Major Accomplishments/Retention Initiatives from 2017-2018

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

13. The 3.0 All Greek GPA was higher than the All Texas State Undergraduate GPA.

14. The Multicultural Greek Council (MGC) continued improvements to their community wide events including hosting an MGC Picnic that allows students to see the chapter members together in a more informal setting; highlights their friendships outside of their organizations; and allows potential new members to see more unity throughout the council community as well as providing opportunities for students to meet members of all organizations.

15. DOS-Greek Affairs staff took 19 student leaders to the Association of Fraternal Leadership and Values (AFLV) Meeting Conference, which is the largest gathering of fraternity and sorority leaders in the nation. Seth McNeill, an executive officer of the Interfraternity council and Lindsey Trione, Greek Affairs Coordinator, placed second in the Order of Omega case study competition. The Panhellenic Council (PHC) was recognized for the Association of Fraternal Leadership and Values for their efforts in Academic Achievement, Council Management, Philanthropy & Community Service, Public Relations, and Self-Governance & Judicial Affairs.

16. The Leadership Institute successfully hosted the eighth annual Leadership Institute Annual Conference with a record-high total attendance of 466 with 322 Texas State University student participants, 37 student attendees from other institutions (including students from 5 different universities in Mexico), 12 donors and/or special guests, 32 speakers and 63 volunteers (includes Dean of Students staff, committee and student volunteers) in attendance.

17. Increased scholarship opportunities by two additional $1,000 scholarships for students involved in the Leadership Institute and other campus involvement, including the creation of the Veronica Gonzales Leadership Institute Endowed Scholarship.

18. Leadership Institute awarded the Medal of Hope to 19 graduating students, and conducted 81 audits to gauge participants’ progress in earning the medal.

19. The Student Leadership Board organized its annual 12 Days of Giving during the holiday season, collecting more than 160 donations to benefit Haven for Hope, a system of care for individuals experiencing homelessness. The Student Leadership Board also received recognition as the contributor of the most donated items, earning the ‘Giving Meister Cup.

20. Leadership Institute restructured the Pathfinder: Texas State Emerging Leaders Program curriculum to include a more inclusive approach to leadership, utilizing the Social Change Model of Leadership Development.

21. Student Leadership Board fundraised $671 during a Breast Cancer Awareness Campaign that included educational outreach in addition to the fundraising campaign. These funds were donated to the Central Texas Medical Center Foundation in support of the Women’s Breast Health Center.

22. There was a 55% (N=107) increase in Ombudsperson cases from FY17. The average number of cases for the previous five years was 51 compared to 107 total cases in FY18 alone.

23. Student Justice investigated and adjudicated 476 cases involving 778 students. Though there was a decrease in the number of cases (523 in FY17), the number of students involved was slightly higher (10) than the previous year.

24. Student Justice completed 1,985 disciplinary checks between May 2017 and May 2018. These include disciplinary checks, recommendations, character references, enrollment
verifications, etc., submitted by investigating agencies, other higher education institutions and employers.

Progress on 2017-2023 Administrative Support Plan

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

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

1. Greek Affairs - In Progress. Create a Scholarship Programming Resource for Fraternity/Sorority Chapters. Greek Affairs staff continues to work with Scholarship Officers from each of the Greek Governing Councils to encourage chapter utilization of the resource manual (created during the 2014-2015 school year). For new chapters colonizing on campus, the manual is reviewed with chapter leadership and/or advisors to assist in developing strong scholarship programs within their organizations at the beginning of their colonization.

2. Greek Affairs - In Progress. Collaborate with the Student Success & PACE Center areas on the development of a comprehensive Greek Academic Support Program. Scholarship Officers from the Greek Governing Councils are encouraged to meet with a representative from Alkek Library’s Student Learning Assistance Center to create an opportunity to develop a relationship with the service providers in this area. Greek Affairs Staff encourage individual fraternity and sorority chapters to utilize multiple campus resources such as SLAC for assistance with their chapter scholarship programs as well as encourage chapters to set up appointments for individual members in need of academic assistance.

