

Texas A&M University – Kingsville
Division of Student Affairs

1999-2000 -- Executive Summary

1998–2000 -- Institutional Effectiveness Report

2001–2002 -- Institutional Effectiveness Plan

2001-2002 -- Resource Requests

Submitted to:

Kay Clayton, Ph.D.
Senior Vice President and Provost

Prepared by:

Tom Jackson, Jr., Ed.D.
Associate Vice President for Student Affairs

March 9, 2001

TABLE OF CONTENTS

I.	1999-2000 Executive Summary	3
II.	Student Affairs Mission Statement & Goals	7
III.	1998-2000 Institutional Effectiveness Report	8
IV.	2001-2002 Institutional Effectiveness Plan	30
V.	Resource Request 2001-2002	45
VI.	Appendix A – Organizational Chart	47

EXECUTIVE SUMMARY

Significant Accomplishments for Academic Year 1999-00

Housing

Martin Hall B, Lynch Hall, and four student family apartment units were remodeled. Developed a new housing brochure and housing information request card for use in student recruitment. Offered cable television services as part of the housing package starting in fall 1998 after surveying students on their interest. Ethernet capability installed in all halls and a newspaper readership service was implemented.

Student Union & Activities

Funding for new intramural lights received and intramural participation has increased (bowling, racquetball, and tennis). The fitness center merged with Recreational Sports. The 2000-2001 Cheer Team qualified for the national semi-finals. A transfer orientation was coordinated. There was an increase of 40% in the number of students participating in the HOSTS mentorship program. The telemarketing program was expanded to a year round program. A drive-in movie was held and over 500 attended. Family Day 1999 attendance included 177 families with 718 participants. The SUB Kitchen was renovated including improved plumbing and a new dish machine and return. New furniture was purchased for the game room.

Dean of Students & Associate Vice President for Student Affairs

Over 175 additional people are on meal plans over last year. Catering Department sales are up. Commendations from U.S. Postal Service audit for cash balance improvements in postal services. Secured seed money for one-card system. TAMUK hosted the 1999 TACUSPA Fall Conference at South Padre Island.

Life Services & Wellness

The renovation of the "Bee County College" building was completed. A total of 6,698 students were seen, an increase of 16% from last year. The medical providers combined (physician and nurse practitioner) saw a total of 4,962 contracts, and increase of 29% from last year. Women's reproductive health care and family planning increased by 36% from last year, immunizations increased by 6% due to "free FLU shots" campaign, in-house laboratory increased by 38%, and nutrition counseling program saw a 14% increase. Wellness programs in areas of classroom instruction (Don't Cancel Class), Community Outreach and Peer Education program reached more than 4,250 people during 1999 – 2000, an increase of 9% over last year. Counseling Services saw an increase of 25% in clients requiring personal and career counseling from last year. Also, a marked increase was seen in the problem areas as compared to last year: depression increased by 64%, career uncertainty increased by 44%, and anxiety disorders increased by 20%. Testing Services has been approved for CLEP (College Level Program) testing via computer to begin in Summer 2001 and is actively seeking accreditation through ETS (Education Testing Services) for GRE, GMAT, and TOEFL computer based testing. Services for Students with Disabilities (SSD) have increased services by 18.3% in the tutorial services include note taking, reading services, and accessibility assistance.

Career Services

Over 93 corporations and agencies conducted on-campus interviews with record numbers of employers participating in career fairs. Record numbers of career workshops and sessions (49) have been provided and a new online registration/resume database system is being used. Over 1600 students have registered resumes and nearly 3,000 students have attended workshops. A graduate/professional school fair continues to grow and over 1,000 each year attend the fall career fair.

Special Programs

Special Programs recruited 215 new TAMUK freshmen and has acquired over 2.0 million in grants that fund seven programs. Nine McNair scholars are in the doctorate pipeline. Student Support Services participants have a retention rate of 82%. There are 38 CAMP participants of which 46% passed TASP, the retention rate is 75% with a 2.8 GPA. Upward Bound serves 322 students with a 94% retention rate with 89% of the students with a 3.0 GPA or greater. The UBMS grant contract ends 2003. 100% of Upward Bound Math and Science students were retained in the program and completed their research study. The CEP summer program was first implemented in 1989 and each summer up to 1998. The program was not provided in 1998. The retention rate is 94% and students transitioning to TAMUK are nearly 60%. Since 1994 HEP has served 1,300 migrant students and graduated with a high school diploma (GED): 700. 56% have enrolled at TAMUK or other colleges and universities.

Changes and Improvements for Academic Years 1999 - 2000 that Resulted from Assessment Outcomes from Previous Years

Housing

Developed a marketing plan for Campus Housing. A May 98 student survey indicated 46.5% of the students were dissatisfied with the time it took to complete repairs. Worked with the Custodial Superintendent and others to establish custodial cleaning standards, work expectations, and a checklist to document individual cleaning progress.

Student Union & Activities

Drop boxes for intramural rosters were placed around campus for student's convenience. \$75,000.00 has been set aside for the intramural field lights project. Reviewed the orientation program and added workshops in traditions, spirit rally, risky business, bed & breakfast, and pre-loan entrance counseling sessions. A "one-stop" shop for advising/registration was implemented. Transfer students included on contact list for telemarketing program. Travel guidelines for student groups were written and implemented. Mr. Texas A&M-Kingsville Pageant implemented.

Dean of Students & Associate Vice President for Student Affairs

Reviewed the Clery Act and procedures were developed to gather Crime Statistic Data required by federal mandate. New sexual assault policy was implemented. Procedural changes in the appeals process for violations of the University's Student Code of Conduct were made. Phase III of the Student Union Building Renovation Project was completed. A campus wide holiday lights/ceremony was introduced. A new associate vice president for Student Affairs and general manager for Sodexo/Marriott were hired. The crisis management plan was rewritten and tested.

Life Services & Wellness

Began search for F/T University Physician and Nurse Practitioner. Established protocols and procedures manual for health care staff. Completed student handbook on disabilities.

Career Services

Participant response indicated TAMUK should continue to host individual fairs for corporate and education. Although attendance at the Graduate Fair was somewhat low, the survey results indicate that the event was very successful for both students and schools. Employers have requested the spring fair to focus primarily on summer internships and co-op opportunities. The Interview Orientation workshops are well-attended and appear to meet the minimal needs of the students. The Business Etiquette lunches were hugely successful; however, the cost of such activity is prohibitive unless additional funding is received. Added a full-time career counselor in January, 2000. Purchased a new database that is much more user-friendly and has much more powerful capabilities for students, employers, and staff. Surveys suggest the department provides better feedback to faculty and students regarding recruiter comments and needs.

Special Programs

Hiring and training SSS mentors who met the GPA and related to the participants disadvantaged background proved successful. The mentors coordinated student performance follow-up by individual visits with each student and referred their academic needs to the tutors to assist their needs during the tutoring sessions. In 1999- 2000 the department provided a new innovative staff training that offered effective strategies helping to improve the outreach networking contacts and better student recruitment resulting in better student retention. The department provided monthly staff training throughout the year to learn effective skills to monitor the students by maintaining weekly documentation and accountability. The program assessments and evaluations were increased adding input from program recipients. Survey data was used to research new programs available that could enhance the needs of the target students served.

Plans for Improvement for Academic Years 2001 - 2002 Based on Assessment Outcomes for Academic Years 1999 - 2000:

Housing

Improve the response time needed to complete routine maintenance repairs. A hall survey in May 1998 revealed that 46.5% of the students who responded were dissatisfied with the time it took to have repairs completed. Continue improvements in the custodial services being provided. An area of student concern is the upkeep of the public bathrooms. 62.9% of the students surveyed in May 1998 were satisfied with the cleanliness of the bathrooms and 79 % in December 1999. Seek to become more competitive in pay and living facilities for hall directors to attract qualified staff. Seek to increase or improve hall recreational facilities. Data indicates that students are interested in having access to more or better recreational facilities. Conducting CAS self-study spring 2001.

