

Student Affairs Division
Assessment of
2012-2013 Goals & Objectives

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Office of the Vice Chancellor for Student Affairs Assessment of 2012-2013 Goals and Objectives

Goal 1: Provide staff, facilities, and budget to provide quality services.

Objective 1.1: Maintain a qualified staff to provide programs, services, and facilities that enhance student learning and development.

Strategy 1.1.1: Identify personnel needs (short and long range) of each department with input from directors and determine funding sources, state and/or auxiliary.

Strategy 1.1.2: Hire qualified staff in student support areas that are selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes and enhancing institutional effectiveness.

OBJECTIVE 1.1 UPDATE: The Division of Student Affairs currently employs approximately 98 full and part-time employees.

New hires added during the year include: Dr. John Jones, Vice Chancellor; Dr. MJ Raleigh, Director of Counseling and Psychological Services; Dr. Michael Ivanov, Psychologist-Counseling Center; Charla Suggs, Case Manager-Counseling Center; Parker Watson, Assistant Director of Student Involvement and Leadership; Chad Locklear, Director of Marketing-GPAC; Jessica Graham, Nurse; Sebastian Veneziano, Detective; Sharron Roberts and Cassandra Jenkins, Resident Administrators-Housing and Residence Life.

Objective 1.2: Provide adequate facilities for students.

Strategy 1.2.1: Identify short and long range needs for facility growth and upgrades for each department or program services.

Strategy 1.2.2: Work with the Office of Facilities and Planning to access services for proposed renovation and construction projects.

OBJECTIVE 1.2 UPDATE: Several projects were completed during the 2012-13 academic year which included upgrades and renovations of various facilities.

North Hall was taken off line to close the water loop system refresh and start the bidding for a new boiler. The new boiler was installed in March. Courtyard Apartments continue to be a costly project due to repairs, renovations, ordering new furniture, etc. The debt ratio situation will not allow sufficient funds to do the work that is needed. Much time has been spent with the CFO and other members in the Office of Finance and Administration to review the debt ratio issues. As predicted, this will be a long term problem and will affect chances of borrowing money for new projects. Wireless internet equipment was installed in Courtyard Apartments as well as new flooring in 33 units and an ADA compliant pool lift.

The planning for the new Student Health Services Center continues. This project will provide a new facility that will house Student Health Services and Counseling and Psychological Services. The project will be financed from indebtedness to be repaid from a new \$50 debt service fee. The project is currently behind schedule due to UNCP's current debt ratio situation.

GPAC underwent major renovations in the box office area creating more office space for staff. Phase II of the process continued with installing wireless access portable routers on first and second floors, adding a communication system/speaker system in the Box Office, and selecting new furniture for the lobby area.

Planning continues for the Chavis University Center refresh project. Trash receptacles were replaced, dance floor resurfaced, and carpet cleaned. The enhancement committee met and tours were scheduled at other UNC campuses for ideas. A consultant was contacted to develop an enhancement plan.

The Office of Community and Civic Engagement moved from Old Main to the second floor in Wellons Hall. The new location provides more space even though renovations and new furniture were needed.

Objective 1.3: Provide adequate budgets to accomplish the mission, goals, and objectives of each department in Student Affairs.

Strategy 1.3.1: Identify and prioritize departmental needs with each department.

Strategy 1.3.2: Allocate funds as appropriate.

OBJECTIVE 1.3 UPDATE: The Student Affairs Division had fiscal responsibility for a budget of \$16.9 million during the 2012-13 academic

year. The division continues to manage during the budget shortfall through limiting travel, reducing operation costs, and collaborating on programs and services with other departments.

An additional \$20,050 of non-state money was transferred to Student Affairs. The money was distributed to seven departments to help fund various programs, speakers, receptions, etc.

A total of \$150,000 end of the year state money was also transferred to the Student Affairs Division. The money was distributed to six departments for resources needed.

During the tuition and fee process for the 2013-14 academic year, there was no increase in the current student activity fee (\$537.00), which is divided among 15 student activity budgets within three divisions. A reallocation of existing fees was done to honor a few requests. A total of \$3.00 was taken from Student Involvement and Leadership and reallocated to Community and Civic Engagement (\$1.00) and to Drama (\$2.00). Another \$1.00 was reallocated from both Identification and the Gym in order to provide Band and Chorus with a \$2.00 increase. Band and Chorus originally requested \$3.00 and the Provost will determine how to fund the additional \$1.00.

Student Health Services requested and received a \$14.00 increase in student fees for the 2013-14 academic year. This increase will provide a new position, nurse practitioner, and equipment needed to enhance student health services once the department moves to their new location.

Other departments may also benefit from the tuition increase that was proposed for 2013-14 academic year. Forty percent of the tuition increase will be used to enhance experiential activities including service learning, study abroad, internship opportunities, and living learning communities. The Career Center and the Office of Community and Civic Engagement have submitted proposals to the Provost.

Assessment Procedure: Meet monthly with directors to determine needs of each department with regards to staffing, facilities, and budgets.

Use of Assessment Data: Currently, there are two positions vacant in housing. Two new positions, nurse practitioner and assistant police chief, will be posted and filled before the fall semester begins.

Most of the facility projects listed for this year have been completed. The new student health center is behind schedule due to funding and, as funds are available, the refresh of the University Center will continue.

Even though state and auxiliary budgets did not receive an increase this year, it was helpful to receive non-state dollars and end of the year state dollars. The non-state dollars helped to enhance various programs by providing guest speakers, ability to purchase food, provide marketing materials, etc. The end of the year state dollars provided funds for: the UC to complete a wireless upgrade and purchase a new marquee; Community and Civic Engagement to furnish offices in the new location in Wellons Hall; Campus Police purchased equipment to enhance safety efforts including indoor alert systems for three buildings, solar call boxes for Courtyard Apartments, and AEDs for several locations; Career Center was able to hire a summer graduate intern and the Counseling Center contracted a threat assessment expert to provide training for several departments and guests from other UNC campuses.

Goal 2: Promote opportunities for long range planning and assessment.

Objective 2.1: Collect demographic reports and research on our students.

Strategy 2.1.1: Review institutional data and share with directors.

Strategy 2.1.2: Conduct focus groups and surveys to determine student interests and needs.

Strategy 2.1.3: Schedule annual goal setting and/or strategic planning.

OBJECTIVE 2.1 UPDATE: All departments subscribe to professional magazines and other printed material that include demographics and current student trends. Directors are also reminded to review the UNCP Factbook which is updated annually by the Institutional Effectiveness office and posted online at http://www.uncp.edu/ie/fact_book. Dr. Beverly King is invited every other year to the directors' meetings to share the UNCP institutional data and trends.

A major project this year was to survey and schedule focus groups with commuter and distance education students to determine their interests in services offered by Student Affairs. Annette Morgan, ECU doctoral intern, assisted Dr. Schaeffer in completing this project. In the fall of 2012, the total student enrollment at UNCP was 6269. There were 1804 residential students and 4465 commuter students. Commuter students are defined as any student who does not live in University owned housing and, in the fall, made up 71% of the student population. In an effort to meet the needs of commuter students, to increase retention rates, and to enhance the college experience of the growing number of commuter students at UNCP, the Strategic Planning Committee included reaching out to this

contingent of students in its most recent strategic plan. A total of 1128 students responded to the survey (a 25% response rate). Results of the survey were sent all Student Affairs directors, May 1.

Annually, Student Affairs departmental goals and objectives are submitted in July. Eight items from the report were selected for the 2012-13 Chancellor's Job Target list. Items included: complete design phase for new Student Health Center; determine housing options and programs to increase student satisfaction; develop enhancement plan for the University Center; implement phase II of the Event Management system; complete 2013-14 tuition and fee process; revise disciplinary notice process for student organizations; develop weekend programming; and, implement a safety training program for students, faculty, and staff.

Two of the directors' meetings were devoted to reviewing the UNCP and UNC Strategic plans. A new form, currently being designed, will allow departments to list strategic planning goals, action items, and budget requirements. The goal is to have a new Student Affairs strategic plan in place by the 2014 spring semester.

In July, the directors and assistant directors will participate in a retreat at the UNCP Regional Center. The directors will read, *Student Success in College*. Dr. George Kuh, one of the authors of the book, will facilitate the morning session. Dr. Beverly King will facilitate the afternoon session strategic planning by helping with the Student Affairs plan.

Objective 2.2: Require assessment of services, programs, and facilities.

Strategy 2.2.1: Review the Campus Labs contract, monitor assessment projects, and promote webinar trainings.

Strategy 2.2.2: Promote other means of assessment including focus groups, forums, benchmark surveys, etc.

OBJECTIVE 2.2 UPDATE: The contract with Campus Labs was renewed in January. The web based service provides a complementary set of tools and programs that make assessment practice actionable, effective, and non-intrusive. This year, only 6 out of 13 departments used Campus Labs to collect assessment data. The campus was also introduced to Qualtrics, via Beverly King in Institutional Research.

Annually, each department is required to complete an assessment report on the previous year's goals and objectives. Improvements for the upcoming year are determined based on each department's assessment efforts. The Student Affairs assessment report is forwarded to Dr. Liz

Normandy, the Associate Vice Chancellor for Planning and Accreditation, in July. SACS requires annual assessment reporting and Dr. Normandy houses the information for our five and ten year accreditation reviews.

