadership	Student Foundation Fall Retreat (25 students)	John Newcombe Tennis Ranch, 9/8/18
32.	Laramie McWilliams, Taylor Willis, Ramces Luna, Mohammad Khan, Amanda Handsbur	Leadership as a Process	KTSW Executive Team (20 students and staff)	Old Main 201, 9/10/18
33.	Laramie McWilliams	Leadership Institute Overview	Women in Leadership Membership (30 students)	LBJSC 3-7.1, 9/18/18
34.	Laramie McWilliams	StrengthsQuest Assessment	Leadership Capstone Program Participants (25 students)	LBJSC 4-1.9, 9/21/18
35.	Ramces Luna	Effective Goal Planning	Hombres Unidos Membership (30+ students)	LBJSC 3-3.1, 9/26/18
36.	Laramie McWilliams and Ramces Luna	Surviving the Zombie Apocalypse: Leadership and Communication	Student Recreation Center Student Employees (20 students)	Student Recreation Center Wet Classroom, 9/27/18
37.	Ramces Luna	Student Leadership Board Retreat: Step Into the Circle	Student Leadership Board (10+ students)	U-Camp, 9/27/18-9/28/18
38.	Taylor Willis and Ramces Luna	Relational Leadership is Inclusive	Pathfinder Participants (10+ students)	LBJSC 4-6.1, 10/8/18
39.	Taylor Willis and Ramces Luna	Understanding Your Leadership Style and Leadership Institute Overview	Social Work class (15+ students)	UAC 309, 10/11/18
40.	Taylor Willis and Ramces Luna	Understanding Your Leadership Style and Leadership Institute Overview	Social Work class (10+ students)	Encino Hall 143, 10/12/18
41.	Laramie McWilliams	Leadership Styles Assessment	University Seminar Class (Pereira)	Derrick Hall 239, 10/22/18
42.	Ramces Luna and Quynh-Huong Nguyen	Hot Topic: Social Justice	Conference Session Attendees (32 students and staff)	TACUSPA Conference, 10/22/18
43.	Amanda Handsbur	Brilliant Bobcat Panel: Finals Preparation	General student body (10-15 students)	LBJSC 3-14.1, 11/5/18
44.	Ramces Luna	PACE Leadership Panel	PACE Peer Mentees (25+ students)	UAC 208, 11/6/18
45.	Ramces Luna	Equality University Facilitator	Equality University Student Group (100+ students)	LBJSC 3-6.1, 11/10/18
46.	Laramie McWilliams	Equality University Facilitator	Equality University Student Group (40 students)	LBJSC 3-5.1, 11/10/18
47.	Laramie McWilliams	Values and Communication	Student Involvement staff and graduate assistants (20 students and staff)	Student Recreation Center, Multipurpose Room, 1/10/19

48.	Ramces Luna	Texas Tech Leadership Summit: Fraternity and Sorority Life Facilitator	Texas Tech University Fraternity and Sorority Life (60+ students)	Texas Tech University, 1/11/19-1/13/19
49.	Ramces Luna and Amanda Handsbur	Understanding Your Leadership Style and Leadership Institute Overview	PACE Peer Mentors (7 students)	UAC 306, 1/16/19
50.	Mohammad Khan	Asian Student Welcome Reception Panel	APIDA students, SDI/university faculty and staff (85+ students)	LBJSC 3-14.1, 1/28/19
51.	Taylor Willis	Leadership and Team Development	Student Foundation Spring Retreat (28 students)	Flowers Hall 230, 2/1/19
52.	Laramie McWilliams	Collaborating Towards a Future – CSO Kick-off Retreat Keynote	LBJ Student Center Chartered Student Organization Leaders (40 students)	LBJSC 3-9.1, 2/1/19
53.	Ramces Luna and Amanda Handsbur	Leadership & Communication for Effective Teamwork	LBJSC Conference Services (20+ students)	LBJSC 3-8.1, 2/2/19
54.	Mohammad Khan and Breanna Higgins	LeaderShape 2019 Facilitator Orientation	2019 LeaderShape: The Institute at Texas State student facilitators (5 students)	LBJ 4-6.1, 2/26/19
55.	Amanda Handsbur	Multiracial Mixer Facilitator	Multiracial students (20 students)	LBJSC 3-13.1, 2/28/19
56.	Taylor Willis	Leadership 101 and Values-Based Leadership	Pathfinder: Texas State Emerging Leaders Program participants (12 students)	LBJSC 3-3.1, 3/4/19
57.	Ramces Luna	Emotional Intelligence and Leadership	US1100 Class (7 students)	Derrick Hall, 3/6/19
58.	Laramie McWilliams and Ramces Luna	Fraternity and Sorority Life Values Retreat – Facilitators	Fraternity and Sorority Life at Texas State (60+ students)	T Bar M, 3/9/19-3/10/19
59.	Mohammad Khan	Understanding Your Leadership Style – Myers-Briggs Type Indicator Assessment and Presentation	Pathfinder Emerging Leaders Program participants (12 students)	LBJSC 3-3.1, 3/11/19
60.	Ramces Luna	Bobcat Break Trip – Facilitator	Bobcat Break Participants (15 students)	Black Bayou, Louisiana, 3/17/19-3/23/19
61.	Ramces Luna	Sharing Our Passion: Communication and Collaboration	Pathfinder Emerging Leaders Program Participants (12 students)	LBJSC 3-3.1, 3/25/19
62.	Mohammad Khan and Breanna Higgins	LeaderShape 2019 Myers-Briggs Type Indicator and True Colors Presentation	2019 LeaderShape: The Institute at Texas State student facilitators (5 students)	LBJSC 4-6.1, 3/26/19
63.	Amanda Handsbur and Mohammad Khan	Understanding Our Community: Identity, Civic Engagement, & Social Justice in Leadership	Pathfinder Emerging Leaders Program Participants (12 students)	LBJSC 3-3.1, 4/1/19
64.	Ramces Luna	The Importance of Communication in Leadership	Capstone Leadership Program Participants (25 students)	LBJSC 4-1.9, 4/5/19

65.	Amanda Handsbur and Mohammad Khan	Crafting a Leadership Journey	Pathfinder Emerging Leaders Program Participants (12 students)	LBJSC 3-3.1, 4/8/19
66.	Mohammad Khan and Breanna Higgins	LeaderShape 2019 Facilitation Training – Part I	2019 LeaderShape: The Institute at Texas State student facilitators (5 students)	LBJSC 4-6.1, 4/9/19
67.	Taylor Willis, Ramces Luna, Mohammad Khan	Healthy Transitions Workshop	Leadership Workshop Series Participants (20+ students)	LBJSC 4-1.9, 4/10/19
68.	Ramces Luna	Communication and Collaboration in Organizations	Alpha Sigma Phi Fraternity (40+ students)	LBJSC 3-3.1, 4/16/19
69.	Mohammad Khan and Breanna Higgins	LeaderShape 2019 Facilitation Training – Part II	2019 LeaderShape: The Institute at Texas State student facilitators (5 students)	LBJSC 4-6.1, 4/23/19
70.	Laramie McWilliams	Exploring Leadership and Personal Development	Fashion Merchandising Leadership Lab (15 students)	FCS 177, 4/26/19
71.	Amanda Handsbur	Graduate Panel	Sul Ross State University TRIO Students (30 students)	UAC 406, 4/27/19
72.	Ramces Luna and Mohammad Khan	LeaderShape All Family Cluster Facilitators Training	Family Cluster Facilitators (10 students and staff)	LBJSC 3-4.1, 5/7/19
73.	Laramie McWilliams	StrengthsQuest Overview	Young Leaders Institute (20 students)	LBJSC 3-21.2, 6/11/19
74.	Ramces Luna	Surviving the Zombie Apocalypse Communication Simulation	Young Leaders Institute (20 students)	LBJSC 3-21.2, 6/11/19