Student Union & Activities

Improvements will be made on the Recreational Sports web site such as online rosters, rules/regulations, game schedules, and updated pictures. Will increase faculty and staff participation in all sports. Installment of new lights at the Intramural Fields continues. Consider fencing the intramural fields. Develop new Recreational Sports Complex proposals. Change of sport activities could occur depending on participation, adding different sports based on student input such as indoor soccer. Create a "student environment" within the Student Union Building by relocating offices and making more effective use of the facility; adding furniture in places where students can gather, socialize and "hang out;" adding message boards throughout the Union to provide current information on activities; and utilizing an information desk/center. Implement the one-card system. Utilize the Javelina Café for programming as an

alternate place for students to gather. Create a maintenance and renewal schedule for all equipment utilized in the Union. Create a Student Union Governing Board. Develop a renovation schedule for the Post Office, Bookstore, and Game Room. Complete Patio Renovation. Revamp the scheduling system by removing scheduling from the Dean of Student's office; creating a classification system for facility reservations; maintaining data collection on building utilization that includes requests for technical services; and upgrading scheduling software to enhance services and tracking of events. Conduct staffing study for Custodial Services utilizing the Association of Higher Education Facilities Officer "Custodial Staffing Guidelines for Educational Facilities." Purchase a new scanner, graphics software and a new computer for new student graphic designer position. Purchase an LCD projector for the SUB and update other equipment. Create a two day parent program to explore students first year issues. Purchase display for HOSTS program. Develop a manual for organization advisors. Expand Greek system - adding at least one national fraternity and sorority. Develop office space for student organizations. Hire a student graphic designer for office.

Dean of Students & Associate Vice President for Student Affairs

Create and promote graduate and undergraduate internship programs in housing, activities, recreation sports, and counseling. Work with all colleges to promote careers in student affairs and work with the College of Education to establish graduate program in student development in higher education. Establish holiday lighting committee and a funding source for holiday lights. Collaboratively work with the staff of TAMUK-System Center in developing a student involvement program for Palo Alto students. Develop and institutionalize a process that provides Palo Alto students access to TAMUK student publications and information (such as Student Handbooks and South Texans).

Life Services & Wellness

Perform CAS self-study of services/staffing in Spring 2001. Expand counseling services to include a comprehensive guidance plan. Work collaboratively with campus departments in providing more proactive programming or activities and complete furnishing of CBT office/rooms in Summer 2001.

Career Services

Refine and improve existing services and processes in order to better meet the needs of the students and recruiter. Seek funding for new staff requests.

Special Programs

A new intervention program has been designed similar to the College Exploration Program Summer program to be able to transition the CEP participants to TAMUK's fall and spring semesters of the following year. The proposals are being submitted to the Workforce Councils of south Texas to acquire funding for the 2001 summer, fall, and springs semesters.

A request to establish a GRE resource in the Department of Special Programs to partner with the Ron E. McNair program has been presented to the TAMUK Student Services Board requesting for supplemental funding to serve McNair and university students that aspire to graduate study. Presently, the McNair Program is the only resource for GRE review and preparation. Partnering with university supplemental funds will directly impact and readily avail all TAMUK students to the Vision 2010 plan as drafted by our TASK Force Committee.

STUDENT AFFAIRS MISSION STATEMENT & GOALS

Mission

The Division of Student Affairs at Texas A&M University-Kingsville is committed to the development of well-rounded students who become successful graduates and lifelong learners through collaboration and partnership with faculty, staff, parents, employers, and alumni. Our primary purposes are to promote student learning and personal development both inside and outside the classroom and to develop a strong sense of community within the university by delivering high quality programs and services.

Goals

1. Recruit and retain students who have the potential to complete a college degree and compete in a global society.
2. Enhance student learning by creating and implementing programs, services, and activities that foster the intellectual, social, moral, ethical, spiritual, and physical development of students.
3. Create a campus climate that fosters a sense of community, values differences, and is responsive to individuals and their cultures.
4. Deliver high quality customer services by providing adequate fiscal resources, appropriate facilities, and well-trained, competent staff.

Institutional Effectiveness Report

Goal #1

Recruit and retain students who have the potential to complete a college degree and compete in global society.

Goal #1

Recruit and retain students who have the potential to complete a college degree and compete in global society.

Objective 1.1

Develop housing processes that will help increase the number of students living in the residence halls by developing strategies for recruiting and retaining students in the residence halls.

Assessment Measures

1. Develop and implement 85% of a Campus Housing Marketing Plan by August 2000.
2. Increase or improve 3 housing services or amenities.
3. Streamline the housing application process so that requests for housing information will be answered within 24 hours after the initial request is received.
4. Increase the number of students in the halls by 5 % (as compared to Fall 1997).

Assessment Cycle

Data collected each semester.

Assessment Outcomes

By August 2000, 75% of the Campus Housing marketing plan had been implemented. Introductory housing information letters were sent to newly admitted students starting in Spring 1999 and continued in Spring 2000. 5,000 housing brochures and 2000 Student Affairs brochures were distributed to prospective students during this period. A new Housing Info Request Card was developed in Spring 2000. Housing services or amenities were improved in four areas:

- 1) Cable TV was offered in all student rooms starting with the Fall 1998 semester;
- 2) Computer labs were installed in all halls by August 2000;
- 3) Study rooms, lobbies, and kitchens were remodeled and work out rooms installed during the renovation of Martin Hall A and Lynch Hall;
- 4) Ethernet ports were installed in all student rooms during Dec. 1999 to August 2000;

A review of housing records indicates that 80 % of the requests for information were answered within 24 hours. The number of students residing in the halls in Fall 1998 increased by 8% as compared to Fall 1997. Occupancy totals decreased slightly in Fall 1999.

Number Of Students In The Halls	Fall 1997 = 961	Fall 1998 = 1038	Fall 1999 = 1036
--	-----------------	------------------	------------------

Narrative

Work will continue to obtain 85% implementation of the marketing plan by Fall 2001. The development of an in house data base system has greatly improved our ability to send mail outs to newly admitted students. We are currently reviewing trends at other universities to determine other amenities that might be offered in the residence halls. A newspaper readership service is slated to start in Fall 2000. The timely processing of housing information requests will continue to be an important central office function. Two additional student employees have been employed to assist with the operation of the computer labs and ethernet services.

Objective 1.2

Expand programs to improve the recruitment and retention of new students

Assessment Measures

70% of the respondents will indicate the Javelina Info-Line is worthwhile and helpful. 70% of the respondents will indicate the Javelina CHAIN is worthwhile and helpful. HOSTS participants will have a 5% higher GPA than non-participants. Workshops will be held at area high schools bi-annually to students and counselors in 2001-2002. 50 GED graduates will be contacted each semester during 2001-2002 with TAMUK's catalog, welcome letter, and other information for prospective students. Increase participation in Staying Afloat program by 10%. The orientation review committee will meet in October 1999 to monitor the quality of workshops and activities at Hoggie Days Orientation.. 70% of the evaluations will be returned. 75% of students will rate the Hoggie Days activities and workshops as good to excellent. Meet regularly with advisors to improve the advisement/registration process during Hoggie Days.

Assessment Cycle

Each semester.

Assessment Outcome

The phone survey had minor implementation difficulties. There has been an increase of 40% in the number of students in the mentorship program. The GPA for mentored students is 12.5% higher than non-mentored students.

The office needs to figure out a method of surveying students called to determine the success of the program. Presentations will continue to be made at every new student orientation. A peer-mentoring program better developed to provide student-to-student contact. Participation in the program did not increase. The highest participation in the 3 sessions offered was 40 students of a possible 200 eligible students. Small group meetings with key staff & faculty have met to discuss the orientation program. 46% of the students attending the orientation program returned an evaluation. The number of returned evaluations has gone down by 10%. The orientation review committee is an excellent way to bring new ideas to orientation. However, the orientation review committee is too big to be effective. Sub group meetings are more effective because the discussion focuses on one area. Thus, sub group meeting will replace the orientation review committee. Staff will be advised to stress the importance of completing the orientation survey. Attended three advising/registration meetings sponsored by College I. This fiscal year the advising/registration process was held on the 2nd floor to implement a centralized registration arena. This concept was effective and more efficient. However, one academic department did not fully participate. Based on comments, it seems that the students liked the central location for advising/registration. Hopefully, this figure will increase in the future.

Narrative

Program has not garnered the participation from students for the past two academic years. Other means of reaching these students will have to be explored. Mandatory attendance will need to be considered.

Objective 1.3

Develop the orientation programs for transfer and nontraditional students.

Assessment Measures

Number of university programs reviewed. A one-day program is established by the 2000 Orientation. Increase participation in Nontraditional Student Orientation Program by 10%.

Assessment Cycle

August, December of each year.

Assessment Outcome

78 individuals participated in the Nontraditional Orientation program in 1999-2000. Of these, 52% registered for classes. Participation has remained steady throughout the history of the program. A steady 10% increase has not been noted.