Assessment Procedure: A variety of assessment methods will be used to collect data.

Use of Assessment Data: The Division of Student Affairs is committed to evaluating services and programs through a variety of methods in order to determine student learning outcomes and student satisfaction. The Campus Labs contract was renewed in January 2013 at the cost of \$19,000. Some departments are using Qualtrics and seem to prefer it over Campus Labs. Directors will be surveyed again to determine usage before the contract is submitted for 2014.

Other methods of assessment used this year included: pre/post evaluations; one-on-one meetings; focus groups; feedback on comment cards or suggestion boxes; and various other surveys. Some departments used standardized assessment tools. The information collected is valuable and needed for long range planning.

In reference to the commuter survey, the fact that 1128 students responded indicates this student population cares about their experience at UNCP and they would like for their voice to be heard. The report summarized the most significant information that should be considered when developing programming for commuter students. Some of the significant findings include: 66% prefer to attend programs related to their major; 49% are interested in programs that would benefit them in the job search; 57% want a student discount for campus events; 68% spend one hour or less engaged in UNCP extracurricular activities per week. Recommendations: develop a commuter student organization, select meeting location, offer more online services and tutorials, and schedule more programming with the academic departments, especially related to their major and job planning efforts.

Goal 3: Publish the student handbook and parent newsletters.

Objective 3.1: Update the UNCP Student Handbook for 2013-14.

Strategy 3.1.1: Contact all UNCP departments to request updated information and policy changes for the next academic year.

Strategy 3.1.2: Route new/updated policies to the Chancellor's Cabinet and to the Board of Trustees for approval.

Strategy 3.1.3: Complete the bid process to determine the printing company, cost, and deadline for the 300 desk copies.

Strategy 3.1.4: Develop a promotional card to inform the campus community about the updated on-line version of the handbook. An email announcement will also be sent, both fall and spring semesters, to the students, faculty, and staff.

OBJECTIVE 3.1 UPDATE: Significant updates were made in several sections of the handbook. The code of conduct was updated to reflect updates outlined in the Violence against Women Reauthorization Act of 2013. The immunizations policy was reformatted according to the new PR guidelines. Financial Aid had several updates and SGA made changes in their constitution related to senator absences and impeachment proceedings. The officers and administration page had several changes due to some recent departmental changes.

The handbook was submitted to the printing department in February for bids. The lowest bid was \$2,800 plus shipping for printing 300 desk copies. The 2013-14 information was submitted to the printer on June 17. The 2013-14 handbook will be uploaded to the Student Affairs website before August 1 and the printed desk copies will be delivered to campus during the first week in August.

A decision was made not to print the student handbook promotional card for 2013-14. There were so many left over from last year it appears students are not interested in picking them up. An official email announcement (providing the online address for the updated handbook) will be sent to students, faculty, and staff at the beginning of the fall and spring semesters.

Objective 3.2: Publish *Campus Connection*, the Student Affairs parent newsletter.

Strategy 3.2.1: Research topics for the parent newsletter and request submissions from other departments on campus.

Strategy 3.2.2: Design, print, post online, and mail newsletter to parents.

OBJECTIVE 3.2 UPDATE: Two editions (fall and spring) of the parent newsletters were published. The *Campus Connection* parent newsletter was mailed to parents whose student was under the age of 21. Over 2,000 parents received the newsletter. The following topics were addressed: Encouraging Involvement on Campus; Office of Multicultural and Minority Affairs Showcase; Parents' Weekend; Police and Public

Safety updates; Student Health Insurance and Immunization Deadline updates; Important Dates to Remember; CARE Team overview; Parent Directory for information; Financial Aid Deadlines and the Housing Agreement process for 2013-14. *Campus Connection* is posted at: www.uncp.edu/sa/newsletter/.

Assessment Procedure: Solicit feedback from students, faculty and staff. Meet all publishing deadlines.

Use of Assessment Data: All departments were contacted about the deadline for submitting updated material for the 2013-14 student handbook. Most material was received by the May 1 deadline which provided adequate time to meet printing and shipment dates. Shawnda Cummings, Administrative Assistant, worked with Lawrence Locklear, Web Publisher, to design a more attractive and user friendly online version of the student handbook.

A few policies had minor changes and/or changes mandated by law. No policies were submitted to the Board of Trustees for approval. General Counsel approved the updates according to the PR guidelines.

The parent newsletter was mailed each semester as scheduled. It is anticipated that the university will begin collecting parent email addresses so that the newsletter can be sent via email. This would save printing and mailing costs.

Goal 4: Serve as the financial manager for three student publications and the administrative advisor to the Student Publications Board.

Objective 4.1: Monitor budgets and printing deadlines for: *The Aurochs* literary magazine; *The Pine Needle* newspaper; and, the *Indianhead* yearbook.

Strategy 4.1.1: Communicate with the faculty advisors to complete the student fee request process and submit budget proposals.

Strategy 4.1.2: Monitor the printing bid selection process, purchasing, and student employment contracts.

Strategy 4.1.3: Determine printing and distribution deadlines for all publications.

OBJECTIVE 4.1 UPDATE:

The Aurochs Literary Magazine: The literary magazine did not request an increase in student fees for the 2012-13 academic year. Currently, the

budget is adequate to cover all printing costs, supplies, equipment, and the student editors' salaries.

The Aurochs, 2013 edition, did not meet the printing deadline. The publication is scheduled to arrive on campus in late July. According to the faculty advisor, they were not able to acquire the software needed to produce the magazine until late spring. Theo Davis Printing in Zebulon, N.C. will print 2,000 copies at a cost of \$10,470.

The Aurochs received the following awards. National Competitions: Gold Medalist Award (the highest possible award) from the Columbia Scholastic Press Association; First Place with Special Merit (the highest award possible) from the American Scholastic Press Association; Marcy Bishop's painting entitled *Cape Cod* was awarded Best Watercolor by the American Scholastic Press Association.

State Competition: Four major awards were received from The North Carolina College Media Association for 2012: First Place for Creative Nonfiction to Amelia Philbrook; First Place for Fiction to Tank Steiner; Third Place for Poetry to Catherine Entrocaso; and, Honorable Mention for Art to Kasey Hooker.

The Pine Needle Student Newspaper: The newspaper did not request a student fee increase for the 2012-13 academic year. The budget, including student fees, ad sales, and last year's carryover, provided adequate funds to cover printing costs, supplies, equipment, and student salaries.

The paper published 316 pages this year with the average number of pages per issue at 24. There were 636 stories and 669 photos published in *The Pine Needle* in the print pages during fall 2012 and spring 2013. This activity provides substantial and substantive valuable experience for students from many majors who have the opportunity to have clippings of published work for internships and future job applications. This experience gives students the opportunity to be part of a successful, award-winning team activity that results in concrete, practical, visual results that contribute positively to campus life.

The paper won three awards this year. *The Pine Needle*, for the fifth year in a row, won First Place in the American Scholastic Press Association's national contest. This time the added distinction of First Place "With Special Merit" was received. That extra distinction is for "publications with special and outstanding design and content." *The Pine Needle* also won Outstanding News Story in the non-school related category for coverage of the protest at a soldier's funeral in Raeford. In February, *The Pine*

Needle won Honorable Mention in the graphics category, in the North Carolina College Media Association's regional contest.

The paper will again publish a 2013 summer edition entirely on-line.

The Indianhead Yearbook: The yearbook did not request a student fee increase for the 2013-14 academic year.

The start of production was delayed due to the crash of the server on which all yearbook files were stored but, a new schedule was developed and deadlines for return of proofs were met.

Although there was a slight drop in the total number of portraits, the number of senior portraits increased by 12% compared to last year's book. The objective for percentage of copies distributed to students by graduation was not met; this drop is almost certainly the result of slightly later delivery and the lack of an enhanced marketing plan.

The 2013 yearbooks were delivered to campus on Thursday, April 18, but the yearbook advisor was not informed of their arrival until Monday, April 22. Distribution to students began on that day and continued during the last week of classes, exam week, and at graduate and undergraduate commencement May 3-4.

The 2012 yearbook received a Gold Medalist certificate from the Columbia Scholastic Press Association and a Best in Show award from the North Carolina College Media Association.

Objective 4.2: Hire qualified students to fill editor-in-chief positions.

Strategy 4.2.1: Advertise campus wide via the Brave Opportunities student employment posting process and interview the most qualified candidates.

Strategy 4.2.2: Request annual assessment and goal setting reports from the student publication advisors and editors.

OBJECTIVE 4.2 UPDATE: In March, ads were placed in the student newspaper to solicit applications for the 2013-14 editor positions. The Student Publications Board interviewed and selected the following students: *The Aurochs* literary magazine co-editors will be junior, Heather Ward, and senior, Leona Howell. *The Pine Needle* newspaper editor will be Ashley Cole in the fall. Ashley will graduate in December and another editor will be selected in the spring. *The Indianhead* yearbook editor will be selected in the fall since no applications were received.

Assessment Procedure: Budget totals will be printed and reviewed with the faculty advisor every month or as needed. The faculty advisors and student editors will survey their staff and provide assessment of their goals and objectives by determining student learning outcomes and improvements in the publication and/or production process.