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

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

	<u>PERSON</u>	<u>RECOGNITION</u>	<u>ORGANIZATION RECOGNITION FROM</u>
	Ramces Luna	Elected Hispanic Policy Network President Elect for 2019 – 2020 FY	Hispanic Policy Network
	Laramie McWilliams	Bobcat Preview Den Namesake 2019	Bobcat Preview, Texas State University
	Amanda Handsbur	Academic Achievement – 2019	The Coalition of Black Faculty and Staff
	Amanda Handsbur	Graduate College Scholarship – 2019	Texas State University Graduate College

## **Major Objectives for 2019-2020**

1. Develop an updated strategic plan to provide guidance to the future of the Leadership Institute.
2. Develop and incorporate service/service learning opportunities to enhance the leadership development of participants.
3. Conduct an audit and complete an overhaul of the Leadership Institute website, providing updated and accessible content.
4. Continue fundraising efforts in partnership with Advancement and divisional fundraising staff, particularly for the Leadership Institute Endowment, the Leadership Institute Annual Conference and the LeaderShape® Institute.

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

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

1. 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

**ANNUAL REPORT  
Dean of Students Office  
OMBUDSPERSON**

**Student Affairs Division  
Texas State University  
2018-2019**

**Major Accomplishments/Retention Initiatives**

1. Addressed concerns for an additional 31 students when compared to last year which represents a 29% increase from FY 18 and a 100% increase when compared to FY17.

<u>Fiscal Year</u>	<u>Number of Cases</u>
FY19	138
FY18	107
FY17	69
FY16	65
FY15	54
FY14	30
FY13	37

2. Finalized the university wide Grade Appeal process in collaboration with the Provost’s Office.

**Assessments Conducted in 2018-2019**

An electronic satisfaction survey was forwarded to each student who visited the office or initiated an online Ombudsperson case. There were 6 students who completed the survey for FY19 for a 4.34% response rate.

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

Of the 6 respondents:

- 4 (67%) rated their OVERALL satisfaction with Ombudsperson Services as EXCELLENT
- 0 (0%) rated their OVERALL satisfaction with Ombudsperson Services as SATISFACTORY
- 2 (33%) rated their OVERALL satisfaction with Ombudsperson Services as AVERAGE
- 0 (0%) rated their OVERALL satisfaction with Ombudsperson Services as UNACCEPTABLE.

The results to the 9 questions are as follows:

- 1. Was a response to your inquiry received in a timely manner? Yes **100%** No **0%** No Response
- 2. Did your case/inquiry require a personal meeting with Dr. Morton? Yes **50%** No **50%** No Response
- 3. Was your case/inquiry resolved via e-mail without the need to meet with Dr. Morton? Yes **50%** No **50%** No Response
- 4. As a result of the Ombudsperson process, do you Yes **100%** No **0%** No Response

consider the amount of time required to address your case/inquiry was reasonable?

5. Prior to meeting with Dr. Morton, were you aware of the appropriate University Policy and Procedure to address your concern? Yes 17% No 83% 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 100% No 0% No Response
7. As a result of the Ombudsperson process, do you know where to find information to address future concerns you could encounter as a student? Yes 80% No 20% No Response
8. As a result of the Ombudsperson process, do you feel your case adequately addressed by Dr. Morton? Yes 83% No 17% No Response
9. Please rate your OVERALL SATISFACTION with Ombudsperson services provided through the Dean of Students office by circling the appropriate response.

Excellent 67% Satisfactory 0% Average 33% Poor 0% Unacceptable 0%

#### **Presentations by Area Staff in 2018-2019**

1. Computer Science Faculty-Beginning of Year Retreat
2. Texas State Track Team “Life Skills”

#### **Special Recognitions for Area Staff in 2018-2019**

N/A

#### **Major Objectives for 2019-2020**

1. Develop a new assessment tool which assesses the student submission, timeliness of response, and availability in response to a student’s concern.

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

Significant increase (33% and 100% from FY17) in the number of students using Ombudsperson services may require additional personnel, in addition to the current one staff member, for a student population of 38,000 students.

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

**Student Affairs Division**  
**Texas State University**  
**2018-2019**

**Accomplishments/Retention Initiatives from 2018-2019**

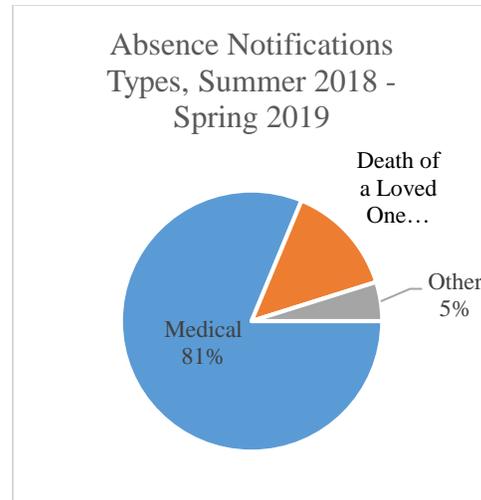
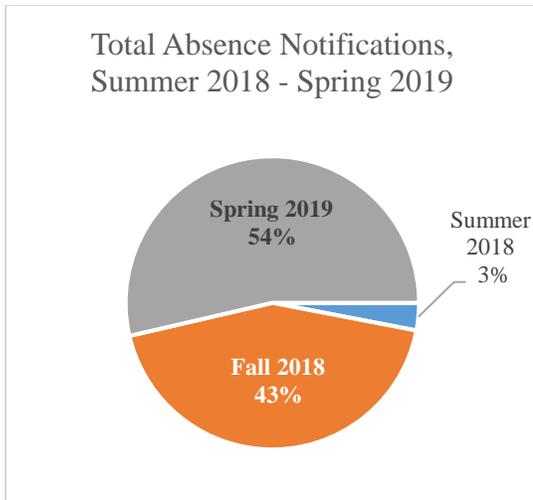
1. Student Emergency Services issued 2,251 absence notifications (summer = 68, fall = 976, and spring = 1,206) for students who could not attend classes because of emergency situations between summer 2018 and spring 2019 semesters. The number of students served represents a 21.74% increase from FY18 (N=1,849).
2. 10,284 absence notifications were emailed to instructors.
3. A total of \$88,229 in grants and loans were provided to 160 students who experienced emergencies. In comparison to the previous year, this represents a 5.26% (N=152) increase in the number of students assisted and a 16.36% (N=\$75,823) increase in the monetary funds provided to students. These modest percentage increases of number of students assisted and funds disbursed in 2018-2019 does not adequately reflect the historical growth of emergency funding. During this period in 2016-2017, Student Emergency Services assisted 65 students with \$25,825. In two years, this represents a 241.64% increase in the number of funds given and a 146.15% increase in the number of students served.  
The cause for this increase is the area's response to the Hurricane Harvey disaster in the Houston area during the fall 2017 semester and the response to the Iconic Village Apartment fires in late July 2018, which spanned the fall 2018 semester.
4. 1,657 students who had emergency-related problems were assisted in person or by phone with consultations regarding absence notifications, emergency funding requests, academic concerns, and withdrawing from classes or the university. The number of students assisted represents a 132.72% (N=712) increase over FY18.
5. Student Emergency Services responded to 50 P.A.W.S. Alerts related to issues such as family/personal crisis, family/friend death and classroom disruption. The number of students referred represents a 56.25% (N=34) increase from the previous year.
6. The Emergency Services Coordinator responded to 10,384 emails received in the Dean of Students Office inbox, a 30.93% (N=7,931) increase in comparison to the previous year.
7. Student Emergency Services sent 13 emails to students who violated the Tobacco Policy to remind and further educate them about the policy.
8. Assistant Dean of Students-Student Emergency Services chaired the Behavior Assessment Team (BAT) and coordinated meetings and discussions regarding 32 students. The BAT responds to inquiries and reports received from the university community, and recommends action steps to address concerning behaviors. However, after reviewing the documentation submitted, it was determined that 56.25% (N=18) of inquirers/reporters did not want a consultation, the referrals were made to merely document behavior. An evaluation and revisions to the Behavior Assessment Team website will be conducted during the coming year.