Four university transfer program brochures and agendas were reviewed. Some universities have a registration fee to offset the cost of the transfer orientation. If our transfer orientation continues to increase in attendance, the issue regarding a registration fee needs to be addressed. The Director of Admissions and Assistant Director for Orientation coordinated the transfer orientation.

The transfer orientation program needs to be promoted better to the campus community and transfer students. A flier and brochure need to be ready by mid-February so students can be informed early about the orientation date. The transfer orientation needs to have more people involved in the planning. The committee needs to include a transfer student, presidential ambassador and the admission transfer evaluator.

Narrative

This seems to be a good program. Evaluations from participants were not gathered but will be gathered in the 2000 academic year to assess effectiveness. Needs assessments have been gathered in the past to gather information and design sessions to meet student's needs. Funding will need to be addressed. This program should be moved under the division of Enrollment Management. However, maybe several departments could share the program cost.

Objective 1.4

Provide mentoring possibilities for first-year students by promoting the HOSTS (Helping Our Students To Succeed) program.

Assessment Measure

1. Retention of students participating in the HOSTS program will be higher than students who did not participate.
2. GPAs of HOSTS participants will be higher than those who did not participate.
3. 80% will rate the quality of the program as "excellent".

Assessment Cycle

Semester, Annual

Assessment Outcome

Retention data was not gathered. Of the students who were mentored (73), the overall GPA was 2.4 compared to those who were not mentored (68) who had an overall GPA of 2.1. Data pool was too low to effectively rate the quality of the program.

Narrative

In a report generated for Enrollment Management, general information on the HOSTS program reports that of the students who have participated since 1997, 69% are still enrolled or have graduated; they have a cumulative GPA of 2.470. As a group, they have attempted 8015 hours while attending TAMUK and have managed to pass 61% of these hours successfully.

Objective 1.5

By assisting students with their career exploration and planning, and by providing education about work-related skills and employment opportunities, the Career Services Center will help retain students who have the potential to complete a college degree and compete in a global society by teaching students lifelong career and communication skills and increasing employment opportunities for students.

Assessment Measures

20 workshops will be offered, with 85% of the participants rating the workshops as very good- excellent. 30 new employers will be contacted, resulting in 15 new job listings for students (dependent upon funding for job developer position).

Assessment Cycle

Semesterly

Assessment Outcomes

18 workshops were offered with 200 students in attendance. The Business Etiquette Dinners were held each semester, although funding for these events was not approved. All new Chamber members were contacted. However, the "door-to-door" approach to businesses was not undertaken due to lack of staff.

Narrative

The Career Services Center is focusing on a more holistic approach to career exploration, planning, and implementation, beginning with freshmen students and continuing throughout their academic career at the university. By developing more internship and part-time employment sites, students will have the opportunity to gain hands-on work experience while earning money to pay for college. The workshops and job-skills seminars help prepare them for their professional future.

Goal #2

Enhance student learning by creating and implementing programs, services, and activities that foster the intellectual, social, moral, ethical, spiritual, and physical development of students.

Goal #2

Enhance student learning by creating and implementing programs, services, and activities that foster the intellectual, social, moral, ethical, spiritual, and physical development of students.

Objective 2.1

Provide and promote diversified programs that fulfill student needs, strengthen leadership skills and enhance the process of student development

Assessment Measure

1. Students will be surveyed each semester to determine the types of programs or activities that are of interest; activities will be regularly evaluated; 75% of students responding to campus programs or activities will rate activities as good to excellent.
2. Sponsor an array of hall activities that will enable students to further their personal development increasing student participation in residence hall activities overall by 10%; having a minimum of 2 non-hall campus activities a week will be publicized in the halls per week through additional flyers or banners; 85% of the participants of hall programs will rate the activity as "good to excellent;" and each hall will establish a House Council that will operate during the year. Sponsor a workshop for RHA / House Council members.
3. Students will be provided information about leadership opportunities each semester; 12 residence hall students will be sponsored to attend student leadership conferences (per year).
4. Number of new members joining Greek organizations in comparison to last year will increase.
5. Provide and promote a variety of entertainment for welcome week, homecoming, family day and the Miss Texas A&M University-Kingsville pageant; 85% of parents responding will rate family day as good to excellent; 75% of pageant respondents felt the pageant was successful.
6. Support, promote, and assist the Student Government Association (SGA), Presidential Ambassadors and all student organizations on campus.

Assessment Cycle

These programs are assessed annually or program to program, depending on the activity.

Assessment Outcome

1. They Campus Activities Board held regular meetings and provided feedback and planning for a variety of activities from movies, comedians and special events.
2. Participation in major events has increased by 32% in comparison to last year.
3. A review of hall programming records indicates that two publicity methods were used in each hall program 95 % of the time. Participation in hall activities did not increase as desired (8,529-97, 6,732-98, 7,067-99).
4. A minimum of one non-hall activity was advertised each week. RA program evaluations indicate that programs were rated as "good to excellent" 88% of the time.
5. Student were surveyed and of 277 responses, 34% of the students indicated they were interested in "social" programs, 32% requested recreational programs, 20 % requested educational programs, 10% were interested in cultural programs, and 4% of the students were not interested in any programs.
6. Campus Housing exceeded this measure by co-sponsoring an average of 3 programs a semester; collaborated with the Wellness Center and Student Activities to present two coffeehouses; helped co-sponsor the rape awareness speaker (Katy Koestner); and assisted with Welcome Week,

Family Day, Homecoming festivities, and Spring Fling. Funding support was also given to Hispanic Heritage Month and Black Heritage Celebration activities. Each hall operated a House Council during the Fall 98-Spring 2000 semesters. During each Fall semester, House Council elections and available leadership positions were publicized through the use of flyers and banners in conjunction with RHA.

7. A total of 30 students were sponsored to attend leadership conferences during Fall 1998 - 2000. In Fall 98-99, 8 RHA and House Council students were sponsored to attend the SWACURH Leadership Conference in Oklahoma. In Fall 99-2000, 7 students were sent to attend the SWACURH Conference in Huntsville, Texas, 2 students to the Black Student Leadership Conference at College Station, 10 students to attend a TRHA Conference in Tarelton, and 3 delegates to a No Frills Conference in Houston.
8. Organizational fairs were held in the fall and spring semesters with 27 organizations participating in the fall and 14 in the spring semester. Greek membership increased to 90 members up from 65 students. The student senate was at its capacity of 36 senators in comparison 22 the previous year.
9. 99% of parents attending rated the Family Day activities as good to excellent. Pageant feedback suggests the events was successful.

Narrative

Campus Activities Board jelled as a group. Participation in large annual events such as homecoming increased tremendously. However, attendance at movies and comedy shows dropped slightly. Considering investing in sandwich boards to advertise events. A larger variety of markers, brightly colored paper, clip art, and other audio visual equipment has been purchased for use by the staff. Major upcoming events are also discussed at each hall director meeting. Developed additional educational programs on topics that are timely and will help students make a smoother transition into college life. Utilized the hall directors to work more directly with other departments on hall-wide educational programs. Sponsored a retreat-style workshop for House Council/RHA Officers.

Opportunities are provided for organizations to set up information booths during Hoggie Days sessions in the summer. Assisted Greeks to recruit more effectively. Workshop topics for student organizations included effective fundraising, food handler's training, travel guidelines and communication. The Orientation Leaders received training on CPR, university traditions and participated in a Ropes course during their retreat. A Myers Briggs test or some other type of personality test will be conducted in the future to help the orientation leaders understand their traits and work more effectively. Funding was provided for 30 students to attend the South Texas Leadership conference held at Texas A&M-Corpus Christi. This conference has seen a decline in attendance and needs to be reassessed and revamped. The conference will be hosted in Kingsville in Summer 2001. Participation in homecoming activities increased dramatically with an increase of 33 booths during the fall carnival. Parent's newsletter was sent out twice during the year in September and March. The pageant committee recommended the rules to be clarified.

Electricity needs to be permanently setup along the boulevard to remove the necessity of setting up temporary service every carnival at a cost of approximately \$600 per set-up. This is also necessary as the university takes up holiday lighting activities. The office needs a graphic designer to aide in promotional activities and the layout of programs for all special events. Incident Reports will be written when problems arise with groups so trends can be reviewed and specific problems can be addressed. Training programs will expand to address issues where groups need more information in order to increase effectiveness.