Use of Assessment Data:

The Aurochs: *The Aurochs* office, located in the UC Annex, is finally functional. New office computers, software, and other equipment and supplies were installed. The office is prepared for the production classes and work on the magazine for the 2013–2014 academic year. The office now has an office telephone (910.775.4546) and a mailbox (aurochs@uncp.edu) where students can send submissions and questions about the magazine. In 2013–2014, the co-editors will keep regular, posted office hours in *The Aurochs* office in the UC Annex 225.

The new student position, Art Editor, contributed much to the 2013 issue of *The Aurochs*. Among his contributions: the painting selected for the cover was digitally edited to fit the cover; title pages were created for the magazine's sections based on the cover design; artwork submissions were solicited for the 2013 issue; assisted in the selection of the artwork for inclusion in the 2013 issue and worked on the layout; and, all artwork included in the 2013 issue was reformatted.

The editor-in-chief did a good job promoting the magazine through the student listserv, creating flyers advertising submissions deadlines, and joining OrgSync and participating in OrgSync's promotional events. She updated *The Aurochs Facebook* site, detailing the magazine's 2012 awards and acknowledging award winners. Owing to her efforts, in 2012–2013 the magazine's *Facebook* presence increased.

The Pine Needle: The student editor developed a Quark online training module. The module walks students through the necessary steps to understand how to build pages and incorporates exercises where students practice the skills. In addition, the photo editor helped students with one-on-one training using the camera equipment. The assistant advertising manager also made available training on Photoshop to interested staff. Also during the year, training on Associated Press style and on writing in journalistic style was included in the weekly meetings.

Training sessions were well received and the students who will assume the senior management positions for 2013-2014 are confident they have learned much from those who graduated in spring 2013. The training sessions also worked, as predicted, to increase the communication among the general staff and the senior staff. A number of new reporters and photographers came

regularly to the office to learn from the senior staff and to learn new skills. This effort helped retain the new staff.

This year, the paper had more involvement by the general staff in suggesting stories to cover and the staff writers and photographers all had more than the minimum number of stories published, indicating they felt included and valued as part of the organization. All of the new reporters and photographers indicated they are planning to return to the staff in 2013-2014 and have indicated a desire to eventually move up to senior staff.

The website made a significant improvement during 2012-2013 by adding Spanish language podcasts. In addition, the news and sports podcasts in were improved by being more complete and uploaded in a more timely fashion.

The Indianhead Yearbook

Several cost cutting measures were taken this year to deal with a decrease in student fee funding. Printing costs were reduced by over 16% without sacrificing quality. Based on the distribution numbers to date, a sufficient number of copies are available to students despite the decision to have a smaller print run from 1,600 to 1,400 copies.

The advisor also cut back on the student employees' hours and will close the office during the summer months. Students can still obtain yearbooks at the English department during the summer months.

Because of the crash of the server and various staffing problems, further work on the yearbook website had to be postponed again. The yearbook staff plans to have the website available in late August 2013.

Goal 5: Provide and support opportunities for staff development and recognition.

Objective 5.1: Provide and support educational opportunities for staff members on and off campus.

Strategy 5.1.1: Schedule monthly meetings with the directors and provide information on topics of interest.

Strategy 5.1.2: Encourage the staff to attend workshops hosted by Human Resources. If the budget allows, approve travel to conferences and workshops off campus.

OBJECTIVE 5.1 UPDATE: Monthly meetings are still held during the academic year for the directors. The directors were surveyed to

determine topics and /or guest speakers for the agendas. Directors also provide updates in their departments on a monthly basis.

August: Dr. Schaeffer introduced her doctoral intern, Annette Morgan, and discussed some of the projects on which she would be working. Dr. Schaeffer also made several announcements and shared topics covered in the Chancellor's Cabinet meetings. Dr. Monica Osburn attended her last meeting as Director of the Counseling Center with her acceptance of the director's position at NCSU.

September: Introduced new psychologist, Dr. Michael Ivanov. The following topics were covered: EPA salary information; tuition and student fee process; updates on parent's weekend; football game information; academic calendar planning; focused weekend programming; enrollment numbers for fall 2012; and, an after action report from Travis Bryant.

October: Discussed the UNCP Strategic Plan; tuition and fee process and updates; expansion budget requests 2013-15; Chancellor Ambassador nominations; Stay at Pembroke Weekends; Homecoming; Hawk Mascot naming; non-state dollars distribution; and, the 2012-13 Chancellor's Job Targets.

November: Introduced Parker Watson, Assistant Director of Student Involvement. Discussed Strategic Enrollment Planning Implementation Team; Distinguished Speakers; late night breakfast; Stay at Pembroke Weekends; BOT subcommittee departmental showcases for February and April; Last Lecture Series updates.

January: Introduced the new director of the Counseling Center, Dr. MJ Raleigh. Sodexo provided us with updates and partnership information; spring enrollment numbers were reviewed; UNC Strategic Plan overview; Board of Governor's visit; required trainings for employees; policy and regulations deadline; and, a discussion on renewing the Campus Labs contract.

February: Guest speaker, Tom Jackson in DoIT, discussed the recent changes related to the faculty/staff listservs. Other updates included: leadership speakers series and partnership requests.

March: Discussed updates; reviewed the UNCP and UNC strategic plans; budget reviews and departmental wish lists; the addition of CollegiateLink; program partnerships; strategic enrollment action items; the flash drive project with the Advising Center and New Student Orientation; and, fiscal year cut off dates.

April: Wes Cookman was invited to talk about opportunities with his radio stations. Discussed the due date for estimated auxiliary budgets for 2013-14; summer flex schedule; due dates for the assessment of the 2012-13 goals and 2013-14 goals and objectives; end of the year money requests for wish list items. It was announced that Ron Sanders, minister of BSU, will retire in May.

Objective 5.2: Promote the Student Affairs Employee Awards Program.

Strategy 5.2.1: Request nominations throughout the semester for all Student Affairs award categories.

Strategy 5.2.2: Schedule the annual end of the year celebration.

OBJECTIVE 5.2 UPDATE: The 2013 Student Affairs Employee Awards were presented at the End of the Year Celebration on June 5. Recipients were:

- James B. Chavis Award – Cynthia Oxendine (University Center).
- Star Awards – Lisa Schaeffer (Student Affairs), Cathryn Shooter (Student Affairs), Flora Freeman (Housing)
- Program of the Year – Diversity and Leadership Summit (Office of Multicultural and Minority Affairs)
- Program of the Year Awards for School Spirit – University Center and Programs and Travis Bryant, (Emergency Operations)
- New Employee Award – Whitney Swesey, (Greek Life) Dwayne Locklear (Housing).
- Energizer Awards – David Burns (Housing & Residence Life).
- Community Service Award – Mike Severy (Office of Student Involvement and Leadership).
- Ambassador Award – Patricia Fields (GPAC).
- Bright Idea Award- Teresa Bryant (University Center)

Assessment Procedure: The directors will be surveyed to determine staff development topics of interest. Monthly reports will be reviewed to determine accomplishments toward goals and participation in staff development opportunities. Nomination forms will be sent to the entire division several times throughout the year in order to collect nominations for student affairs awards.

Use of Assessment Data: Surveying the directors for topics at the monthly directors' meetings proves to be a good way to enhance staff development, strategic planning, and develop strategies for improving services and programs.

Most of the departments are active in regional and/or state professional organizations and attend regular off-campus trainings to maintain certifications, licenses, etc.

All departments take advantage of staff development opportunities on campus. The following workshops/trainings were required for all employees: FERPA, ADAAA, ethics, and workplace harassment. HR provides a variety of trainings, including online trainings, on a monthly basis.

The Student Affairs Awards program was implemented in 2010 as a way to boost staff morale and overall the program has received very positive responses from the staff. Award winners receive a plaque and \$25 of Sodexo credit on their BravesCard. The awards program was scheduled during the end of the year cookout in the UC Annex on June 5. This is the only time of the year offices are closed so that everyone can participate and spend time together. Everyone really seemed to enjoy the door prizes, photo booth, and line dancing. The planning committee suggested these activities for the event.

Office of Campus Safety and Emergency Operations

Assessment of 2012-2013 Goals and Objectives

Goal 1: Implement a comprehensive safety program to educate students, faculty, and staff regarding various topics surrounding campus safety awareness.

Objective 1.1: Co-host a program during Welcome Week to educate new incoming freshman to make good choices and how to be safe on campus. The event will be a combined effort of Police and Public Safety, Counseling and Testing, SGA, and Campus Safety and Emergency Operations.

Strategy 1.1.1: Provide an interactive activity using the “Family Feud” game theme to educate new freshman on such topics as walking late at night, personal safety measures, and responding to major emergencies that could potentially impact the campus.

Strategy 1.1.2: Campus police will develop questions regarding general campus safety and campus safety initiatives.

Strategy 1.1.3: The Counseling and Testing Center will develop questions regarding sexual assault prevention and other questions pertaining to their professional area.

Strategy 1.1.4: SGA will identify prizes to be distributed to program winners and participants.

OBJECTIVE 1.1 UPDATE: This event was held in the GPAC as part of the welcome week Fall 2012 activities. The event was well organized and participation included: Police and Public Safety, Counseling and Psychological Services, and SGA. The event for the most part was a success as there were approximately 30 students who participated in the program.