9. Through Student Emergency Services, the first *Bobbie Watts Student Emergency Services Scholarship* of \$500 was awarded to a student during the spring 2019 semester.
10. Student Emergency Services received a total of \$115, 251 in donations to emergency grants between summer 2018 and fall 2018. During the fall 2018 *Step Up for State* fundraising campaign, Student Emergency Fund – Student Affairs (Student Emergency Services). 44 individuals donated \$2,682. This was the second consecutive year that Student Emergency Services was included in the campaign and the Coordinator appeared in the Comprehensive *Step Up* video and the Student Emergency Services *Step Up for State* video. During the summer/fall 2018 *Student Emergency Fund – Apartment Fire Relief* crowdfunding campaign, 1,069 individuals from across the United States and Canada donated \$112,569. This amount represents the most successful Texas State crowdfunding campaign to-date.
11. Student Emergency Services staff members presented two sessions at the fall semester 2018 *Advocating for Emergency Aid Programs in Higher Education Statewide Convening* hosted by the Texas Higher Education Coordinator Board Emergency Aid Network.

### **Assessments Conducted in 2018-2019**

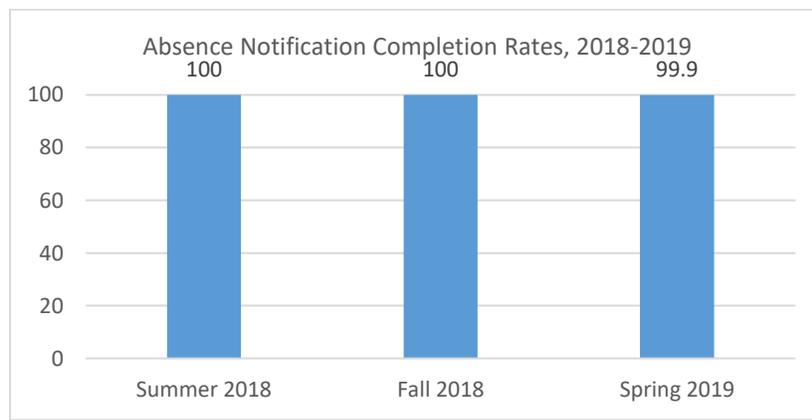
Five assessments were conducted this year; 1) Absence Notification Customer Tracking, 2) Absence Notification Completion Rates, 3) Absence Notification Satisfaction Survey, 4) Emergency Funding Service Satisfaction Survey, and 5) Emergency Funding Completion Rate. Absence Notification Customer Tracking

The assessment was designed to measure and compare the number of absence notifications sent during the FY18 and FY19 periods. The data is intended to identify how many students were assisted. The instrument used data from an electronic survey emailed to all students who received notifications; those students who requested that Student Emergency Services send a notification but did not qualify were not surveyed. To understand the distribution of types of absences reported for notifications, data was analyzed to compare the number of notifications issued during the summer 2018 (N=68); fall 2018 semester (N=976) and the spring 2019 semester (N=1,207). Of the 2,251 notifications issued, 81% (N=1,829) of notifications were medically related, 14% (N=313) regarded the death of a loved one, and 5% (N=109) were related to another type of emergency. These comparisons are illustrated in the charts below.



### Absence Notification Completion Rates

The assessment was designed to measure the percentage of students who completed the semester who also had absence notifications sent to their instructors. The data was the percent of students who both utilized the absence notification services and completed the semester, as determined by receiving any grade in at least one class. The instrument used was to use the Texas State Reporting (Logi) “Semester GPA” data and that provided on the absence notification request form. The semester completion rates were calculated and compared for students who received Absence Notification services for the summer 2018, fall 2018 and spring 2019 semesters. Semester completion rates were defined as receiving a letter grade for any courses at the conclusion of the semester. The Semester Completion Rates chart below shows that of the 2,251 absence notifications sent, 100% (N=68) of students completed the semester in the summer 2018, 100% (N=976) of the students completed the semester during the fall 2018, and 99.9% (N=1206) of the students completed in the spring 2019. The percent average for the semesters is 99.9% (N=2,250).



### Absence Notification Satisfaction Survey

The assessment was designed to measure the level of satisfaction for the absence notification services. The data was intended to determine the percent of students who were satisfied with the services, on a scale of were either *Yes* or *No*, or *Strongly Agree*, *Agree*, *Disagree*, or *Strongly Disagree*. An electronic survey was e-mailed to 2,251 students who used the absence notifications service during the summer 2018, fall 2018, and spring 2019 semesters. During the summer 2018 semester, 68 surveys were sent and 4.4% were returned (N=3); in the fall 2018 semester, 976 surveys were sent and 4.7% (N=46) were returned; and during the spring 2019 semester, 1206 surveys were sent and 5.5% (N=67) were returned. Overall, 5.1% (N=116) of the 2,251 surveys distributed during this period were completed and returned. According to the responses received, 98.3% (N=114) either *Strongly Agreed* or *Agreed* that they were satisfied with the absence notification service; 96.6% (N=112) either *Strongly Agreed* or *Agreed* that the service was helpful; and 97.4% (N=113) either *Agreed* or *Strongly Agreed* that the absence notification service was helpful in allowing them to continue their academic career. Overall, the three main criticisms of the absence notification service were that instructors would not automatically “excuse” an absence because a notification had been issued, that the notice did not include all days that were absent, regardless of what dates were on the documentation, and that instructors should let the student know that the notification has been received. The results of the survey support the goal of the Student Emergency Services staff to provide faculty with more information about the scope and nature of the notifications; eliminate language that suggests that the notifications “excuse” absences, which is only at the discretion of the instructor.