Objective 2.2

Promote a healthy campus environment by offering personal and group counseling; increasing awareness through education and prevention efforts related to health issues surrounding alcohol abuse, alcohol poisoning, and issues involving sexual health; disseminating information and literature on health/wellness related issues; and assisting students' development in individual, academic, career, social, and emotional needs.

Assessment Measures

1. Client contacts will be obtained monthly and annually via monthly client reports/contacts by both full time staff and practicum counselor students demonstrating clients' profile; such as classification, age, ethnicity; gender, description of contact, problem area, referred by, total number of visits, and crisis intervention; faculty and staff will have referred 20% of the students seeking counseling services; crisis intervention trends will demonstrate a 5% referral to community resources for further assessment in either outpatient or inpatient settings; a 5% increase will be seen in students receiving career guidance counseling; and evaluation results will demonstrate an 80% satisfaction with the service.
2. Provide one self-help group, ranging from five to ten sessions per semester; evaluation results will demonstrate an 80% satisfaction with the self-help group process.
3. 500 "Welcome Packets" will be distributed at the beginning of each semester to promote alcohol, tobacco and other drug-free lifestyles; 1200 pieces of literature (pamphlets and brochures) will be distributed during the academic year during alternative programming; Table tents will be displayed 12 times per semester; ten workshops in career exploration/development, stress management, relationship enhancement, STD/AIDS, and communication skills will be scheduled annually.
4. One group session will be delivered to community outreach on personal development, career development, or social development.
5. 150 athletes will participate in the Athletic Intervention Program (AIP) annually; four educational presentations will be provided for campus housing students; participate in four national campaigns annually that screen at risk students of alcohol abuse, anxiety disorders, eating disorders, and depression.
6. Assess 15% of the faculty/staff with the "Test Well" inventory.
7. Assess 600 students using the CORE Survey in Spring 2001 semester; decrease, by 10%, the norm perception among students who believe that the average student on campus uses alcohol once a week or more often.
8. Ten skits will be performed by PEP Talk on campus or in the community per academic year; twenty-five ATOD and other health/wellness related topics will be presented to campus or in the community per academic year.

Assessment Cycle

Monthly, semesterly, and annually, depending on the activity

Assessment Outcome

1. A total of 428 clients were seen for counseling, an increase of 24% from the 1997-98 total number of clients seen. A total of 744 visits were documented or an increase of 15% from last year. A total of 200 new clients were assessed for treatment where 228 were returning clients. A total of 12 clients were assessed for crisis intervention, a decrease was seen from last year compared to the 32 clients or a 63%.

2. Self-help group was not held in 1999 – 2000.
3. 500 Welcome packets were distributed in 1998 that informed students of CLSW services, PEP Talk recruitment, and ATOD prevention. Along with the brochures, the students were also given goodie bags.
4. A total of 3,958 handouts were given in outreach and “Don’t Cancel Class” programs. PEP Talk’s presentations/performances, and training.
5. There were no group sessions in 1999-2000.
6. A total of 300 student athletes attended workshops accompanied by their coaches and supervised by the counseling staff.
7. Counseling staff participated in 9 National campaigns and had a total of 810 participants.
8. “Test Well” was not administered.
9. The CORE survey was not administered in 1999 - 2000.
10. PEP Talk (peer education program) provided 18 educational presentations or performances that reached a total of 1,025 participants.

Narrative

1. Client contacts were maintained and evaluation results were sufficient. All twelve clients seen for crisis intervention were either referred to physician or outside mental health agencies for further assessment and treatment.
2. No self-help group session held.
3. No table tents were displayed for the 1998-99 year. Reviewed process and plans are to begin displaying table tents in 1999-2000 year.
4. Unable to obtain evaluation results on group counseling, since there was no group counseling.
5. AIP program was successful, however, no evaluations were obtained. National Campaigns were successful at screening at risk students.
6. “Test Well” was not administered.
7. Plans are to administer the survey in Fall 2001 and administer every two years thereafter.
8. This was a 7% increase from the 1998-1999 year. However, a 37% decrease was seen in the number of attendance. Plans are to continue with the peer education program in 2001-2002.

Objective 2.3

Provide programs and maintain a level of participation that support student learning and provide students with lifelong skills related to their educational and career goals by continuing to provide information about Career Services to students and faculty.

Assessment Measures

1. Career programs will be provided for 30 classes, 10 student organizations, 2 residence halls, and 2 other student activities.
2. Informational flyers will be handed out at general faculty meetings and will be placed in all faculty mailboxes at the beginning of each semester. The Director will attend the initial meeting of faculty in each college to inform them of available services, to answer questions, and to solicit ideas. All five Colleges will be visited at the beginning of the fall term. Faculty will be asked to provide written comments and suggestions for improvements.
3. Level of participation in Cooperative Education/Internship Programs, Career Fairs, and Off-Campus Part-time Student Employment Program will be assessed each semester.
4. Informational flyers will be handed out at development day and placed in all faculty mailboxes each fall. 20 programs for students will be presented; 10 new businesses will be contacted and will list their coop/internship jobs.

5. Specific fairs will be conducted each semester. 300 letters and brochures will be sent to area businesses. 15 programs will be conducted for students. 2000 flyers will be distributed community-wide.

Assessment Cycle

Monthly, semesterly, and annual depending on the activity

Assessment Outcome

Letters were sent and 97 programs were provided for 3005 students. Faculty response to the flyers and meetings was positive, resulting in requests for presentations to 37 classes. Participation by employers and students increased. The Fall Corporate Career Fair was held on October 13, 1999. The Graduate and Professional School Fair was held on October 27 and the Fall Education Career Fair was held on November 8. The Spring Education Career Fair was held on April 17, 2000. Letters were sent to all Chamber members in the fall and spring. Notices were posted around campus and flyers were given to all students in the residence halls in the fall.

Narrative

Career Services will assist students in understanding that career planning is a developmental process that spans their tenure at the university. Students will be encouraged to conduct self-assessment and career exploration, including exploratory work experiences, in order to make well-informed career choices and establish short- and long-range goals

Goal #3

Create a campus climate that fosters a sense of community, values differences, and is responsive to individuals and their cultures.

Goal #3

Create a campus climate that fosters a sense of community, values differences, and is responsive to individuals and their cultures.

Objective 3.1

Provide a hall living environment that is comfortable and contributes to developing a sense of community that values differences by establishing a comfortable and welcome environment for all residents during the first two weeks.

Assessment Measures

1. Distribute general information packets to all new students.
2. Purchase additional orientation materials to provide students.
3. Increase by 2, the number of hall orientation activities offered.
4. A hall staff training session on the topic of building community given each semester.
5. Staff will implement 75% of their individual action plans for building community.
6. Hall records will indicate a 100% compliance that each hall will complete a hall social within the first three weeks of the semester.

Assessment Cycle

Ongoing

Assessment Outcomes

All students checking in at the beginning of the semester were given information packets. At the beginning of the fall 1998 semester the staff distributed water bottles courtesy of Student Activities, and a Welcome Pack that included toiletries and snacks, along with the hall rules. During fall 1999 check-in, additional information from other Student Affairs departments were included in the packet. Each hall also produced a one-page newsletter that included a welcome, the names of all the staff, and other important hall information. Plastic cups with a Dr. Pepper soft drink were also given out in addition to the Welcome Packs.

A second type of Welcome Pack was obtained for fall 1999 check-in. Housing assisted RHA in the purchase of a memo board to be distributed to all hall residents. Plans are underway to purchase a vinyl portfolio to hold the orientation materials given to students and an "Off To College" magazine for Fall 2000.

Besides hall orientation, the staff conducted hall and campus tours on Sunday (the day before classes started) so that students would know where to go. During the first wing meeting a colorful study guide (courtesy of Barnes & Noble) was handed out. A training session on building community was conducted each semester. Topics covered included conducting effective wing meetings, team building and icebreaker ideas, and the characteristics of a community. Each hall staff member also participated in a group brain storming session to gain ideas as they developed their action plans for building community. A review of hall records indicates that the staff implemented 78% of their individual action plans in 1999-2000, as compared to 50% in 1998-99. This assessment measure was met as each hall sponsored a social within the first three weeks of the semester.

Narrative

Should provide additional information from other areas in Student Affairs and other relevant materials in the information packets handed out during check in for the fall semester. Residence hall staff will seek to collaborate with other departments to provide additional orientation activities. Work with the hall directors to continue refinement of the process for developing action plans and better monitoring of individual staff progress. Research will also be done to obtain ideas on what other universities are doing to build community in their halls.