Objective 2.1: Provide campus safety training to faculty and staff utilizing Blackboard. Topics to be covered include how to prevent theft, fire safety, and active shooter awareness and response.

Strategy 2.1.1: Develop interactive training sessions utilizing Blackboard covering a variety of campus safety topics.

Strategy 2.1.2: Provide tests or quizzes in various topic areas utilizing Blackboard to evaluate learning and understanding of campus safety response priority and appropriate response to

various safety topics.

OBJECTIVE 2.1 UPDATE: The Blackboard site has been created and was rolled out to the Deans and a small group on campus for evaluation. The site will be rolled out to all faculty and staff beginning with the Fall 2013 semester. After discussion, it was determined that face-to-face training was the best option prior to roll out of the Blackboard site. Campus safety training was provided to Student Affairs directors and departments, athletics, the deans, and more than 50% of the academic departments on the UNCP campus. Face-to-face training of the remainder of the university department will continue through the Fall 2013 academic year.

Assessment Procedure: Assessment will be provided through the interaction with students in follow-up presentations and surveys during New Student Orientation classes, and through interaction with faculty and staff as well as scores on tests and quizzes.

Use of Assessment Data: The Welcome Week event was held during welcome week for the Fall 2012 semester and for the most part was a success as there were approximately 30 students who participated in the program. It was determined that welcome week is jammed with activities and it was difficult to host such an activity and make the impact that needs to be made in such a venue. Many of the students were leaving due to other activities that were to be scheduled in housing, going to the cafeteria for meals, or were simply exhausted from the long day.

Future events such as this should be coordinated with Housing and Residence Life and provided during mandatory hall meetings. This will ensure greater participation from the target audience.

Commuter students do not participate in welcome week activities at the same rate as residential students. An avenue needs to be identified to reach commuter students.

After discussion with the deans, it was determined that face-to-face training was the best option prior to roll out of the Blackboard site. The face-to-face discussion provided the opportunity to respond to questions and concerns that faculty and staff had on campus.

Prior to rolling out an online program, it is best to provide face-to-face interaction. This ensures that the faculty and staff understand how to utilize the online instrument, aids in the design and content of the online instrument, and helps to alleviate questions from the users of the online instrument.

The Career Center

Assessment of 2012-2013 Goals and Objectives

The data collected throughout the 2012-2013 academic year reveal an 11% increase in student traffic in the Career Center over 2011-2012

Goal 1: Continue to develop and offer innovative programs and services designed to educate students about the career planning process and to guide them through the steps of creating an individualized career plan.

Objective 1.1: Review, update, and implement detailed assessment plan for the Career Center.

Strategy 1.1.1: Continue to utilize Campus Labs and integrate new survey function within *Brave Opportunities/CSO* to support assessment plan.

Strategy 1.1.2: Review assessment plan from previous year to determine what worked and what did not and structure 2012-2013 plan around this review. Focus on integrating learning objectives and CAS standards into assessment process. Specifically, create new assessment plan related to individual appointments with students and alumni and individual program evaluations.

Strategy 1.1.3: Assess current administration of the annual survey of graduates. Work with Institutional Effectiveness to develop a plan for the future of this survey.

OBJECTIVE 1.1 UPDATE: Completed and on-going. Utilizing Campus Labs, 16 instruments were developed and administered. A few of the projects included: Teacher Education Fair Student Evaluation Spring 2013; Grad Finale Survey - Spring 2013; Career Expo Student Survey - Spring 2013; Career Expo Recruiter Survey - Spring 2013; PCDI Session Evaluations -Spring 2013; Dress for Success: Women's Fashion Showcase-Spring 2013; Miss Independent: Preparing for your Financial Success- Spring 2013; FRS Instructor Survey - Fall 2012; Grad Finale Survey - Fall 2012; Teacher Education Fair Student Evaluation -Fall 2012; Teacher Education Fair Employer Evaluation- Fall 2012; FRS Assessment 2012; and, the Post-Appointment Assessment. Incorporating learning objectives and CAS Standards is an on-going project. A revised survey of recent graduates will be completed by the beginning of fall 2013.

Objective 1.2: Continue to provide innovative career-related workshops, presentations, and programs to prepare UNCP students for lifelong career planning.

Strategy 1.2.1: Continue to implement “Career Quest” Living-Learning Community. Select from group of applicants. Teach Introduction to Career Development sections specifically for Career Quest students. Provide specific programming for Career Quest students including alumni mentoring, employer site visits, alumni and employer panels, business etiquette dinner, community service projects, etc.

Strategy 1.2.2: Continue to focus on presenting in classrooms and other group settings. Focus on reaching out to student leaders. Update workshops to include current topics such as professionalism and social media.

Strategy 1.2.3: Coordinate and sponsor Professional and Career Development Institute in spring 2013. Investigate options for recording and archiving workshops for online use.

OBJECTIVE 1.2 UPDATE: Completed and on-going. The Career Center implemented another year of the Career Quest Learning Community with 9 participants. Additional workshops were added to the Career Center schedule. In addition, 14 new presentations were developed that coordinated with the themes of the freshman seminar classes. Thirty (30) freshman seminar classes (622 students) attended the Career Center presentations. The Career Center staff hosted the Professional and Career Development Institute in March 2013. Archiving PCDI workshops is a consideration for the future.

Objective 1.3: Expand options for access to career-related information and assessments.

Strategy 1.3.1: Evaluate and update handouts, flyers, books, and other resources offered in the Career Center and on the Career Center Web site on an on-going, regular basis.

Strategy 1.3.2: Continue to utilize service within *Brave Opportunities*/CSO that enables students to take Myers-Briggs Type Indicator and Strong Interest Inventory through their accounts in the system. Students will be required to meet with Career Center staff for interpretation.

OBJECTIVE 1.3 UPDATE: Completed and on-going. The Career Center partnered with the Center for Academic Excellence to implement another year of the Career Quest Learning Community with 9 participants. All Learning Community participants lived together in Pine Hall and completed both a Freshman Seminar and an Introduction to Career

Development course. In addition, each member participated in community time activities and Career Center special events.

Additional workshops were added to the Career Center schedule. Presentations on diverse topics were made in a variety of courses and group settings. Career Center staff presented to 58 classes/student groups and reached over 1,100 students.

In addition, 14 new presentations were developed that coordinated with the themes of the freshman seminar classes. Thirty (30) freshman seminar classes (622 students) attended the Career Center presentations.

The Career Center staff hosted the Professional and Career Development Institute in March 2013. Archiving the workshops is a consideration for the future.

Assessment Procedure: Paper and electronic evaluations of individual workshops, electronic evaluative follow-up with Career Center visitors, possible focus groups. Data will be analyzed and shared with Career Center staff and Division of Student Affairs administration/directors as appropriate. Possible uses of data include presentations at professional conferences.

Use of Assessment Data: A review of evaluation data revealed the updates to the Freshman Seminar presentations to include resources related to specific majors was well received. The Career Center will continue to offer major specific programs for Freshman Seminar classes.

Additionally, data revealed, the number of sophomore students using career services continues to be lower than students in any other undergraduate academic standing. Focus on providing outreach specifically to sophomores is planned for the 2012-2013 academic year. Outreach will also be increased for commuter and transfer students.

Goal 2: Continue to develop and offer employment-related services to assist students and alumni.

Objective 2.1: Hire new Assistant Director of Employment Services as addition to the Career Center team.

Strategy 2.1.1: Develop Assistant Director of Employment Services position and advertise according to State of North Carolina policies and procedures.

OBJECTIVE 2.1 UPDATE: Not completed. Added to 2013 – 2014 goals.

Objective 2.2: Increase number of employers offering job opportunities to UNCP students.

Strategy 2.2.1: Identify employers with potential to hire UNCP students for internships and/or permanent positions in Pembroke and surrounding areas.

Strategy 2.2.2: Visit prospective employers to provide them with information about recruiting UNCP students. Encourage them to participate in on-campus recruiting and Career Fairs and to post announcements for internships, part-time, and permanent positions with the Career Center.

Strategy 2.2.3: Work with Advancement/Corporate and Foundation Relations to coordinate visits with employers and share information/resources.

OBJECTIVE 2.2 UPDATE: On-going. In 2012 – 2013, 700 new positions were posted to the *Brave Opportunities* system. There were 455 positions posted as part of the On-Campus Student Employment program. There are currently a total of 4907 student and alumni active profiles in the system. In 2012 – 2013, there were a total of 831 new student profiles created in the system and 12,010 student logins. Students and alumni using the system viewed jobs a total of 19,428 times and made a total of 4,156 student referrals (applications). In 2011 – 2012, 672 new jobs were posted to the *Brave Opportunities* system. There were 216 positions posted as part of the On-Campus Student Employment program. Increasing employer visits to campus continues to be a struggle due to economic and other issues. Employer outreach and continued collaboration with Advancement will continue in 2013-2014.

Objective 2.3: Enhance implementation of on-campus student employment policies and procedures made official July 1, 2009.

Strategy 2.3.1: Follow targeted marketing plan to inform students of program.

Strategy 2.3.2: Develop training session for students interested in participating in on-campus employment program in conjunction with Human Resources.

Strategy 2.3.3: Offer on-going training for students and supervisors.