### Emergency Funding Service Satisfaction Survey

The assessment was designed to measure the level of satisfaction for the emergency funding services. The data was intended to determine the percent of students who were satisfied with the services, on a scale of were either *Yes* or *No*, or *Strongly Agree*, *Agree*, *Disagree*, or *Strongly Disagree*. On July 20, 2018, the Iconic Village Vintage Pads apartment complexes burned, destroying more than 60 apartments, many of which were inhabited by current and future Texas State students. The Student Emergency Services and Dean of Students staff responded immediately; while the fires were still raging, two students visited the Dean of Students Office requesting emergency funding assistance. From July 20 until May 20, 2019, Student Emergency Services issued emergency grants to 80 students for a total of \$54,207. Because of the demand for services during the second summer session through the fall semester, Student Emergency Services staff did not send out the Emergency Funding Surveys for the summer 2018 sessions. Student Emergency Services distributed \$88,229 in funds from grants and loans to 160 students. During the fall 2018 semester, the online survey was administered to 160 students who requested emergency assistance for the summer 2018 and fall 2018 semesters. Of the surveys sent, 8% (N=13) were returned. Of those that responded to the survey, 92.3% (N=12) reported being satisfied with the assistance provided and 100% (N=13) said that they were satisfied with the response time to their emergency funding requests. One hundred percent the respondents (N=13) reported that they filled out the funding request application and 100% (N=13) reported that they received emergency funding. Asked if they received help identifying financial assistance from other sources, 69% (N=9) responded *Yes*, and 61.5% (N=8) reported that they received a list of

additional financial assistance resources. Asked if the financial assistance received was helpful, 84.6% (N=11) responded that they *Agreed* or *Strongly Agreed*.

### Emergency Funding Completion Rate

The assessment was designed to measure the percentage of students who completed the semester who also requested emergency funding assistance. The data was the percent of students who both utilized the emergency funding assistance services and completed the semester, as determined by receiving any grade in at least one class. The instrument used was to use the Texas State Reporting (Logi) “Semester GPA” data and the data provided on the absence notification request form. During the summer 2018, fall 2018, and spring 2019 semesters, 160 students experienced emergencies that required funding assistance. Of the 80 students who received emergency funding assistance as a result of the Iconic fires, 60% (N=48) completed the fall 2018 semester and 50% (N=40) completed the spring 2019 semester. The Semester Completion Rates chart below shows that of the 113 students who received emergency funding assistance during the summer and fall 2018 semesters combined, 68% (N=77) of the students completed the fall 2018 semester. Of the 47 students who received funds for the spring 2019 semester, 100% (N=47) completed the semester.

### **Presentations by Area Staff in 2018-2019**

	PERSON	PRESENTATION TITLE	AUDIENCE	LOCATION
1.	Kathryn Weiser	“Touch and Tech: An Interactive Session for Using Automated Technology in Your Emergency Aid Program”	Staff: THECB Emergency Aid Network Convening	Austin, TX
2.	Glynis Christine	“Socialization and Communitarianism”: Investigations of the Self	Students: <i>Africana Philosophy</i> class	Texas State
3.	Glynis Christine	“Get Real. Leadership and Authenticity”	Students: Leadership Workshop Series	Texas State
4.	Glynis Christine	Non-traditional Student Organization (NTSO) commencement speaker	Students: NTSO commencement	Texas State
5.	Glynis Christine	“Ethical Decision-making”	Students, faculty and staff: UPD Citizens Police Academy - Spring 2019 class	Texas State
6.	Glynis Christine	Panel: “The Intersection of Disaster with Race, Ethnicity and Place”	Students and faculty: <i>9<sup>th</sup> Race, Ethnicity and Place Conference</i>	Austin, TX
7.	Glynis Christine	“Coordinating Student Justice with Student Emergency Services”	Students and staff: The Texas Student Conduct Conference	Austin, TX

**Special Recognitions for Area Staff in 2018-2019**

PERSON	RECOGNITION	ORGANIZATION / RECOGNITION FROM
Kathryn Weiser, Glynis Christine and Alma Machado	Above and Beyond Award	Division of Student Affairs
Glynis Christine	Champions of Success Award	Dean of Students Office

**Major Objectives for 2019-2020**

1. Enhance awareness about the core services provided by the area through a strategic educational effort to include, but not limited to, presenting a workshop for faculty and staff through the university’s Office of Professional Development.
2. Implement use of Maxient software to increase work efficiency of case management in the area.
3. Conduct a best-practices research on ways to handle authenticating documentation submitted for absence notifications.
4. Create a written training module for the three core services provided by the area: absence notification, emergency funding and emergency consultation.
5. Investigate sources of grant funds in order to raise an additional \$10,000 for Student Emergency Services.
6. Identify individuals who can help organize a meeting of Student Emergency Services personnel through the State of Texas, to convene during the fall 2020 semester.

**Trends/Challenges for 2019-2020**

1. Budgetary restrictions continue to challenge Student Emergency Services, as budget cuts are now being required of university offices. This budget challenge is in addition to Student Emergency Services currently functioning on a small operating budget. The Student Emergency Services area has motivated professionals to develop the area: The Student Service Fee allocation for one full-time Coordinator has fortunately positioned the area for the opportunity to utilize creativity and relationship-building to raise funds for Student Emergency Services. However, the funds have been used exclusively for student grants, not salary increases or to hire another full-time staff member. Fortunately, however, the Student Emergency Services area has been allocated funds for one last year to employ a Graduate Assistant; not thought to be possible until recently. This will be an extra consideration as the Student Emergency Services area is in line for the staff to be officed in the same location, which might allow for more sharing of responsibilities.
2. The Student Emergency Services area will be challenged by the growing pains of transitioning to work in more technology savvy manner as the area continues this development as in the previous years. This year Student Emergency Services will transition to manage records and student cases in the university’s newly purchased,

*Maxient* software. The first service of Student Emergency Services to be used in the *Maxient* software will be absence notifications. This will challenge the staff to think through and refine the process, which in turn will require more education to the university community about the absence notification service, including how to request it. The education of the university community about Student Emergency Services and interrelated Student Behavior Assessment Team will challenge the few staff members but can also create an opportunity to inform others about the area, which will help in the long run.