Goal #4

Deliver high quality customer services by providing adequate fiscal resources, appropriate facilities, and well-trained, competent staff.

Goal #4

Deliver high quality customer services by providing adequate fiscal resources, appropriate facilities, and well-trained, competent staff.

Objective 4.1

Develop and implement a one card that will perform multi-functions on the campus by forming an Implementation Committee (from the members of the original Smart Card Committee) to present a plan for funding of the one card.

Assessment Measure

Plan will be presented in budget hearings for funding of the one card.

Assessment Cycle

Annual

Assessment Outcome

Plan was presented in 2000-01 budget requests. \$25,000 was awarded. \$5.00 per student per semester (\$2.50 summer terms) is under consideration FY02.

Narrative

Funding of \$25,000 was secured in the last budget cycle to initiate the one card system. This will not cover the first phase of the project so additional funding must be sought. RFPs will go forth this academic year. Project is projected to have a start date of June 2001.

Objective 4.2

Secure adequate, highly visible, and easily accessible facilities that are appropriate for a professional office (Career Services) and continue improving on the aesthetics of the Student Union Building and service facilities (Bookstore and Dining Room).

Assessment Measures

1. By Spring 2000, a new court yard will be in place in the front of the Student Union Building.
2. Faculty, staff and students will have access to SUB equipment. The quality of sound and well-maintained facility will be visible.
3. New dinning furniture will be purchased for the Tejas Room.
4. Survey results will indicate that 80% of the students felt the changes enhanced the environment of the Bookstore and/or the Tejas Room.
5. Career Services will have adequate facilities to meet the needs of students and recruiters by September, 1999.

Assessment Cycle

Annual or upon completion of project

Assessment Outcome

1. The patio renovation project was not listed on the Master Plan for university projects. However, later in the year, the project was allocated approximately \$31,000 to begin the project.
2. New equipment to support the technical requests on the SUB have not been purchased.
3. Dining room furniture was purchased in spring 99.
4. No surveys were administered.
5. The Career Services Center was relocated to the front of Eckhardt Hall, following extensive remodeling to make the facilities more appropriate and useable.

Narrative

Patio renovation will begin during the 2000-01 academic year. The project will be completed in phases. Requests for additional funding will continue and SUB reserves will likely be required to complete the project. It is estimated that an estimate of \$100,000 would be needed for project completion. Technical requests continue to increase when rooms are reserved for events. An analysis will be completed in order to look at specific equipment needs based on requests over the past three years. Enhancements will continue to be made to the SUB in order to make it more student user friendly. A regularly scheduled survey needs to be administered to users in order to get feedback to substantiate changes and to assess the needs of students.

Objective 4.3

Develop housing processes that will help increase the number of students living in the residence halls by continuing to work on improving housing facilities and improving housing operations to increase staff efficiency and improve delivery of services.

Assessment Measures

1. Specifically meet (at least 6 times a year) with key staff to plan/review progress on hall improvement projects.
2. Work on three hall improvement projects during the year.
3. Routine repairs are completed within three working days of being reported.
4. 85% of students who participate in a hall survey will rate the cleanliness of the halls as "satisfactory" or higher.
5. Housing assignment procedures will be revised and in effect by July 1999.
6. The Hall Staff Manual will be revised by Fall 1999.

Assessment Cycle

Data reviewed annually.

Assessment Outcomes

More than 30 meetings have been held over the past two years to plan and review progress on various hall improvement projects. Meetings included Physical Plant staff, hall staff, the Assoc. VP for Student Affairs, the Office of University Engineering and Campus Planning, and outside consultants.

The room assignments procedure was revised in collaboration with the Business Office and in place by July 1999. In May 1999, it was decided to abandon efforts to do automatic assigning and return to manual assignment, the process used before. The Business Office staff found a method to overcome the problem

of billing students not yet registered for classes but assigned to live in the halls. In addition, an in-house database was developed that made it easier to send out assignment letters. As a result of these changes, hall assignments were accomplished earlier than the previous semester.

Revision of the Staff Manual was not completed by Fall 1999.

Hall improvement work was completed in six areas:

- Martin Hall A was renovated in Summer 1999.
- Lynch Hall lobby was renovated in Fall 1998. The remainder of Lynch Hall including the roof was renovated during December 1999 - October 2000.
- Four Student Family Apartment units were renovated in July 1999 and four additional units in Summer 2000.
- Additional meetings were held in June 1999 to plan for other hall repairs. Building inspections were conducted by the Residence Hall Coordinator and Physical Plant supervisors to identify specific hall needs. The work included spot painting, repair / replacement of plumbing fixtures, and tile repair work.
- Four student workers were hired to do spot painting in the halls in addition to other duties.
- A substantial upgrade to the university's heating & cooling system took place during December 1999 to August 2000 as part of the university's master plan.
- A request to upgrade the hall courtyards, hall landscaping, develop a Lynch Hall patio, and an outdoor recreational area between Lynch and Bishop Hall was submitted to the Campus Master Planning Committee for funding in Spring 2000.
- Problems with the heating / cooling of some parts of Martin Hall, Turner Hall and Bishop Hall necessitated emergency repair work to the building air handlers.

A review of hall records indicates that the response time that it took to complete a maintenance repair request improved from one year to the other.

Year	0 to 3 Days	0 to 7 days
1998-1999	38%	63.7 %
1999-2000	44.5%	70 %

89.% of respondents to a hall survey conducted in December 1999 were "satisfied" or "very satisfied with the cleanliness of the lobbies, lounges, kitchens, and other public areas (as compared to 84.8 % in May 1998). 79 % of the respondents were "satisfied" or "very satisfied" with the cleanliness of the bathrooms (as compared to 62.9% in May 1998).

Narrative

Since all but one hall has been renovated, the new target is to work with Physical Plant and hall staff to identify areas needing refurbishment or deferred maintenance in all areas. The renovation of the halls and apartment units has nearly depleted the reserves, necessitating a need for a hall rate increase and identifying new sources of revenue, such as reopening residence halls or creating apartments on campus.

Since Spring 2000, all maintenance repair requests for the halls and apartments are filed electronically via the Physical Plant's TMA system, greatly streamlining the reporting process. The hall directors were asked to establish a system for following up on completion of repairs to their individual halls. Due to

occasional staff turnover of student staff, training on the proper reporting of maintenance repairs will continue to be emphasized.

The cleanliness of the halls will continue to be a major focus. Additional vacuum cleaners and carpet extractors will need to be purchased. A checklist for rating cleanliness has been developed by the Custodial Superintendent. In order to better coordinate daily cleaning assignments within each hall, the department is requesting that 2 current custodial positions (Turner Hall and Martin Hall) be upgraded to lead custodian positions. The two current lead custodians have to alternate between two halls in addition to cleaning their own areas. The additional cost is \$1,500 plus fringe benefits per position.

Continue to refine information given to prospective students about the assignment process. Continue collaborative efforts with the Business Office for better coordination of billing dates. Revision of the staff manual is underway. Office procedures for the central office are also being revised.

Objective 4.4

Enhance staff communication and teamwork to improve staff efficiency and improved delivery of services. Improve the customer service skills of the staff and provide quality customer service to students, alumni, recruiters, faculty and staff by increasing staff were needed. Continue to assess levels of satisfaction and areas that need improvement.

Assessment Measures

1. Four issues of a staff residence life newsletter will be produced each semester.
2. 85% of the housing staff responding in a survey will indicate that staff communication and teamwork has improved.
3. Conduct an annual housing staff retreat for full-time staff each year.
4. Support staff will attend one customer service training session each semester.
5. A process for handling student complaints will be developed by summer 01.
6. 85% of the students who participate in a hall survey will rate the staff as friendly and helpful.
7. 100% of professional staff will participate in professional development, leading to a more informed staff.
8. New career personnel will be funded and hired by September 1, 1999.

Assessment Cycle

Annual

Assessment Outcomes

Only one issue of the staff newsletter was produced in Fall 1999. A staff survey on teamwork was not conducted. Individual staffs did include team-building activities in their hall training workshops each September and January. Housing staff retreats were held in 1998 and 1999. A staff retreat for all full-time staff was held in late August 1998. A second retreat for Housing Office full-time staff was held in August 1999. Both were seen as successful and worthwhile by all the participants. A customer service training session was held each semester for the housing staffs. A form for documenting student complaints was developed and procedures discussed with the staff. More than 85% of the students rate the hall staff as friendly and helpful. Respondents to a December 1999 survey, indicated that 92.5% were "satisfied" or "very satisfied" with the friendliness and helpfulness of the staff at the front desk as compared to 90.3% in May 1998.