OBJECTIVE 2.3 UPDATE: On-going. Specific marketing for the program was on-going throughout the year. Additional training sessions will be developed and have been added to 2013 – 2014 goals.

Objective 2.4: Promote the use of Interview Stream program to enhance student and alumni interview skills

Strategy 2.4.1: Market the new program to faculty in specific majors and those with internship requirements

Strategy 2.4.2: Market the program to students and alumni in preparation for interviews.

OBJECTIVE 2.4 UPDATE: On-going. Specific marketing for the program was on-going throughout the year. There were 164 new user accounts established and 203 interviews completed with the system.

Assessment Procedure: Assessment of number of employer contacts, number of employer recruiting sessions, number of students in attendance at events and programs, number of faculty involved with programming, number of job postings to *Brave Opportunities*, number of site visits, number of on-campus positions available to students, number of students employed on campus, etc. Possible use of electronic survey as follow-up to student use of programs and services. Data will be analyzed and shared with Career Center staff and Division of Student Affairs administration/directors as appropriate.

Use of Assessment Data: The continued decrease in employer participation on campus, combined with the continued increase in student traffic in The Career Center, necessitates the hiring of a new assistant or associate director to implement a targeted employer relations program.

Goal 3: Effectively and deliberately promote and market programs and services of the Career Center for the purpose of increasing active participation and involvement. Increase student preparedness for job search.

Objective 3.1: Continue to develop Career Peer program and to utilize Career Peers in marketing and programming efforts.

Strategy 3.1.1: Continue working with the Street Team to creatively market events and services through the “Take it to the Streets” initiative.

Strategy 3.1.2: Continue training the Tech Team on responsible social media use, positive online image, and marketing strategies.

Strategy 3.1.3: Continue training the Consulting Team to facilitate workshops and resume critique stations around campus.

Strategy 3.1.4: Develop targeted strategy to increase membership in Career Peers focused on developing a group that is diverse in terms of ethnicity, gender, academic classification, academic major, career plans, etc.

OBJECTIVE 3.1 UPDATE: Completed and on-going. Three (3) Career Peers (Hawk Assistants) were hired to assist with advertising and programming. The student team continued its word-of-mouth and creative marketing tactics including “golf cart career advising.”

The Tech Team helped to implement the “Black and Gold Business Attire.” This initiative taught students how to dress professionally and use the mobile application, Instagram.

The Consulting Team completed resume training and assisted with programming for UNCP students, alumni, and the Career Quest Living Learning Community. The team presented LinkedIn workshops and facilitated professional headshot days. Career Peers and students from Career Quest presented to the UNCP Board of Trustees, outlining the center’s points of pride.

The Career Peers continued hosting the “Career Closet Yard Sale” to make professional clothing items more accessible to students. Several boxes of gently-used clothing items were donated by faculty and staff. On the day of the sale, students bought items at extremely discounted rates. The Career Peers raised \$200 for future programming. Career Peers were recruited via Brave Opportunities and word-of-mouth.

Objective 3.2: Implement and continue on-going evaluation of overall marketing plan and promotional materials for the Career Center.

Strategy 3.2.1: Use a variety of media to increase knowledge of Career Center programs and services.

Strategy 3.2.2: Further develop and continue to implement a social media plan for the Career Center.

OBJECTIVE 3.2 UPDATE: On-going. Marketing efforts continue to be a priority for The Career Center. The Career Peer Interns have contributed significantly to these efforts, as has the use of Facebook, Twitter, blogs, and other social media outlets.

The Career Peer marketing intern wrote blog posts and created a Hootsuite account to help staff maintain all social media accounts through one platform. The “Black and Gold Business Attire” initiative was implemented using tech tools, ifttt.com, and Instagram. A total of 10 students posted photos via Instagram. Students generated eight comments, 54 “likes,” and one share. “Virality” of posts increased by 57% in one day. The day’s posts increased our reach by 143 users, 72 of which were considered “engaged users.” In addition, the number of users talking about the UNCP Career Center on Facebook increased by 16 users.

Efforts to identify new and improved ways of marketing Career Center services and events will continue in 2013 - 2014.

Objective 3.3: Increase awareness of Career Center programs and the opportunity for student groups to sponsor programs within student organizations.

Strategy 3.3.1: Develop targeted marketing to student organizations to offer Career Center presentations to their memberships.

OBJECTIVE 3.3 UPDATE: On-going. Student organizations were invited to schedule professional development workshops with Career Center staff. During the 2012-13 academic year, eight student organizations requested programs reaching over 225 students. The Career Center was invited to present to students at the student organization training, sponsored by the Office of Student Involvement and Leadership. In addition, students from the Student Government Association wrote a grant to help co-sponsor the Business Etiquette Dinner.

Objective 3.4: Increase awareness of Career Center programs and services among faculty and staff.

Strategy 3.4.1: Reach out to faculty and staff in specific programs such as Health Careers Access Program, Honors College, RISE, PURC, Hawk Assistantships, etc. to schedule specific programming for students in those programs.

Strategy 3.4.2: Consider re-establishment of Career Council.

Strategy 3.4.3: Continue to encourage faculty to invite Career Center staff into classes and student group meetings for career-related workshops and presentations.

Strategy 3.4.4: Send targeted mailing with Career Center marketing piece to faculty.

OBJECTIVE 3.4 UPDATE: On-going. Specific efforts were made to reach faculty and staff and to increase awareness of The Career Center. Over 27 faculty members from the education, business, sociology, social work, nursing, and business departments requested in-class programs for over 623 students.

Reviving a Career Council is being reconsidered for 2013 - 2014. Efforts to present information regarding Career Center services and to provide students with job search and other career-related skills training in classes and other meetings are on-going.

Objective 3.5: Increase exposure to Career Center activities among commuter students and students at satellite campuses.

Strategy 3.5.1: Communicate with key personnel at satellite campuses regarding Career Center events/services (particularly Career Expo and Business Etiquette Dinner) and publicize through these individuals.

Strategy 3.5.2: Develop program of outreach for commuter students.

Strategy 3.5.3: Market online workshops to satellite campuses.

OBJECTIVE 3.5 UPDATE: On-going. Large-scale events were advertised in the *Fayetteville Observer*, *The Laurinburg Exchange*, *The Robesonian* newspapers and via local radio stations to reach nonresidential students and alumni.

A commuter and transfer student brunch was added to the fall schedule of events. Over 16 students attended and staff members from the offices of Community and Civic Engagement, Transfer Transition, Greek Life, and Alumni Relations available to answer questions.

Various tutorials were live streamed using Google+ Hangouts and saved on the Career Center's YouTube channel to reach commuter and online students. Over 203 students completed mock interviews using the online system, InterviewStream.

Objective 3.6: Increase alumni involvement and use of Career Center programs and services.

Strategy 3.6.1: Market CareerShift to students and alumni.

Strategy 3.6.2: Publicize Career Center events through Alumni Affairs newsletter and listserv.

OBJECTIVE 3.6 UPDATE: On-going. Programs, job listings, and events are advertised through the Office of Alumni Relations on an on-going basis and CareerShift was made available to students and alumni in 2012-13.

CareerShift was rolled out in the fall 2012 semester and marketing initiatives are increasing. Over 100 students created CareerShift accounts and conducted 2,555 searches during 2012-2013. Discussions have shifted to the use of LinkedIn instead of *Brave Opportunities* for student-alumni networking purposes. Updated contact information is being collected through the most recent survey of graduates.

Assessment Procedure: Social media efforts will be measured by student/alumni program surveys, number of Facebook “likes,” Twitter followers, and LinkedIn group requests. Surveys regarding the participation and use of services will be delivered to commuter/resident students, alumni, faculty, and staff following special events, programs, and one-on-one appointments. Data will be analyzed and shared with Career Center staff and Division of Student Affairs Administration/Directors as appropriate. Possible uses of data include presentations at professional conferences.

Use of Assessment Data: Formal assessment and informal observations support the marketing efforts of both the Career Center staff as well as the Career Peers. The emphasis on social media outlets provided an increase in number of students informed of Career Center events and resources. Data collected from evaluations was used to tailor programming to student needs.

Office for Community and Civic Engagement

Assessment of 2012-2013 Goals and Objectives

Goal 1: Continue to develop innovative programs and service opportunities to educate, develop, and recognize student civic responsibility and citizenship.

Objective 1.1: Coordinate with the North Carolina Campus Compact (NCCC) to obtain scholarships for students that engage in community service opportunities that enhance civic development for students.

Strategy 1.1.1: Apply and gain approval to participate in NCCC programs.

Strategy 1.1.2: Engage participants with community organizations that expose students to opportunities for civic development and responsible citizenship.

OBJECTIVE 1.1 UPDATE: CCE did not apply or obtain scholarships to support student engaged community service. NCCC scholarships were not available for 2013-14.

Objective 1.2: Cooperate with the Financial Aid office to coordinate FWS students who will engage in community service with partnering community organizations.

Strategy 1.2.1: Collaborate with Financial Aid to effectively utilize the federal work study program (FWSP) to engage students in community service opportunities.

Strategy 1.2.2: Cooperate with the financial aid office to recruit federal work-study (FWS) eligible students into community service programs.

Strategy 1.2.3: Collaborate with community organizations to sponsor and support FWS students to engage in community service.

Strategy 1.2.4: Coordinate FWS students to engage with community organizations that expose them to civic development opportunities.