3. Greek Affairs - In Progress. Increase award and recognition opportunities for positive academic achievement. This 2018 spring semester we have seen the All-Greek Community Average jump to a 2.98 GPA, however because of the Moratorium the Annual Greek Awards Celebration Program was modified to recognize individuals and to the exclusion of organizations.

4. Student Foundation - Completed. Pilot small, controlled co-curricular service learning project. Student Foundation received grant funding from the City of San Marcos – San Marcos Commission on Children and Youth in the amount of $1,935.00 for a pilot program utilizing the service learning information, and sponsored “Bobcat For A Day” event. SF collaborated with members of other Dean of Students Chartered Student Organizations (Student Leadership Board, Student Government, Greek Leadership, etc.) to provide one-on-one peer guide for for 35 San Marcos High School AVID Junior and Senior students. Funds came from a one-time project grant.

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

1. ADCS - In Progress. Relocate the ADCS office to a space that is more accessible to student’s needs, is ADA compliant, and provides space for required confidentiality. Due to the remodeling of the LBJ Student Center, placement of the ADCS office is currently under review by Administration.
2. **ADCS-In Progress.** Explore/develop, select, and implement software and technology that will enhance all service processes. On-line resource/program was reviewed by the Assistant Coordinator, as well as by student workers, and was not found to be satisfactory for the needs of the community service program. Will work with ITAC this summer to develop a program that helps fit the needs of the community service program.

3. **Student Emergencies-In Progress.** Create an overview brochure about Student Emergency Services and a specific brochure about academic options for students who have experienced personal difficulties. The design and development of the paper brochure is in progress and will be ready for distribution through the Dean of Students Office and during on-campus and off-campus presentations at the beginning of the fall 2018 semester.

4. **Student Emergencies-Completed.** Create a two-minute informational video showing an overview about Student Emergency Services. Two videos were produced during the fall 2017 semester: the first was produced by Texas State University Marketing office, which is on the main page of the Student Emergency Services website. The second 2-minute video was produced for the *Step Up for State* campaign during fall 2018 semester. The second video was also issued to various mass media outlets by the University Marketing Office prior to the *Step Up for State* campaign.

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

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

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

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

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

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

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

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

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

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

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

Students reported progressing toward change by moving from the “Contemplation” stage of their alcohol or drug issues, which is illustrated in the “Five Stages of Change Model” table below. Respondents indicated 50 percent more students had achieved the “Action” stage and “Maintenance” stage. Survey results showed the four sessions were “very helpful” for 25 percent of respondents (N=2) and “extremely helpful” for 38 percent of respondents (N=3).

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

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

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

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

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

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

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

**Greek Affairs: Chapter and Community Grade Reports**
Information included on the Community grade report includes a) active (initiated) member GPA average for each chapter by council; b) new member GPA average for each chapter by council; c) overall chapter average for each organization by council; d) council GPA averages for active members, new members, and chapters; all Greek member GPA average; e) all fraternity member GPA average; f) all sorority member GPA average; g) all undergraduate student GPA average; h) all male undergraduate student GPA average; and i) all female undergraduate student GPA average.
The 2.87 All Greek Average for Fall 2017 was surpassed only by the All Texas State Female average of 2.96. Texas State Undergraduate GPA for Fall 2017 was 2.86 and All Texas State Males average was 2.73. During the Spring 2018 semester the All Greek Average of 3.0 was the highest when compared to 2.86 for All Texas State Females, 2.74 for All Texas State Undergraduates and 2.6 for All Texas State Males.