100% staff participated in regional and national conferences in their professional areas.

A full-time Career Counselor was hired. The department will continue to utilize a part-time student worker to maintain the computer lab and web pages. Funding was not received for the Job Developer position. The majority of career recruiters indicated satisfaction with the students. Students attending the career fairs overwhelming stated that the fairs were good-excellent and met their needs. The majority of the graduating students who utilized the Career Services Center rated the services as good-excellent.

Narrative

The assessment measure of a staff newsletter has been amended to the production of a weekly staff bulletin. This will make it easier to produce and the information will be timelier. Continue with the staff retreats for the full-time staff. Review the best method and time of the year for measuring staff communication and teamwork.

Continue to offer customer service workshops for the staff, utilizing role-playing to further develop their customer service skills. Include a segment on handling complaints as part of the customer service training offered. Develop a staff recognition program to encourage attention to quality service.

Professional housing staff participated in the following conferences: TACUSPA, NACA, NODA, TACHE. Information is shared at monthly staff meetings and within departmental units to improve programming and events.

Objective 4.5

Upgrade the quality of equipment used to operate the departments including hardware and software used on computers for office operations and student organization web pages. Upgrade audio/visual equipment to provide quality service to Student Union customers and other university areas. Improve the technological capacity of Career Services.

Assessment Measures

1. 60% of student organizations will have a web page in operation.
2. Evaluate student activities office software and hardware and compare to other departments on campus.
3. The technological capacity of Career Services will be upgraded to meet the needs of the students and recruiters.

Assessment Cycle

Annual

Assessment Outcomes

All organizations have been provided with a URL on the server to facilitate their web-sites. This allows them to design their own sites. Basically each site has the organization name and mission statement. The Student Activities Office is in need of an independent graphic designer. Software needs to be improved to facilitate the ability to produce quality designs, as well as a more quality printer. An evaluation instrument for student activities/union has yet to be completed, but it is currently in progress. The instrument will be sent to all past users and potential users of the union. An evaluation instrument has yet to be completed, but it is currently in progress. The instrument will be sent to all past users and potential users of the union. Based on previous demand there is a strong need for an LCD projector for MS

PowerPoint presentations. There have been 54 requests for use of an LCD projector that have been referred out since the department does not have a quality projector for use by a computer.

Narrative

The data gathered will be used to update the equipment and services provided in the SUB. This will also be utilized to determine an appropriate fee structure if necessary. The 1stPlace registration system will continue to be used while exploring other options that would be more cost-effective and user-friendlier. New equipment and furniture was purchased and installed in the lab career lab.

Objective 4.6

Improve the efficiency of service departments; implement a systematic assessment needs plan for support in the continuous quality improvement of the Health Care Services; and improve accounting procedures and mail management in the Post Office.

Assessment Measures

1. Student satisfaction surveys will be completed on a cyclical basis each semester.
2. Service elements and illness elements will be charted and reported monthly and annually.
3. Obtain a total number of patients in need of discharge planning, patient education, and post-care.
4. Over-utilization reports will trend care that does not benefit the patient (i.e. waiting time is extended over an hour, unnecessary lab tests, awaiting outside lab reports) or care that could be provided at a lower level of care (i.e. over-the-counter medications).
5. Under-utilization reports will trend care that is inefficient in type, length, location, or intensity to meet the patient's medical need, premature discharge, or a patient whose health status requires an inpatient setting.
6. A 10% savings in mailing costs will be realized by university departments.
7. Of the students surveyed in the residence halls, at least 90% will be satisfied with Post Office delivery of mail.
8. 95% of the Post Office users will be satisfied as a result of a new mail management system.
9. The processing of outgoing mail will increase by 50%

Assessment Cycle

Annual

Assessment Outcomes

N/A

Narrative

This objective will need to be reviewed. If this is not a good measure or an easily attainable measure, other means will need to be utilized to measure efficiency of the mail service. Data was not gathered. However, this will continue to go into the plan. This is important information to gather either by survey or focus group in order to assess if we are meeting the needs of the students. Post office staff has changed in the 2000 academic year. Management systems have been revised. Feedback will be obtained in the 2000 – 2002 academic years from users. Efficiency has increased as noted by supervisors. Equipment needs will be reviewed as well as the aesthetics and space usage in the area occupied by Postal services.

Institutional Effectiveness Plan

Goal #1

Recruit and retain students who have the potential to complete a college degree and compete in global society.

Goal #1

Recruit and retain students who have the potential to complete a college degree and compete in a global society.

Objective 1.1

Improve campus life by enhancing housing services and facilities to improve recruitment and retention of students; expanding counseling services to meet student demand; providing employment opportunities for students; and further developing orientation programs serving incoming students.

Assessment Measures

1. The housing application process will be streamlined for fall 2002 so that requests for housing information will be answered within 24 hours after the initial request is received.
2. Minor housing repairs, improvements, and mattress and chair replacement will be completed AY02. A schedule for completing deferred maintenance items will be completed by fall 2001.
3. Based on the renovation schedule, residence halls will be renovated. New services such as Residence Life Cinema will be provided by spring 2002.
4. The number of students in the halls will increase by 5% (as compared to Fall 2000).
5. 50% of the faculty surveyed will indicate awareness of and satisfaction with the center.
6. 100% of newly admitted participants each fiscal year will have their needs assessed, and an Educational Action Plan will be developed within 30 days of their acceptance into the TAMUK Upward Bound Program.
7. Employment opportunities for part-time, co-op, and summer, will increase by 20% (dependent upon funding for the job developer position).

Strategies

1. Maintain and develop faculty/academic relationships.
2. Review future housing demands and initiate steps to 1) increase retention for all classifications and 2) create upper class/married (no children) apartments on campus by converting Seale Hall.
3. Information gathered from focus groups will be utilized to improve the effectiveness of programs and to improve communication between staff and students.
4. Expand counseling services (seek methods to add two fulltime counselors).
5. Expand career services (seek methods to add one job developer).
6. Maintain high level of student activities programming.
7. Review the orientation fee. Consider using 90% for program operations and 10% for reserve. Require or strongly encourage attendance to orientation with exceptions provided by dean of students.
8. Collect retention data obtained from departments for use with retention and re-accreditation.
9. Insure Special Programs and Career Services facility needs during the student services building construction process are closely attended and observed.
10. Continue the newspaper readership service that was started in Fall 2000.
11. Improve the coin-operated laundry service.
12. Refine the housing application process using the web page, online services, and integrating with other medium to streamline the processes.
13. Actively recruit students thru the marketing plan and invite upperclass students to remain on campus.

14. Explore integrating technology and computers with housing agreements (providing computers to students on deferred payment plans).
15. Reactivate Poteet Hall and build upperclass apartments on campus.
16. Work to maintain a healthy and clean living and learning environment in the residence halls while building strong communities using better trained undergraduate staff.

Objective 1.2

Implement new programs, improve existing workshops and programs and participate in programs that assist in the recruitment and retention of students; seek participation from all departments; institutionalize a one day program for transfer students by fall 2001; and continue the Nontraditional Student Orientation Program. Promote spirit, traditions, and participation in campus events.

Assessment Measures

1. 95% of high school Upward Bound graduates will apply for admission to a post-secondary institution, and 90% will gain admission and enter a post-secondary institution each year.
2. 50 participants, of which 67% or 34 will be both low income and potential first generation college students and 33% or 16 will either be low income or potential first generation college students, to be selected by October 20th of each year.
3. Cheerleaders will participate in major campus wide events to promote campus pride and spirit.
4. Based on student evaluations, the advisement/registration process during Hoggie Days will be improved - 65% of the evaluations will be returned; 75% of students will rate the Hoggie Days activities and workshops as good to excellent, 70% of the student evaluations will rate from "agree to strongly agree" that the advisement/registration process was worthwhile/helpful.
5. 70% of students contacted by Info-Line will be enrolled on 12th class day that were contacted by Info-Line.
6. Upward Bound will provide 100% of the participants with tutoring, Saturday Sessions and academic counseling and guidance during the academic year and summer activities resulting in 85% of the participants completing their current grade and promoted to the next grade level each year as participant in the program.
7. At the completion of their freshmen program participation CAMP students will demonstrate knowledge of the university system, knowledge of academic resources areas, and knowledge of the registration and course selection process.
8. 75% of SSS participants will be retained as a consequent of receiving an intense comprehensive system of support service interventions.