OBJECTIVE 1.2 UPDATE: Complete and ongoing. The CCE office achieved 7 of 10 FWS students who served at 5 of 10 community organizations. CCE fell short in this objective. These students represented 6% of the total FWS institution award and provide approximately 1140 service hours.

Objective 1.3: Gain recognition for the President's Higher Education Community Service Honor Roll to recognize the institution's service commitment and community involvement.

Strategy 1.3.1: Apply for the President's Higher Education Community Service Honor Roll in 2013.

OBJECTIVE 1.3 UPDATE: The CCE office successfully applied and received the 2013 President's Higher Education Community Service Honor Roll.

Assessment Procedure: Director will evaluate the acquisition of funding support for community service initiatives that enabled student participation in NCCC and FWS programs. Review timesheets, service logs, program evaluations, and student reflections to determine effective use and adequate availability of staff support. Program review will be ongoing to determine efficient and effective use of funds.

Use of Assessment Data: CCE successfully obtained recognition for the institution's work in civic engagement and community service. The office failed to obtain scholarship support for community service programs due to non-availability. The FWS-CS students reported service success and personal growth through their service experiences. The CCE director will continue to work with the FWS coordinator to improve student participation in community service opportunities.

Goal 2: Develop student awareness of civic engagement and responsible citizenship and accurately report the impact of student engagement activities.

Objective 2.1: Engage 10% of student enrollment in direct service and volunteer programming.

Strategy 2.1.1: Register student volunteers in UNCP Volunteer Opportunities.

OBJECTIVE 2.1 UPDATE: Incomplete and ongoing. The CCE office successfully engaged over 13% student volunteers in service opportunities. However, the expected outcome of students who registered with UNCP Volunteer Opportunities was not met. Three hundred seventy-

seven (377) students registered with the online volunteer management system.

Objective 2.2: Engage students in initiatives that directly impact and promote change on campus and in local communities.

Strategy 2.2.1: Employ three student service leaders (SSL) to develop and implement CCE programs and service activities. The student service leaders will recruit volunteers, plan, develop, and coordinate service opportunities and educational programs that address and advocate for hunger victims, homelessness, environment sustainability, social justice, literacy education, and life skill development.

OBJECTIVE 2.2. UPDATE: Complete and ongoing. Employed 11 student service leaders who developed 44 service initiatives that engaged 877 volunteers in 7086 service hours.

Objective 2.3: Conduct education programs, training and workshops to educate students on social, community, and civic issues.

Strategy 2.3.1: Develop and implement monthly education programs, training, and workshops to educate students on social, community, and civic issues.

Strategy 2.3.2: Student service leaders will develop and implement experiential learning programs to engage student service opportunities that address social justice issues and community needs.

Strategy 2.3.3: Develop volunteer and service events to engage students in direct service through opportunities such as monthly service events (i.e. can food and clothing drives, blood drives, roadside clean-up, etc.), national service events, and Days of Service.

OBJECTIVE 2.3 UPDATE: Outcomes complete. Each student service leader developed and conducted at least one service project in the fall and spring semesters. The CCE office hosted three day of service events and two were coordinated with two national Day of Service events. Some notable educational programs related to social justice and service opportunities for the 2012-2013 year included:

- Conducted a Teen Mentoring Project where college mentors engaged youth at Townsend Middle School each month. Youth engaged in discussions and education session on community

leadership, social pressures, and making positive impacts on others.

- Three (3) reading parties with two local elementary schools with over 126 student volunteers and over 200 elementary student participants.
- Conducted two alternative break trips (ABT) to Tennessee and New Orleans.
- Hosted a “Tunnel of Oppression” experience and participated in the “2012 Hunger Summit” to raise awareness on the local and global effects of hunger and homelessness.
- Partnered with the Healing Lodge to educate students, faculty, staff and local community on STDs and AIDS awareness. Volunteers distributed literature and safe sex kits.
- Co-sponsored two student involvement fairs (25 total community based organizations; over 400 student participants)
- Student service leaders presented and conducted education sessions to Freshmen Seminars that informed students on CCE programs and service opportunities.

Objective 2.4: Track and accurately report student engagement impact in local community.

Strategy 2.4.1: Conduct volunteer orientation workshops to educate students on tracking volunteer service hours.

Strategy 2.4.2: Promote, advertise, and use social media to recruit students to engage in UNCP Volunteer Opportunities.

OBJECTIVE 2.4 UPDATE: Incomplete and ongoing. The CCE office implemented the “UNCP Volunteer Opportunities” online volunteer management system to register and record student service hours and reflections. The 2.4.2 expected outcome was not met. Eight (8%) percent (377 of 4602) of the total full-time enrollment registered with Volunteer Opportunities and recorded service hours. Five (5%) percent (56 of 1012) of the total freshman class was tracked in volunteer service events. However, 15% were first year/freshman students who enrolled service-learning courses.

Assessment Procedure: Paper and electronic evaluations on service events, educational programs, and service projects. UNCP Volunteer Opportunities hour tracking logs, blogs, and event registration will be used to assess student participation and volunteer activity. Oral and written reflections will be used to assess student’s knowledge and understanding service and civic responsibility.

Use of Assessment Data: Students reported an increase in knowledge and understanding of personal service responsibility, greater awareness of

community needs, along with greater appreciation and civic responsibility to meet the needs of others through volunteered service. Continued effort and strategic planning are needed to capture student service involvement and track volunteer service hours. Strategic plans should include project orientations for volunteers that encourage participation in evaluation and reflection on the service experience.

Goal 3: Develop student educational experiences through the integration of service, curricular, and co-curricular opportunities that are reflected in the student transcript.

Objective 3.1: Develop a civic engagement minor for students interested in community and public service.

Strategy 3.1.1: Collaborate with Academic Affairs to develop a new academic minor in the area of civic engagement.

OBJECTIVE 3.1 UPDATE: Incomplete and ongoing. A discussion was introduced to develop a civic engagement minor. Conversations were favorably considered and tabled for future discussion as the service learning program is further developed and embedded into the curriculum. Also, the concept for a civic engagement (CE) designation was introduced for courses to integrate an emphasis on civic responsibility and citizenship into the curriculum.

Objective 3.2: Develop and enhance curricular opportunities to engage students in service-learning courses.

Strategy 3.2.1: Collaborate with the Service Learning Director to enhance curricular opportunities to engage students in service-learning courses that contribute to social, emotional, and intellectual student development.

OBJECTIVE 3.2 UPDATE: Six (6) percent full-time faculty (20/324) developed and taught 38 service-learning courses in 2012-13. This was an increase of five courses (33 to 38) from last academic year. Over 650 students participated in service learning courses, an increase of 8% from 2011-12.

Objective 3.3: Enhance students' knowledge and understanding of demographics and community needs through service internships.

Strategy 3.3.1: Collaborate with non-profit and community agencies to develop opportunities for student service-internships. Explore and coordinate opportunities with the non-profit and

community agencies for student interns to develop programs, conduct surveys and assessments to meet community needs.

OBJECTIVE 3.3. UPDATE: Students reported greater knowledge and awareness for community needs through their service-learning experience. The 2012-13 service-learning reports showed that:

- 83% of the SVL students agree that they “can become more involved in my community.”
- 85% of the SVL students agree that they “have a responsibility to serve the community.”
- 83% of the SVL students agree that they are “more aware of the needs in my community.”
- 89% of the SVL students agree that they “can make a difference in the community.”

Assessment Procedure: Review minutes from S-L committee meetings. Student interns will provide written reports of service work conducted with community organizations.

Use of Assessment Data: The Service-Learning program sustained its progress during 2012-13 with increases to 38 SVL courses and growth in student enrollment to 650 students. The second annual service-learning symposium was well supported by faculty, students, and community partners to engage in poster presentations, breakout sessions, annual awards, and recognitions. However, the symposium was moderately attended by the extended campus community. Improvements in 2013-14 will include funding for faculty research, creating an annual publication, training for community partners and faculty, and enhancing sustainable community partner relationships. Intentional efforts and strategic planning will be made to publicize and highlight the impact of service-learning at the 2014 symposium and gain wider participation from the campus community.

Counseling and Psychological Services

Assessment of 2012-2013 Goals and Objectives

Goal 1: Provide for the psychological and emotional welfare of students through services and programs that contribute to their ability to continue their education while enhancing campus safety.

Objective 1.1: Continue to provide mental health and crisis counseling and assessment services to students with personal concerns that interfere with their academic progress.

Strategy 1.1.1: Provide individual and group counseling.

Strategy 1.1.2: Provide psychiatric consultation.

Strategy 1.1.3: Provide crisis consultation and assessment to clients of the center as well as the university community.

Strategy 1.1.4: Identify and collaborate with treatment referral sources, both local and outside of the immediate geographic area.

OBJECTIVE 1.1 UPDATE: The breakdown of ATTENDED in-person counseling appointments is:

CARE & EHS related – 32
Consultation – 4
Counseling (On-Going) – 1575
Couples – 18
Crisis – 192
Intake – 398
Mandate Substance – 187
Mandated Judicial – 5
Psychiatric – 141
Walk-In – 28
TOTAL - 2580

A total of 525 unique individual students received clinical counseling services for a total of 3211 individual contacts (2580 in-person sessions plus 631 case management contacts).