3. The protocol for establishing the authenticity of the documentation submitted by students for absence notifications calls into question the FERPA and HIPPA laws that could be infringed upon. Today, there are at least two websites that allow a student to create a “note,” complete with logo, that charge as little as \$2.00. For the service to have any usefulness and the Student Emergency Services staff to have any credibility, there needs to be a legal way to check with outside entities (usually medical offices) about the documentation. Merely providing information about the format of the document can prove helpful but, in some cases, the name of the individual is also necessary. Student Emergency Services staff will work with individuals from Student Justice, the Counseling and Student Health Centers and the university legal counsel, in addition to referencing other university’s protocol, to determine a way to achieve this immediate challenge.
4. Some faculty members’ wish to have a statement that they can include in their syllabus regarding the use of Student Emergency Services. The Student Emergency Services staff will research language recommendations used at other universities and the updated ([www.ses.txstate.edu](http://www.ses.txstate.edu)) website will include this information.
5. For the fourth consecutive year, the number of absence notifications issued has increased to over 275% (FY15, N=599; FY16, N=1,022; FY17, N=1,373; and FY18, N=1,819). This trend now creates a challenge to the health and well-being of the SES staff members, who are called upon to perform at the same level of accuracy and professionalism. Making the use of the WellCats services a part of the group culture will be a challenge because of the time it will take away from an already full desk of work to complete. The Dean of Students has been and will be instrumental in leading this practice among staff members.
6. Again, the number of student appointments from FY15 until FY19 led to a 1,393% increase (FY15, N=111; FY16, N=407, FY17=444; FY18, N=712; and FY19, N=1,657). This suggests that Student Emergency Services staff must continuously evaluate ways to assist students more efficiently. Several methods have been recommended, but all will require that the workload be given to other, less qualified employees (i.e., student workers who answer calls in the main DOS office). In a survey, about absence notifications, one person observed, “the person on the phone didn’t have any confidence in what they told me to do. They kept putting me on hold...” But, in addition to the problems that this would cause for the students, it should be remembered that the students who work in the office are “our students” too. The level of anxiety and stress while doing the job is not adequately addressed (the Administrative Assistant and Coordinator arrange for these students to meet with these students at the beginning of their employment, where a recommendation for ongoing counseling is recommended).

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

**Student Affairs Division  
Texas State University  
2018-2019**

**Accomplishments/Retention Initiatives from 2018-2019**

1. Student Foundation members served both Texas State and the San Marcos communities through numerous volunteer opportunities throughout the year, including a reception hosted by President Trauth at the Texas Capitol in Austin (October 2018), the grand opening of Ingram Hall (November 2018), a campus memorial honoring President George H.W. Bush (December 2018), City of San Marcos Sights and Sounds (December 2018) and Great River Clean Up (April 2019), numerous University Advancement and presidential events, and the Board of Regents Meeting (May 2019).
2. Student Foundation members contributed to the university's mission and goals by serving on departmental and institutional committees, teams and task forces, including: the Quality Enhancement Plan Task Force, the Council on Inclusive Excellence, the Alumni Council, Equality University Directors' Committee and the Leadership Institute Annual Conference Planning Committee.
3. The Student Foundation Leadership Team underwent a transition in Summer 2018, effectively reducing the number of Directors from 6 to 4, and the number of Executive Team members from 4 to 3. The Director of Leadership Development and Membership took on the responsibilities of the former Director of Leadership Development and Director of Membership. The entire Leadership Team took on the responsibilities of the former Director of Public Relations. And the co-advisor took on previous responsibilities of the Vice President of Finance.
4. Honored 10 faculty and staff recipients of the Foundations of Excellence award on October 17, 2018.
5. Conducted a successful Veterans Day Commemoration on November 12, 2018. Due to rain, the event was held indoors in the LBJ Student Center Ballroom. Despite the last-minute change in venue, over 200 people were in attendance.
6. Student Foundation membership attended the 2019 Leadership Institute Annual Conference on February 21<sup>st</sup> and 22<sup>nd</sup>. Eight members served as Small Group Facilitators (compared with 4 members last year). One member was awarded a Leadership Institute Scholarship given away at the Conference.
7. Hosted 32<sup>nd</sup> Annual Bobcat Pause Memorial Service, remembering 40 honorees, on April 11<sup>th</sup>, 2019. 350 community members attended the reception and service in the LBJ Student Center Ballroom.
8. Conducted three recruitment cycles, inducting 19 new members between summer 2018 and spring 2019.

9. Held Spring Banquet and Awards Ceremony at the Meadows Center on April 26, 2019. Thirteen members who were graduating received recognition, and the following awards were given:
  - a. Committee Member of the Year – four (4) awarded
  - b. Breakout Leader of the Year – one (1) awarded
  - c. Director of the Year – one (1) awarded
  - d. *Legatus, Ducis, Fides* Award – one (1) awarded
10. Several members participated in the Texas State LeaderShape Institute in May 2019.
  - a. Five members attended as LeaderShape participants.
  - b. Three members were selected to serve as Family Cluster Facilitators (out of 6 total student facilitators), however one had to step down due to scheduling conflict. Two members, as well as one co-advisor, attended as facilitators.
11. Celebrated the 40<sup>th</sup> year of Student Foundation with a 40<sup>th</sup> Birthday themed banquet, and an alumni newsletter to be mailed in summer 2019.
12. The three Executive Officers and four 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 student workers. The advisors and other staff in the Dean of Students Office worked hard to support Student Foundation Leadership Team over the 2017-2018, including weekly one-on-one meetings to support job responsibilities and personal leadership development. As a team, LT attended two Leadership Team retreats (Summer 2018, January 2019) where they participated in team builders and planning for the organization. They also each attended the Leadership Institute Annual Conference, as well as other Leadership Institute programming throughout the year.

## **Assessments Conducted in 2018-2019**

### Student Leadership Skills Proficiency Assessment

In order to track the leadership development of these students over the year, Student Foundation Advisors completed the Student Leadership Skills Proficiency Assessment for both the Fall 2018 and Spring 2019 semesters.

In Spring 2019, the President (Student 1) stepped down from the role, and the Executive Vice President (Student 2) and Vice President of Administration (Student 3) were promoted to Co-Presidents. To complete the executive team, a new VP of Administration was hired in January 2019 (Student 4). Therefore, students 1 and 4 were only evaluated in their semester of service. In addition, the Director of Foundations of Excellence (Student 5) was only evaluated in Fall 2018 as she stepped away in Spring 2019 for student teaching and was therefore not observed by advisors.

In Fall 2018, four (57.1%) of the Leadership Team members were at the *Member* level, and three (42.9%) were evaluated at the *Volunteer/Contributor* level.

In Spring 2019, two (33.3%) students were at the *Volunteer/Contributor* level, two (33.3%) were at the *Coordinator* level, and two (33.3%) finished the year at the *Organizational Veteran* level.