Strategies

1. Produce a report on HOST (Helping Our Students to Succeed) program focusing on participation and retention.
2. Review the Javelina CHAIN program and complete a report utilizing data to study retention of participants.
3. Expect student affairs departments to actively participate in all new student activities throughout the academic year.
4. Reorganize student activities and the dean of students operations to facilitate staff resources fully toward new student services and retention efforts.
5. Expand expectations and role of cheerleaders to university ambassadors responsible for setting the spirit tone for campus life.

Institutional Effectiveness Plan

Goal #2

Enhance student learning by creating and implementing programs, services, and activities that foster the intellectual, social, moral, ethical, spiritual, and physical development of students.

Goal #2

Enhance student learning by creating and implementing programs, services, and activities that foster the intellectual, social, moral, ethical, spiritual, and physical development of students.

Objective 2.1

Sponsor an array of hall activities that are appealing and will enable students to further their personal development; increase student participation in residence hall and campus activities; collaborate with other campus departments, including student affairs departments, on implementing programs; and provide leadership development opportunities for students.

Assessment Measures

1. Housing will co-sponsor at least two hall programs a semester with other campus units.
2. The number of students participating in hall activities will increase overall by 10% during 2001-2002.
3. Students will be provided information about leadership opportunities at the beginning of the fall 2001 semester.
4. Establishing appropriate hall leagues and competitions and increasing the participation in intramurals by 30% by spring 2003.
5. A new student leadership program with at least twenty participants will be implemented by fall 2001. The advanced leaders program will have at least 12 participants fall 2001. Women's Leadership and Hispanic Leadership will have at least 15 participants each and be implemented spring 2002 and 2003 respectively.
6. The campus community will log at least 7,500 volunteer hours AY 2002.
7. The number of clubs and organizations that register will increase by 5 each year for the next two years.
8. One fraternity and one sorority will be colonized by spring 2003.
9. Wellness will have collaborated at least once with each student affairs department on a wellness program each semester.

Strategies

1. Establish comprehensive student leadership program that includes a new student leadership program, Hispanic Leadership program, Women's Leadership program, Advanced Leaders program, and student organization leadership information.
2. Establish a leadership corp of students, similar to orientation leaders and RAs, to assist, facilitate, and develop the leadership programs.
3. Promote the new community service initiative within student activities. Document hours volunteered campus-wide. Establish service learning, volunteerism, and civic service center. Increase community service by all student organizations and offices.
4. Strengthen staff training and leadership programs to improve the skill of resident assistants.
5. Each social organization and residence hall will adopt at least one local not for profit service agency by fall 2001.

Objective 2.2

The Career Services will provide assistance to students to analyze interests, abilities, aptitudes, personal traits, previous work experience, and desired lifestyle to promote awareness of the interrelationship between self-knowledge and career choices; provide assistance to students in securing employment,

including experiential education programs, that provide work experience, financial resources, and an opportunity for academic credit; and assist students in their preparation for the job search or further study and will assist them in learning how to effectively present themselves as a candidates for employment or further study.

Assessment Measures

1. The percentage of freshmen students utilizing the services will increase by 5% by spring 2002 and 75% of the users will indicate that the services were helpful in self-assessment and career planning.
2. 75% of the student utilizing FOCUS II will indicate satisfaction with the assessment.
3. Participation in Co-op and Summer Internships will increase by 5% by the fall of 2002.
4. Employment opportunities for co-op and summer jobs will increase by 20% (dependent upon funding for the position).
5. 85% of the students and employers will indicate satisfaction with the on-campus interview program.
6. 50% of the respondents to an on-line survey for alumni will indicate awareness of the services available through Career Services.
7. A career counselor will be hired by the fall of 2001 and develop and implement assessment instruments appropriate to the Palo Alto campus and its activities.

Strategies

1. Information about Career Services will be provided to freshmen students through orientation, the university 1201 classes, and through key faculty and advisors.
2. Letters will be sent to all student organizations and residence halls to inform student of services available.
3. Staff will work collaboratively with faculty in the 1201 classes to encourage the use of FOCUS II.
4. The staff will work collaboratively with College I Title V Grant to provide assessment and career counseling to freshmen students.
5. Events such as the fall career fair, the education career fairs, the graduate and professional school fair, and the spring career fair, will be conducted to facilitate student connection to potential employers.
6. Employment opportunities for students will increase through job development efforts.
7. Events such as the Business Etiquette Dinner will be presented each semester to assist students in sharpening their business and interpersonal skills.
8. Employers will be invited to campus to give presentation on job skills and work preparation.
9. Interview Trak will be utilized to manage the interview schedules, the employer database, and the student resume database.
10. Students will be informed of the system through e-mail, newspaper articles, presentations, speeches, and flyers. Employers will be informed of the system through direct mail and through fax.
11. Career Services staff will work in collaboration with the Javelina Alumni Office to maintain a database of former students and to encourage alumni employer recruitment.

Objective 2.3

Provide and promote diversified programs that fulfill student needs and enhances the process of student development; provide a variety of cultural, entertaining and educational programs; provide and promote a variety of entertainment for welcome weekend, homecoming, family day, and the TAMUK pageants;

encourage students to get involved in campus organizations and activities; create student lounge space that promotes student learning; provide intramural sports such as flag football, softball, basketball, volleyball, soccer, tennis, bowling, racquetball and others and establish alternative types of activities and intramurals using computer games and the internet; and offer new fitness programs for faculty, staff, and students.

Assessment Measures

1. 75% of students in focus group who respond to evaluation will rate the activities as good to excellent.
2. 85% of parents responding will rate family day as good to excellent.
3. Newsletters will be sent twice a year.
4. Number of new members joining Greek organizations in comparison to last year will increase by at least 10% each year for the next two years.
5. Participation in intramurals will increase by 20% over all sports for AY 2002.

Strategies

1. Advertise game room activities (pool, ping pong, etc)
2. Provide noon concerts in the outside mall area.
3. Schedule entertainment during high peak hours (comedians, jugglers, mimes, etc) in the mall area.
4. Utilize message boards throughout the union to disseminate information to students about events.
5. Utilize office of the DOS to advertise and support Hispanic Heritage Month, Black History Month, Asian Awareness Month, Women's History Month, etc.
6. Host annual training for SGA members.
7. Meet regularly with executive members to discuss goals and developmental needs

Objective 2.4

Enhance student learning by creating and implementing programs, services, and activities that advocate responsibly the needs of disabled students to the campus community by providing information and consultation about specific disabilities in order to gain a general awareness of and sensitivity to disabled students circumstances.

Assessment Measures

1. Disability committee formed by Spring of 2002.
2. 65% of the faculty surveyed will show an awareness of student services, SSD location and what disabilities are covered under Section 504 of the Rehabilitation Act of 1973.
3. Newsletter will be distributed semiannually.
4. 100% of new faculty will receive Handbook.

Strategies

1. Promote collaborative Wellness activities for the University community.
2. Distribute disability brochures to students and community attending National Rehabilitation Week (September) 2001-2002.
3. Participate in National Disabilities Employment Awareness Month in October of 2001-2002.
4. Contract interpreting services in disability services.

Objective 2.5

Collaboratively work with the staff of TAMUK-System Center in developing a student involvement program for Palo Alto students. Develop and institutionalize a process that provides Palo Alto students access to TAMUK student publications and information (such as Student Handbooks and South Texans).

Assessment Measures

1. Based on survey data, 10% TAMUK-SC students will become involved in outside of classroom activities.
2. Each TAMUK-SC student will receive a student handbook and have access to electronic emails promoting campus events.

Strategies

1. Establish a Student Affairs transition team to develop an abbreviated two-year master plan articulating how a student development/involvement program will be created and maintained using the existing staff at TAMUK-SC and Student Affairs.
2. Directly contact all students using electronic means to 1) promote activities in the San Antonio area and at TAMUK, and 2) assess general interests in student involvement.
3. Regularly coach TAMUK-SC personnel on developing student organizations and drafting specific TAMUK-SC policy. Use existing TAMUK policy as a template.
4. Automatically provide TAMUK-SC student handbooks and South Texans for distribution to students on campus.
5. Assist the TAMUK-SC staff in drafting and regularly revising specific campus policies and processes for inclusion in publications, including the student code of conduct.