Titanium software tracks crisis response. Anxiety and depression continue to rank highest among the concerns of clients. These two also correlate strongly with suicidal ideation and attempts. An analysis of the crisis interventions this year indicates the two highest reasons for crisis intervention were 17.1% for anxiety and 9.6% for depression. In 11.6% of

crisis contacts, the student indicated some level of desire for self-harm or death. Counselor evaluations of crisis clients indicate an overall evaluation that 29.5% of these clients had at least a minimal risk of self-injury, with 6.9% rising to the level of the need for immediate hospitalization. Just over one-half of all crisis contacts involved students who had no previous contact with CAPS.

The top three diagnosis categories of anxiety disorder, depressive disorder, and relationship problems have remained stable over several years. These are followed by substance abuse, academic concerns, and post-traumatic stress disorder.

The case manager ensured appropriate linkage and coordination between students needing medication management and the psychiatric provider. The case manager coordinated on and off campus services to include outpatient therapy and medication management to meet the student's needs. The case manager served on the CARE Team and the Emergency Health and Safety (EHS) Committee and provided information and/or follow up on active cases.

Counseling and Psychological Services (CAPS) instituted walk-in hours to address community concerns about long wait time for services. The CCMH resiliency scale and the persistent DSM diagnosis function on Titanium are now being used. Both allow the ability to increase the accuracy of diagnosis and its connection to treatment protocols. Students now complete intake paperwork on the day they are being seen for their intake appointment removing the lag time between when paperwork was done and when the student was seen in CAPS. This shift has reduced no shows and increased the accuracy of the intake paperwork since it is relevant to the day services are rendered.

One evaluative measure used to track change is the Counseling Center Assessment of Psychological Problems (CCAPS). This measure is part of Titanium and used nation-wide to evaluate client change. Below is a table indicating changes over the 2012-2013 year:

Subscale	% improving one standard deviation	% worsening one standard deviation
Depression	64	3
Generalized Anxiety	48	2
Social Anxiety	18	0
Academic Distress	78	0
Eating Concerns	47	6
Family Distress	0	0
Hostility	55	2
Substance Use	24	0

Overall Distress Index	67	0
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Clients are also asked to complete a survey at the end of counseling. Select findings from this instrument of those who either “Strongly Agreed” or “Moderately Agreed” includes:

- My counselor helped me make progress toward my goals – 97.1%
- I have increased awareness of my personal values, beliefs, and attitudes – 97.3%
- I am better able to choose environments that promote health and reduce risk – 95.1%
- I learned one or more strategies that helped me cope with or solve problems – 97.1%
- I am aware of resources available to me for physical, mental, and substance abuse problems – 92.1%
- I relate better to others – 92.2%
- I am more likely to continue my education / stay in school – 94.2%

Objective 1.2: Strengthen the ability to meet students’ needs through professional development and knowledge enhancement.

Strategy 1.2.1: Assist each counselor to attend at least one convention, workshop, or conference of their choosing.

Strategy 1.2.2: Encourage and support staff to pursue specialization areas.

Strategy 1.2.3: Provide a training program for graduate counseling and/or social work students.

OBJECTIVE 1.2 UPDATE: All professional staff attended training in threat assessment and use of the SIVRA-35, as well as training in the transition from DSM IV-TR to the DSM 5.

Michael Ivanov attended: one day training on emotionally focused couples therapy and a half-day workshop on psychotropic medications. Michael also took and passed NC state exam (Ethics and Practice Act) and national exam (Examination for Professional Practice in Psychology) and acquired credentials of provisional licensed psychologist in May.

LynnDee Horne maintained certification in biofeedback and completed the training through HeartMath entitled “Physiological Mechanisms of Heart Rate Variability: Autonomic Assessments and Clinical Interpretations.” LynnDee also was certified as a basic level instructor in the Rape Aggression Defense System. She also completed requirements and received her clinical supervisor license in professional counseling.

Timothy Hunt continued training and monthly supervision in transactional analysis. He also completed requirements to sit for his licensing exam as a clinical addictions specialist in June.

George Gressman completed advanced training in crisis and suicide response with ASSIST. He attended programs in clinical management and supervision as well as the use of psychotropic medications.

MJ Raleigh attended the Council for the Advancement of Standards in Higher Education (CAS) board meeting in Baltimore, MD. In this role, MJ represents the interests of college counseling in the development, training, execution, and review of the national collegiate standards for all non-faculty departments on US campuses. Throughout the spring semester, MJ conducted several webinars for colleagues, some of the webinars included “LGBTQ Safety On Campus” (Feb and April 2013), Emergency Response Protocols for Faculty, Emergency Response Protocols for staff and Emergency Response Protocols for Student Workers (May 2013), and Destructive Relationships on Campus (June, 2013).

Lauren Rodefeld attended the NC Sexual Violence Primary Prevention Summit, the Sexual Assault Prevention Planning grant meeting, a webinar on Preventing Sexual Violence in LGBTQ Communities, and the NCCASA’s Statewide 2013 conference.

CAPS hosted a very strong class of interns in 2012-2013. Three interns provided service for the entire year, while two did so for one semester each. By having four interns present each semester, with each contributing 24 hours per week, CAPS received the equivalent of two full-time counselor positions. It is noteworthy that all five interns are now employed, three in higher education settings.

Assessment Procedure: Data generated through Titanium software and Campus Labs for quantitative and qualitative analysis.

Use of Assessment Data: Evaluation data indicated that students felt the need for more immediate service. This information was used to develop a pilot program of walk-in hours that was hugely successful. This service will be expanded in the fall. A small number of group counseling opportunities will also be implemented to offer students both a quicker time to be seen and an alternative form of counseling that is proven highly effective. Increased use of groups also creates an opportunity to see more students given the same personnel.

Goal 2: Provide testing services in support of the university’s mission.

Objective 2.1: Administer undergraduate and graduate standardized

academic tests to UNCP students. Administer educational and professional tests for both on-campus and community constituencies.

Strategy 2.1.1: Support undergraduate and graduate admissions by administering entrance assessments (i.e.; CSXQ, TOEFL, MAT).

Strategy 2.1.2: Provide course credit, professional certification/licensure, and secure proctored testing for both UNCP students and community members.

OBJECTIVE 2.1 UPDATES: Undergraduate Admissions Testing (SAT) – 16 testers; Undergraduate English Ability Testing (TOEFL) – 39 testers; Undergraduate Credit by Examination (CLEP) – 36 testers; Graduate Admissions Testing (MAT) – 225 testers; Proctored Testing & Professional Certification Testing – 20; Total number served by Testing programs - 336.

Changes to delivery systems requiring expensive upgrades to equipment led to the following decisions: 1. TOEFL-ibt testing will be discontinued immediately; TOEFL-ctp will be continued; 2. CLEP testing will continue through fall 2013, after which new equipment requirements will mean it can no longer be administered at UNCP.

Assessment Procedure: Data about the number and types of tests given will be generated using the center's Titanium scheduling system. Feedback from university entities providing referrals will be solicited and analyzed.

Use of Assessment Data: Testers continue to give very satisfied scores to testing availability, on-line testing registration, and friendliness of testing staff. It was decided that, due to the fact the testing facility was removed from the new Health Services Building plans, CAPS would more narrowly focus test offerings.

Goal 3: Increase campus and community-wide visibility and student awareness of Counseling and Testing Center services through targeted outreach programs and building a collaborative network of community resources.

Objective 3.1: Provide campus-wide education, support, and advocacy surrounding gay, lesbian, bisexual, transgendered, and questioning (GLBTQ) issues.

Strategy 3.1.1: Offer programming that addresses GLBTQ concerns and needs.

Strategy 3.1.2: The Counseling and Testing Center will partner with the campus and community to increase awareness of counseling services and programs available to the GLBTQ population.

OBJECTIVE 3.1 UPDATE: Counseling and Psychological Services hired an undergraduate student for the fall semester to focus on outreach to the GLBTQ population. This student spearheaded an anti-bullying campaign in the month of October that was relevant to all students, but focused on the GLBTQ community. Two events were held to address stereotypes and promote bystander intervention. A thought-provoking photo project and bullying statistics were distributed throughout campus. A project was also displayed during National Coming-Out Day that contained stories from our students about their experiences. During the spring semester, CAPS staff co-taught the Safe Zone Training to continue to increase awareness and promote the competency of the campus community on these issues. Dr. Raleigh completed Safe Zone training through the UNCP Multi-cultural Office, after which MJ conducted two safe zone trainings (one for faculty, one for Greek leaders). Recently MJ reviewed and updated the campus Safe Zone training manual.

Objective 3.2: Provide campus-wide education, support, and advocacy for students who are veterans.

Strategy 3.2.1: Make connections with and provide support and resources for university student organization for veterans, UNCP Chapter of Student Veterans of America and for Veteran Education and Transition Assistance team.

Strategy 3.2.2: Increase connections to university and community resources that can assist veterans.

OBJECTIVE 3.2 UPDATE: Counseling and Psychological Services (CAPS) partnered with the Veteran Education and Transition Assistance Office to increase support services and resources for student veterans on campus. Lauren Rodefeld continued to act as the liaison for this department, as well as, the Veteran Education and Transition Team (task force), and the Student Veterans of America organization (SVA).