Leadership Skill Level	SF Fall 2018	SF Spring 2019
MEMBER (lowest level)	4	0
VOLUNTEER/CONTRIBUTOR	3	2
COORDINATOR	0	2
ORGANIZATION VETERAN	0	2
VISIONARY (highest level)	0	0

Student/Leadership Position	Fall Rating	Spring Rating
Student 1 (President, Fall 2018)	2.3 (Volunteer/Contributor)	
Student 2 (Exec. VP-Fall, Co-President-Spring)	2.3 (Volunteer/Contributor)	4 (Organizational Veteran)
Student 3 (VP-Admin-Fall, Co-President-Spring)	1.67 (Member)	4 (Organizational Veteran)
Student 4 (VP-Admin-Spring)		3 (Coordinator)
Student 5 (FOE Director)	2.3 (Volunteer/Contributor)	
Student 6 (Veterans Day Director)	1.67 (Member)	3.3 (Coordinator)
Student 7 (Bobcat Pause Director)	1 (Member)	2.3 (Volunteer/Contributor)
Student 8 (Leadership Development and Membership Director)	1.67 (Member)	2.67 (Volunteer/Contributor)

The results from the Student Leadership Skills Proficiency Assessment indicate that the Leadership Team Retreats and weekly one-on-one meetings with advisors have indeed affected the Leadership Team's continued growth and involvement with the organization. Furthermore, the increased level of involvement with the Leadership Institute has further contributed to these students' experiences and personal development. All of that should continue to be offered with emphasis on team building, conversations on personal development, and participation on other campus leadership development offerings.

## Presentations by Area Staff in 2018-2019

Area staff presentations will be included in the Leadership Institute Annual Report.

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

## Special Recognitions for Area Staff in 2018-2019

	<u>PERSON</u>	<u>RECOGNITION</u>	<u>ORGANIZATION RECOGNITION FROM</u>
1.	Nahara Franklin	Homecoming Queen	Texas State University – as voted by student body
2.	Alex Wheeler	Leadership Institute Scholarship	Leadership Institute Annual Conference
3.	Arsema Kidane	LBJ Civic Leadership Award	Student Involvement Boko Awards
4.	Leanna Mouton	Student Regent	Texas State University System
5.	Nahara Franklin	Sallie Beretta Outstanding Senior Woman	Texas State University

## Major Objectives for 2019-2020

1. Increase Student Foundation membership numbers to 35-40 by the end of May 2020. This can be achieved through greater social media presence and a revised recruitment timeline.
2. Increase social media presence through consistent engagement and posts.
  - a. When the Director of Public Relations position was dissolved for the 2018-2019 LT, social media responsibilities were intended to be shared across all LT positions. This, in practice, was very difficult as these responsibilities fell through the cracks. The goal of increased activity in 19-20 will now fall to the newly revised Director of Membership and External Relations.
3. Increase membership engagement through more regular interactions, including bi-weekly social/personal development meetings.
  - a. A concern was raised this year that the biweekly general meetings decrease regular interactions between members, and therefore membership involvement/retention. One idea was to schedule optional socials, personal development nights, and/or study sessions on the weeks where general meetings do not occur, since the Wednesdays at 7pm timeslot will largely be available for members, even on off weeks. These unofficial gatherings will also be open meetings for potential SF recruits to come and engage with membership.
4. Increase membership participation in committee and meeting engagement.
  - a. One concern has been that general meetings are largely informational with little opportunity for membership to engage. The 19-20 LT will prioritize making meetings engaging for membership, and better delegation during committee meetings.
5. Adjust budget to changing student service fee allocations and budget cuts.
  - a. The 19-20 budget will undergo several changes. Student Service Fee One-Time funding was previously utilized for student wages, but funds were not available for FY20. Funds

will need to be reallocated to pay for officer/director wages. This will also impact the operating budget for FY20 and in anticipation of additional decrease in funding.

- b. The budget may also be supported through fundraising efforts, as well as pursuing sponsorships through other departments for large-scale programming.

### **Trends/Challenges for 2019-2020**

1. Student Foundation had nearly 10 individuals remove themselves from membership over the course of the year. In addition, 14 of 28 existing members graduated in Spring 2019, and one member was removed due to poor attendance. As we hope to grow the organization, retention efforts will be just as key as recruitment. The 19-20 LT will keep a special eye on recruiting younger members with more years of service to offer the organization, as well as engaging current membership to increase retention numbers.
2. The majority of new members are being recruited directly by current members, meaning membership tends to draw from the same campus departments and organizations year after year (i.e. McCoy Ambassadors, Bobcat Preview, etc.). In order to diversify, we will need to increase recruitment efforts in new areas, perhaps through a strengthened pipeline with other campus partners, faculty members, and administrators.
3. There is a trend of membership engagement significantly decreasing in the late spring semester as midterms, spring activities, and graduation approach. This becomes a larger issue with much of the spring SF programming concentrated at the end of the semester (with Bobcat Pause, Induction, and Banquet all in April). This will be another consideration with the goal of increasing general membership engagement.
4. A new challenge for 2019-2020 will be the decrease in budget, as discussed in goal 5 above. New fundraising and sponsorship efforts will need to be explored.
5. The 2019-2020 advising team will continue to experience change, as a new advisor is brought on in Fall 2019, and the current co-advisor steps away for a couple of months for maternity leave. The advising team will need to determine the best way to share responsibilities, while hopefully further empowering the Leadership Team to decrease overall advisor load.

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

**Student Affairs Division**  
**Texas State University**  
**2018-2019**

**Accomplishments/Retention Initiatives from 2018-2019**

1. Student Government was awarded \$35,323 in Scholarly Travel and Activities Research (S.T.A.R.) Grant funds to assist Texas State students to present their research at conferences. By comparison:

2017-2018	\$29,655
2016-2017	\$34,850
2015-2016	\$33,546
  
2. Hosted six successful events.
  - a. **TWO ROUNDTABLES:** Two of the six events included the traditional roundtable events on September 24, 2018 and February 4, 2019 when all students were welcome to sit and talk with Texas State administrators including the University President.
  - b. **FRESHMAN FORUM:** Allowed university administrators who work directly with freshmen an open opportunity to speak with students on November 14, 2018.
  - c. **ANNUAL INAUGURATION:** Took place on April 17, 2019 with an overwhelming attendance that filled the LBJ Student Center room rain site location to capacity (seating for 70) and had some watching from the hallway outside of the room.
  - d. **TWO BANQUETS:** Banquets for members on December 3, 2018 and April 15, 2019 to celebrate accomplishments for the semester as well as for members who were graduating.
  
3. Leadership Development training for members, including:
  - a. A half-day officer training on Friday, May 11, 2018 to on-board the incoming Student Body President, Student Body Vice President, Chief of Staff and Directors.
  - b. An overnight all member retreat on August 17, 2018 through August 18, 2018 included a two-hour session for the Advisors to provide presentations for the following:
    - (1.) the role of the Advisors;
    - (2.) University policies impacting the student's role as a Student Government member;
    - (3.) U.S Constitution First Amendment issues; and
    - (4.) ethics and integrity issues as a member of Student Government.
  - c. Workshop sessions on Friday, March 29, 2019 and Saturday, March 30, 2019 transitioned the outgoing administration to the incoming administration through current Advisors and members including Directors, Chief of Staff, Senators and Senate Clerk teaching the incoming administration's members.
  
4. Third Annual Alumni Reunion-Homecoming Lunch for previous Student Body Presidents, executive officers and their invited guests.