Institutional Effectiveness Plan

Goal #3

Create a campus climate that fosters a sense of community, values differences, and is responsive to individuals and their cultures.

Goal #3

Create a campus climate that fosters a sense of community, values differences, and is responsive to individuals and their cultures.

Objective 3.1

Provide a campus environment that is comfortable and contributes to developing a sense of community. Establish a welcome environment for all residents during the first two weeks of the semester. Develop campus wide programs that challenge students personally and promote campus pride and community.

Assessment Measures

1. 60% of students surveyed in the Quality of Life survey will express student issues are positively addressed on campus by spring 2002.
2. 35% of the undergraduate student population will belong to a student club, organization, or team by fall 2001.
3. Audience participation in UnPolitically Correct will average at least 75 students, faculty and staff by the end of fall semester 2001.
4. Spirit and Traditions committees will be appointed by the Associate Vice President for Student Development and host at least three activities each semester.
5. The Inaugural Student Recognition Ceremony will be held spring 2002.
6. Service hours by faculty, staff, and students will total at least 7,500 AY02.

Strategies

1. Develop the Spirit and Traditions committee and provide autonomy to host activities throughout campus that develops spirit, encourages new and positive traditions, and engages students, faculty, and staff.
2. Enhance staff training, both student and professional staff, to be sensitive to the campus culture and to promote campus community.
3. Front load campus involvement programs to capture students interests the first two weeks.
4. Promote community outreach through student activities.
5. Provide campus training on diversity issues such as race, disability, and other complex and sensitive subjects less familiar to the campus community. Hire a SSD coordinator to meet the growing demand for disability services.
6. Promote cheerleaders to participate in all home games and most away games for football and basketball. Develop a blue squad and white squad.
7. Further develop *Un*Politically Correct (UPC), a targeted free speech forum for students.
8. Develop SGA into a collegiate, policy oriented governing body.
9. Encourage and promote campus wide active participation in co-curricular programs. Inspire greater participation of faculty, staff, and administration in intramurals and student activities.
10. Develop, through Student Activities and Student Government, an annual Student Recognition Ceremony.
11. Increase the number of telemarketers assisting with recruitment and orientation.

Objective 3.2

Provide information about the student code of conduct and other campus policies to the campus community and ensure timely, substantive, and procedural due process to students. Develop standards/expectations of the TAMUK student.

Assessment Measures

1. Parents will receive a copy of student standards/expectations during parent orientations; standards/expectations will be displayed on the web.
2. Of the students surveyed, at least 50% will believe their student rights were protected and due process provided in the student conduct system.

Strategies

1. Discuss student standards with parents and students in orientations. Display standards throughout each department and institutionalize them. Review and revise student handbook annually. Conduct presentations to organizations, in classes and at orientation upon request.
2. Develop the judicial web pages providing “how-to” and general philosophy information for the benefit of students and faculty.
3. Streamline the conduct process and reincorporate the Associate Vice President for Student Affairs into the process. Merge the academic and student appeals processes into one under the auspices of student affairs.
4. Prominently have available sexual harassment, discrimination, AIDS/HIV, and other type specific legal policies for students, faculty, and staff.
5. Annually host a harassment training for faculty.

Institutional Effectiveness Plan

Goal #4

Deliver high quality customer services by providing adequate fiscal resources, appropriate facilities, and well-trained, competent staff.

Goal #4

Deliver high quality customer services by providing adequate fiscal resources, appropriate facilities, and well-trained, competent staff.

Objective 4.1

Initiate process to obtain, design, and construct major auxiliary facility buildings and renovations; obtain funding for construction of a new recreational sports complex and lights; oversee construction of the new student services building; design and seek funding for housing renovations and upperclass apartments; and design and seek funding for SUB renovations to the front entry and student lounge areas. Improve the quality of equipment used to operate in activities, the Union, housing and recreational sports.

Assessment Measures

1. Funding will be received for construction of the new student services building in this biennium with construction completed by 2004.
2. Proposal for recreational sports complex will be forwarded for funding from the state and receive a favorable rating.
3. Proposal for SUB and Housing renovations and new constructions will be completed by spring 2002.
4. Conduct survey to determine needs audiovisual needs of current and future users. New equipment for activities/union and biofeedback equipment will be purchased by September 2001.
5. One custodian position will be upgraded to lead custodian fall 2001.

Strategies

1. Raise SUB usage fees and the student center student fee.
2. Increase housing rates to provide more resources for minor repairs and renovations while increasing reserves for major constructions.
3. Modify the SUB courtyard plans to include entryway atriums, providing lounge and information desk space and a professional entry way for campus visitors.
4. Develop a master plan for the residence halls and a residence life marketing plan. Review feasibility of converting Seale Hall to upper-class/married (no children) student apartments. Update cooling and fire safety/sprinkler systems in the residence halls.
5. Develop a master plan and facility proposal for the recreational sports complex. Seek funding.
6. Review feasibility of converting Poteet Hall into a year-round SUB Annex and/or ROTC residence hall and upperclass women singles residence hall.
7. Use the old gym.
8. Review feasibility of remodeling the Javelina Café, adding a newer interior and more contemporary look.
9. Complete first phase of intramural lights. Submit proposal for additional funding to fully upgrade lights on all outdoor recreational facilities.
10. Develop front desk operations in the SUB separate from the Dean of Students operations.
11. Refine campus-wide activities calendar, facilities scheduling and reservation systems, and SUB customer services.
12. Inventory and develop a master reallocation plan to replace older SUB projectors and equipment with newer LCD projectors, screens, and electronic equipment now primarily requested by users.
13. Purchase hardware and software to prepare the Testing Center for expansion into a regional computer testing facility. Actively solicit business.

14. Seek methods to collaborate division wide by sharing resources for common needs. Obtain resources to assist career services with operational funding limitations.
15. Reconfigure seating in the cafeteria to include two and four person tables.
16. Meet with key Physical Plant staff and hall staff to identify areas needing refurbishment or deferred maintenance.

Objective 4.2

Develop and implement a systematic program review process for support units in Student Affairs utilizing the Council for the Advancement of Standards in Higher Education (CAS).

Assessment Measures

Reviews of departments will be completed according to the schedule below.

Strategies

Review departments per year based on the schedule below. Use analysis to justify recommended improvements to the department.

Housing	Spring 2001
Life Services & Wellness	Spring 2001
Dean of Students	Fall 2001
Women=s Center	Fall 2001
Student Activities & Union	Spring 2002
Student Affairs	Spring 2002

Form a task force to recommend review process and review team composition.

Objective 4.3

Implement the one-card system. Develop POS (point of sale) technology with the one-card. Develop online services provided by the bookstore. Students should be able to simply order their supplies and books online, supply a card or pin number and be debited.

Assessment Measures

1. Phase I, implementation of one-card system, will be online by fall 2001 and, based on survey data, primarily used by housing students and Sodexo Marriott.
2. Point of Sale technology will be developed and purchased for implementation by 2004.

Strategies

1. Solicit bids to build the one-card system. Designate a person within the division to oversee the process and work directly with the vendor and computer information.
2. Develop a process to and timeline to convert Phase II, vending and library operations and phase III, point of sale, direct billing and access, and bookstore.
3. Implement University one-card system. Work with area businesses to develop area-wide one-card use.

4. All students will be required to have and use a student ID card for basic services and identification.

Objective 4.4

Raise the entry-level standards for all professional staff to masters-level. Strongly encourage all staff to enroll in the graduate preparation program. Promote and support regional professional development and skill training as well as national involvement in functional areas by department heads.

Assessment Measures

1. 85% of the professional staff will have at least a masters degree by fall 2004.
2. 60% of the professional staff will have attended and/or obtained a position within a regional/national association conference by fall 2003.
3. 85% of on-campus recruiters will indicate satisfaction with the quality of services received and the quality of students interviewed.
4. 100% of the division's staff will attend a customer service training session, which includes handling complaints, at least once per academic year.

Strategies

1. Collaborate with the College of Education in implementing a masters program in counseling/student development in higher education. Develop graduate internships and promote regionally.
2. Further deepen the student affairs reputation within the university and the state. Assume involvement and leadership in campus and professional organizations. Encourage all staff to join their functional areas respective listservs to remain current in the profession and abreast of professional trends and issues.
3. Provide ongoing training on service skills and establish a monthly professional development calendar.
4. Develop a staff recognition program to encourage quality service.
5. Provide a customer service survey in each department by fall 2001. Use data to modify services provided to students.