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

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

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

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

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

Overall 52.94% of participants indicated that communication about the program improved slightly from the previous year and only 29.41% believed they had all the information needed to be successful. Effective feedback was provided to Panhellenic throughout the survey data, which detailed preferred schedule changes, topics to discuss for the next year, and overall wellness of the members.
Panhellenic Council is making several adjustments to the program as a result of the results. Improvements include a) shortening the program to three days; b) communicate all deadlines at the beginning of the planning process and any changes are made in writing; c) while the decoration budget was decreased due to a shorter process, the budget was only decreased by $4,500. Panhellenic feels the adjustments will further improve the wellness of the members, overall morale of the chapters, and tone of the recruitment program itself.

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

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

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

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

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

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

Workshop 3 - Professional Leading: Connecting Your Leadership to a Career – Surveys were distributed to 22 participants and collected from 16 individuals for a response rate of 72.7%.
100% of attendees agreed or strongly agreed that the presenter was knowledgeable and would attend another workshop based on their experience at this one.

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

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

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

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

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

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

For the Spring Film Series showing of, *“The Lion King”*, survey provided to 41 individuals and collected from 31 individuals at the end of the small group discussion for a response rate of 75.6%. 100% of respondents agreed or strongly agreed that they have a greater understanding of transformative and transactional leadership, and were able think critically about the film and the importance of representation. 87% of respondents agreed or strongly agreed that the material they learned will be beneficial to them as leaders.
The Leadership Institute will be intentional in its selection of the film to keep the event within a two-hour time frame and ensure that the audience connects with the content. Speakers will also be selected with care to ensure they are knowledgeable and engaging. Another important factor to keep in mind is completing the assessment at the close of the film and discussion. Some students must leave before the program is complete, and contributes to the lower response rate.

**Leadership Institute Annual Conference Evaluation**

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

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

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

**Leadership Institute: LeaderShape® Institute Evaluation**

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

In accordance with the contract with the LeaderShape® Institute, program assessment for this program are conducted by the LeaderShape® organization. It is an international non-profit, and they are the stewards of this data so they can compare results across all campus partners. Feedback is collected from paper surveys at the close of the program, and this information has not yet been made available to Leadership Institute staff. Demographics which were obtainable
indicate that 72.1% of participants were female and 27.9% male; 3.3% were Freshmen, 24.6% Sophomores, 34.4% Juniors, 24.6% Seniors, 9.8% Master’s and 3.3% Faculty or staff.

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Leadership Skill Level</th>
<th>SF Fall 2017</th>
<th>SF Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMBER (lowest level)</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>VOLUNTEER/CONTRIBUTOR</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>COORDINATOR</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ORGANIZATION VETERAN</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>VISIONARY (highest level)</td>
<td>0</td>
<td>4</td>
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The results from the Student Leadership Skills Proficiency Assessment indicate that the retreats for the Leadership Team (consisting of the advisors, officers, and directors) for transition in May
and planning for the academic year, along with the meetings with advisors have indeed affected
the Leadership Team’s continued growth and involvement with the organization.

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

**Special Recognition of Staff in 2017-2018**
1. Dr. Vincent E. Morton-25 Years of Service at Texas State
2. Mr. Ismael Amaya-15 Years of Service at Texas State
3. Ms. Shannon FitzPatrick-20 Year Service Award, University Student Legal Services
   Association-Western Region
4. Ms. Christine Glynis- College of Applied Arts Outstanding Alumni: Occupational,
   Workforce, and Leadership Studies Award
5. Ms. Shannon FitzPatrick-Coordinator of University Experience
6. Dr. Margarita Arellano-VPSA Award for Outstanding Leadership and Achievements.
7. Ms. Alma Machado-VPSA Outstanding Contribution to Students
8. Ms. Laramie McWilliams-VPSA Champion for Student Success
9. Dr. Vincent E. Morton-VPSA Outstanding Contribution to Student Affairs
10. Mr. Sean Hembrick- VPSA Outstanding Contribution, Graduate Assistant Recognition
11. Ms. Stacy Stokes-Batts- Executive Board Member & President University Police Department
    Citizen Police Academy Alumni Association
12. Ms. Lindsey Trione-Order of Omega Case Study Competition 2nd Place, AFA Conference.