5. Annual Student Body election resulting in 2,066 students who voted, which was 5% of the student population and a 71% decrease of voters from the previous year. Voter participation as a percentage of student population by comparison:
 

18% (N=7,142)	2017-2018
11% (N=4,328)	2016-2017
3% (N=1,323)	2015-2016
  
6. Processed 119 applications for the Student Government Scholarship awarding continuing students a total of \$225,000 for tuition. Applications processed by comparison:
 

292	2017-2018
215	2016-2017
205	2015-2016
  
7. Passed 50 pieces of legislation during the Student Senate during the Fifth Session in 2018-2019. Legislation passed is in comparison:
 

46	2017-2018
48	2016-2017
20	2015-2016
  
8. Student Government Advisors and Cabinet members, including the President, Vice President, Chief of Staff and Director of Finance, participated in 30.5 hours of scheduled Task Force meetings with faculty and staff to review organization operations to make recommendations for improving a diverse student recruitment to and engagement with the organization.

**Progress on 2017-2023 Administrative Support Plan / Strategic Plan 2018-2019**

n/a

**Assessments Conducted 2018-2019**

n/a

**Presentations by Area Staff in 2018-2019**

n/a

**Special Recognitions for Area Staff in 2018-2019**

n/a

**Major Objectives for 2019-2020**

1. Increase amount of voter participation and scholarship applications.
  - a. Reach out to colleagues in first week of September to facilitate recruitment of students to establish the Election Board ensuring it is in place by October 1.
  - b. Inform colleagues of events in advance by no less than three weeks to assist with marketing efforts and communication.
2. Increase support to implement successful events.

- a. Implement system to schedule meetings with Director of Programs and Director of Marketing during Advisory Meetings four weeks in advance of each event to ensure preparations are in order.
  - b. Maintain regular communication with Director of Marketing to ask questions about students completing tasks to ensure effective and widespread advertisement occurs for each event.
3. Increase support for transition issues and operations of organization.
- a. Implement finalized version of Cabinet Handbook.
  - b. Maintain regular communication (e.g. statements, etc.) with person(s) responsible for tracking budget (including S.T.A.R. Grant) and legislation.
  - c. Create an Administrative Assistant Handbook that will include policies, procedures, and resources like a general timeline to know what to expect during different times of the year, such as election in February and transition in March.

### **Trends/Challenges for 2019-2020**

Student Government was challenged this year with public image issues. Allegations from the spring 2018 resulted in the resignation of the President in September 2018. This prompted the Vice President to be sworn-in as the President and the Senate Pro-Tempore to be sworn-in as the Vice President. In January 2019, the President stepped down due to a scheduling conflict. As a result, the Vice President was sworn-in as the President, the Senate Pro-Tempore was sworn-in as the Vice President, and a new Senate Pro-Tempore was elected. The transition taught the students about transitions in leadership roles and how to manage change. This requires the members to be aware of their actions and how they impact those around them. While it is a challenge, it allowed members to step up and serve Student Government in a way they could not in their past positions. Despite the Advisors efforts to develop the students' understanding about freedom of expression, negative image issues that continued from the previous year challenged the students to transition into a positive light. Advisors plan to continue the students' development in this area by bringing in past Presidents from the organization to add to the Advisors efforts. Advisors learned this year that the students need more direct assistance and mechanisms in place to help them successfully manage the change in leadership. Advisors plan to provide more development opportunities than last year and implement more supportive resources for the students to quickly learn their roles.

**ANNUAL REPORT  
Dean of Students Office  
STUDENT JUSTICE (SJ)**

**Student Affairs Division  
Texas State University  
2018-2019**

**Accomplishments/Retention Initiatives from 2018-2019**

1. From May 15, 2018 through May 15, 2019, Student Justice investigated and adjudicated 259 incidents involving 528 students\*. There was a decrease in the number of cases as well as in the number of students involved (a decrease of 250 students from the previous year).

Yearly Comparison of Students			
Year	Change	Percent Change	Comparison Year
2018-2019*	Down	32.13%	2017-2018
2017-2018	Flat/Up	1.3%	2016-2017
2016-2017	Up	22.3%	2015-2016
2015-2016	Flat/Down	3.7	2014-2015
2014-2015	Up	26.1%	2013-2014
2013-2014	Flat/Down	3.7 %	2012-2013
2012-2013	Down	19.6 %	2011-2012
2011-2012	Up	24 %	2010-2011
2010-2011	Up	22 %	2009-2010
2009-2010	Up	76.5 %	2008-2009

\* Some cases are still under review and may result in a variation in 2018-19 numbers by the end of summer as cases are finalized or individuals are added to ongoing investigations. The above data is through June 21, 2019.

All students accused of a violation are advised about the university's conduct expectations whether they are determined to be responsible or not.

2. The number of student suspensions and expulsions impact retention for students alleged to have been directly involved as well as retention and wellness of students around them. During this evaluation period, ten (10) students were suspended and twenty-one (21) were expelled. Unlike the previous two years where all expulsions were drug related, this year 4 of the 21 expulsions were for violations other than drugs.

Year	Total Suspensions	Total Expulsions	Drug Violation Expulsions
2018-2019	10	21	17
2017-2018	8	14	14
2016-2017	8	15	15
2015-2016	19	8	8
2014-2015	15	9	5
2013-2014	8	2	1
2012-2013	6	6	4
2011-2012	16	8	6
2010-2011	10	5	2
2009-2010	17	11	11
2008-2009	20	2	2

\* Some cases are still under review and may result in a variation in 2018-19 numbers by the end of summer as cases are finalized or individuals are added to ongoing investigations. The above data is through June 21, 2019.

Name	Date of Email sent to Registrar Office	Suspension or Expulsion	Reason for separation
Male	6/18/2018	Expulsion	2.02 N; 2.02 Q
Male	6/28/2018	Suspension	2.02 A
Male	7/5/2018	Expulsion	2.02 N
Male	7/9/2018	Suspension	2.02 H; 2.02 X
Male	7/24/2018	Expulsion	2.02 N
Male	8/7/2018	Suspension	2.02 N
Male	8/22/2018	Suspension	2.02 N
Male	8/31/2018	Expulsion	2.02 N
Male	10/26/2018	Expulsion	2.02 N
Male	12/18/2018	Expulsion	2.02 N
Female	12/18/2018	Expulsion	2.02 N
Female	12/18/2018	Expulsion	2.02 N
Male	12/18/2019	Expulsion	2.02 N; 2.02 Z
Male	1/22/2019	Expulsion	2.02 N
Male	1/22/2019	Expulsion	2.02 N
Male	1/22/2019	Expulsion	2.02 N
Male	3/4/2019	Expulsion	2.02 N
Male	4/8/2019	Suspension	2.02 F; 2.02 N
Male	5/3/2019	Suspension	2.02 N
Male	5/8/2019	Expulsion	2.02 A; 2.02 I
Female	5/9/2019	Suspension	2.02 H

Male	5/17/2019	Expulsion	2.02 A; 2.02 O; 2.02 Q
Male	5/17/2019	Expulsion	2.02 A; 2.02 O; 2.02 Q
Female	5/21/2019	Suspension	2.02 Q
Female	5/21/2019	Suspension	2.02 Q
Male	5/21/2019	Suspension	2.02 C; 2.02 H; 2.02 X
Male	5/21/2019	Expulsion	2.02 N
Male	5/21/2019	Expulsion	2.02 N
Male	5/21/2019	Expulsion	2.02 N
Male	5/29/2019	Expulsion	2.02 F; 2.02 N
Male	6/14/2019	Expulsion	2.02 A; 2.02 O; 2.02 Q

This chart includes gender, suspension and expulsion breakdown from June 2018 through June 2019. Two students, male and female, are currently in the process of hearings and are not included on the list.

2.02A- Criminal Offense

2.02C- Failure to Comply

2.02 F- Endangerment of Health or Safety of Others

2.02 H- Interfering or Disrupting University Activities

2.02 I- Endangering the Physical or Mental Health or Safety of an Individual

2.02 N- Drug Policy

2.02 O- Weapons Violation

2.02 Q- Theft, Damage, or Misuse of Property

2.02 X- Harassment or Threat of Unlawful Action; Causing Annoyance or Alarm

2.02 Z- Disorderly Conduct

3. Maxient: After years of pursuing a specialized conduct case management software program, Maxient, the most widely used higher education conduct case management software program in North America was approved and purchased. The program is already in use by other institutions in the TSUS and two major benefits are that the software is accessible from anywhere via the web (cloud-based) and will require minimal university technological support.
4. Staff Retention: Student Justice was fully staffed during the 2018-2019 school year. The Assistant Dean of Students-Student Justice will be completing 17 years of service with the Dean of Students; One Conduct Officer completed three years in the DOS but has accepted a new role on campus as the Deputy Title IX Coordinator (the goal is to promptly fill the position during summer 2019); the second Conduct Officer completed one year with Student Justice after transferring from DHRL; and the Administrative Assistant completed her first year.
5. 1292 disciplinary background checks (recommendations, character references, enrollment verifications, etc., requested by other campus departments, investigating agencies, other higher education institutions, licensing bodies and employers) were performed by the staff.
6. The staff collaborated with University Marketing to transition to a digital-focused publication during summer 2018, resulting in a new site for the handbook, [studenthandbook.txstate.edu](http://studenthandbook.txstate.edu). This initiative made the handbook more accessible, reduced hard copies from 12,000 to 2,000; costs were reduced 80% (from \$35,000 to \$7,000); and printed pages were reduced from 1,944,000 to 120,000 (a 94% reduction).
7. 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, involvement includes:
  - Student Retention Council
  - Title IX Collaborative
  - Study Abroad Advisory Board
  - Equality University Director's Committee
  - Martin Luther King Jr. Commemorative Celebration
  - Womxn of Color Retreat Planning Committee
  - Greek Advisory Task Force
  - Facilitator for the Fraternity and Sorority Life Emerging Leaders Retreat
  - Lead for Maxient Transition and Implementation
  - Benchmarking Drug Policies
  - Development of a campus Amnesty/Good Samaritan policy
  - Student Government Task Force.
  - Hispanic Policy Network
  - Coalition of Black Faculty & Staff
  - Advisor for Black Women United
  - Pan African Action Committee
  - Advisor-Delta Sigma Theta Sorority Inc.
  - Advisor-BobcatTHON
8. SJ, in collaboration with ADCS, offered a new program targeting students who may exhibit aggressive behavior, found to have engaged in confrontational/combative

behavior, or whose temperament/impulsiveness may have raised concerns or contributed to a student conduct violation. Retired Counseling Center psychologist, Dr. Israel Najera, provided the program, Understanding Your Temperament.

**Assessments Conducted in 2018-2019**

No assessments conducted in 2018-2019.

**Presentations by Area Staff in 2018-2019**

#	<u>PERSON</u>	<u>PRESENTATION</u> (title or topic)	<u>AUDIENCE</u> (amount and type - students, staff)	<u>LOCATION</u> (Texas State, conference)
76	Ismael Amaya	Managing Student Misconduct (Abroad)	TX ST Faculty and Staff members involved in Study Abroad programs (10)	Alkek Library
77	Jake Sloan & Ismael Amaya	Collaboration with UPD and the SJ's conduct review process	UPD Officers & Command Staff (12)	Texas State (UPD/Nueces)
78	Jake Sloan (w/ Glynis Christine)	Coordinating Student Justice with Student Emergency Services	Student Conduct professionals from across Texas (30)	Texas Student Conduct Conference (@ ACC)
79	Kendra Wesson	Student Justice and the responsibilities of students in the study abroad program	Study Abroad Class (15)	Texas State classroom
80	Kendra Wesson	60X30 Plan	Dean of Students Staff (8)	LBJ Student Center
81	Kendra Wesson (w/ Ameerah McBride)	<b>Title IX: Sexual Assault at the Intersection of Race and Gender</b>	Student Conduct professionals from across Texas (25)	Texas Student Conduct Conference (@ ACC)

**Special Recognitions for Area Staff in 2018-2019**

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

	<u>PERSON</u>	<u>RECOGNITION</u>	<u>ORGANIZATION RECOGNITION FROM</u>
	Ismael Amaya	Appointed Board Member	Hays County Child Protective Board
	Kendra Wesson	Living Fraternal Values Award	Fraternity and Sorority Life Office

## **Major Objectives for 2019-2020**

1. Development of Student Justice marketing strategy including pending name change. Finalize transition from Conduct Coordinator (CoCo) to Maxient (case management system).
  - a. Develop a professional development workshop for faculty & staff in collaboration with other departments to explain the multiple uses of Maxient.
2. Implement any recommendations provided by the post CAS-SAG review and site-visit report.
3. Audit record retention of SJ records (hard and electronic) and ensure compliance is up to date.

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

1. Maxient may provide a “universal landing page” distinguishing which university unit to contact (i.e. use Early Alert or Paws Alert; When to seek the BAT vs. contacting UPD; and contacting Dean of Students-SJ vs. an Academic Department-Chair) regarding student behavioral concerns.
2. The use, possession and penalties associated with marijuana have changed dramatically in American society. It is time for a comprehensive review of TSUS policies regarding how marijuana use and possession are adjudicated, including allowing Conduct Officers the discretion to make better and wider use of on and off-campus resources available to students.
3. Activism on college campuses is not new, but there has been a significant increase on Texas State’s campus over the past 3-4 years. Responses and expectations of both campus and non-campus stakeholders are becoming factors that need to be addressed especially as they pertain to student conduct meetings related to activism.
4. Open record and Freedom of Information requests have increased significantly in recent years and are often associated with matters such as Title IX, violence/injury, first amendment, and bias/hate. The amount of time required to devote to these lawful requests have become substantial in terms of record volume and time.
5. There is an increase in the number of students and former students processing record expunctions. The complexity of some of these, in part, because they may entail involvement from multiple departments, requires greater attention to detail in order to ensure compliance. For example, an incident in a residence hall involving allegations of a sexual nature and use of drugs or alcohol is likely to result in records in SJ/DOS, DHRL, UPD, and Title IX/OEI. The implementation of Maxient may help better assess trends related to this as well as facilitate thorough and timelier responses.