CAPS informational packets and CAPS emergency resource cards were placed in the Veteran Education and Transition Assistance office to be available to student veterans as an extra resource. This information was also available to members of the SVA and veteran task force as an extra resource for students.

Lauren attended two SVA meetings to promote services available to them as well as receive programming ideas for future collaboration on student veteran programs; however, student attendance was poor at both meetings. Four student veterans participated at the SVA meeting in the fall and three of the same members participated at the SVA meeting in the spring. CAPS continued to interact with the veteran's campus coordinator and the president of SVA to build upon ideas to increase support services for student veterans and dependents on campus.

Lauren attended two task force meetings for the academic year. A new veterans program coordinator was hired at the beginning of the spring semester. New strategies were discussed at the task force meeting to increase connections with new, current, and future student veterans and dependents in the future. There was a total of 13 in attendance (2 students, 10 faculty/staff, and a representative from Fort Bragg). A challenge has been trying to connect with veteran students. Participation and attendance are low at programs offered to help students. There are only three active members in SVA. Student attendance is also low at the veteran's task force meetings.

Lauren Rodefeld has attended two Center for Deployment Psychology trainings. One workshop specifically focused on working with student veterans and dependents on university campuses and ways to reach students and increase support services. The other workshop was a two-day training in cognitive processing therapy. Furthermore, CAPS staff members participated in a number of webinar trainings throughout the academic year.

LynnDee Horne represented CAPS at the National Roll Call program.

Objective 3.3: Provide education and support through outreach targeting Native American students.

Strategy 3.3.1: Network with Native American Student Organization advisor by designating a staff member to act as a liaison to collaborate on student needs.

Strategy 3.3.2: Develop relationships with local Native American leaders to gather information on perceived student needs and provide education about the resources available in CTC.

Strategy 3.3.3: The CTC office will develop informational/referral materials specifically targeting Native American students.

Strategy 3.3.4: CTC will attend NASO events to develop personal connections with staff and students.

OBJECTIVE 3.3 UPDATE: To continue to develop a relationship with Native American students, faculty, and staff on campus, Timothy Hunt served on three planning committees targeted to reach the local Native American community and our students during the academic school year. He joined the Association of American Indian Faculty and Staff to help network with other natives with the same vision. Timothy Hunt also collaborated with specific native community leaders such as: Becky Goins, NASO Advisor; Nick Richardson, NASO Student President; Charly Lowery, Peace In the Park Visionary; Ramona Roberts, Native American Interfaith Ministries of the Healing Lodge; Doug Taylor, Phi Sigma Nu Student President; and, April Whittemore-Locklear, Transfer Liaison with the Transfer Transition Office: Native Americans in Professional Education. He presented at two programs, "Be Brave" snapshot presentation for UNCP at Robeson Community College and the Lumbee Rite of Passage Community Advisory Board targeted to reach local Native American students focusing on mental health issues and how to get into services at CAPS.

Objective 3.4: Provide psycho-education and support through outreach targeting Greek life students.

Strategy 3.4.1: CTC will present on counseling and testing services at the Greek life council meetings and the National Pan-Hellenic Council during the year to provide education and collaboration.

Strategy 3.4.2: CTC will collaborate with the Office of Greek Life to identify needs of this population and offer programming that targets these needs.

OBJECTIVE 3.4 UPDATE: Counseling and Psychological Services, in partnership with the Director of Greek Life, hosted programming relevant to students' needs within the Greek community. To promote alcohol responsibility, Greek students attended the Alcohol Awareness Leader Luncheon held during National Collegiate Alcohol Awareness week and participated in our Mocktail Madness event encouraging alternatives to drinking along with education on alcohol use. Sexual responsibility and sexual assault awareness were also addressed and supported by Greek Life through an interactive theater production. At least 80% of each Greek chapter was present for this event.

CAPS also supports Greek Life through being active participants in their programming and assisting them in meeting national requirements each year for their chapters. CAPS staff attended All Greek Council meetings to discuss upcoming programming and future collaboration. CAPS staff participated in Greek organization programs to include a Healthy Relationship Panel and Sexual Responsibility/Sexual Assault Awareness

presentation. A CAPS staff member presented on alcohol responsibility and risk management to Phi Kappa Tau for their yearly training requirements. In addition, CAPS staff members were also instrumental in supporting a new fraternity on campus by accepting positions on the chapter advisory board of Phi Delta Theta. Dr. Raleigh conducted a safe zone training session specifically geared toward Greek organizations. The presidents of all sororities and fraternities on campus were required to attend the workshop.

Assessment Procedure: Data about the number of students from these areas will be generated using the center's Titanium scheduling system. Faculty and staff in these areas will be involved to give feedback on collaborative efforts.

Use of Assessment Data: Titanium reports, Student Voice, and other national data were used to drive outreach to these targeted special student populations.

Titanium reports indicate that 11.4% of clients in the center identified as GLBTQ in 2011-12, and 11.8% in 2012-13. Titanium also reports that 8% of clients indicated sexual identity as an issue in their lives. According to the Healthy People 2010 Companion Document for Lesbian, Gay, Bisexual, and Transgender Health authored by the Gay and Lesbian Medical Association, GLBT identified youth have a rate of suicide two to three times higher than their heterosexual counterparts. GLSEN provided a state snapshot of North Carolina students for the 2011 National School Climate Survey. Of the 245 students, 90% heard homophobic remarks regularly at school, 32% of them heard these remarks from staff. Eighty-six (86) percent experienced verbal harassment, 38% physical harassment, and 18% physical assault due to their sexual orientation. According to the 2011 FBI Hate Crimes statistics, 6,222 hate crimes were committed in the U.S. Of those crimes, 20.8% were due to sexual orientation. These statistics along with others continue to support outreach to the GLBTQ community.

The findings of the data evaluated are used to drive the reasons that the student veteran population was chosen as a special focus of outreach for the center. Titanium reports indicate that 1.8% of client population reported military combat or war zone experiences; 3.1% of clients reported that they had military service and 1.0% reported that they were involved in ROTC. In addition, 1.2% of the client population reported military stress. According to the 2012 CCMH, data suggests that approximately 1.9% student veterans are utilizing counseling services on campuses and that 29.3% reported that their military experience included traumatic or highly stressful experience which continues to still bother them. The Titanium and 2012 CCMH findings do not include information on tracking dependents of military affiliated students.

According to the Center for Deployment Psychology, 18% of military who return from active duty have symptoms of PTSD. An additional 10-15% showed signs of

significant symptoms of depression and anxiety. CDP findings also suggest that clients are six times more likely to attempt suicide than the general population. However, with the continued wars in Iraq and Afghanistan, military suicide rates have been increasing and surpassing the rates for society at large. Finally, 20% of suicides in the U.S. are completed by veterans.

The Center for Deployment Psychology findings suggest that between 2007-2008, only about 38% of military undergraduates used their veterans' education benefits; 85% were 24 or older; 73% were male; and 62% had a spouse, child, or both. The US Department of Veteran Affairs projects that by 2020, the number of female veterans will reach 1.9 million, representing 10% of the entire veteran population.

In 2010-2011, there were approximately 400 student veterans enrolled at UNCP. Data collected from the application process indicates that fall 2012 enrollment numbers for military affiliated students was 824. Of the 824, 40 were active duty; 497 dependents; 195 veterans; 30 National Guard; and 62 reservists. The spring 2013 enrollment numbers were slightly lower than the fall. There were a total of 774 military affiliated students. Of the 774, 40 were active duty; 452 dependents; 184 veterans; 34 National Guard, and 64 reservists. UNCP is considered one of the top military-friendly schools in the US and was recently selected again for 2014 military-friendly schools. Due the societal climate, the increase in veterans returning from active duty pursuing an education with UNCP, and the changes made to the Post 911 GI Bill to increase education for dependents of veterans, it is imperative to continue to assess and meet the needs of those in our region and student veterans on campus. In addition, other points of interest and reasons it is important to focus on this population is UNCP's demographic location to military bases in the area and the increased numbers of veterans returning from active duty who are pursuing an education. Finally, due to the increased numbers of females serving in the military and the recent media coverage about sexual assault in the military, it is necessary to offer extra resources and support for student veterans.

For the 2012-2013 academic year, 16% of the total (5504) undergraduate student population at UNCP identified themselves as Native American/Alaska Native. Titanium reports indicate that 6.5% of clients (446) identified themselves as Native American in 2011-2012, and 8.2% of clients (488) in 2012-2013. An overview of the last four years of CAPS annual reports in Titanium found that only a total of 140 Native American students at UNC Pembroke have used CAPS services in the past. Nationally, the 2012 Center for Collegiate Mental Health's annual report found that out of 73,987 student participants only 0.5 of that number identify themselves as American Indian or Alaskan Native. These statistics along with others continue to support outreach to the Native American Student community.

Data from the 2009 UNCP Fraternity and Sorority Experience Survey indicated that 10.3% of the Greek membership at UNCP felt there was a great deal of pressure to drink within the Greek community. In a recent survey conducted by the Core Institute that involved several universities, 86% of college students involved in the Greek system report they used alcohol at least once within the last 30 days and 93% said they had used alcohol within the past year. This survey also indicated that Greek students feel drinking is a central part of the social life of fraternities and sororities (88% and 78% respectively). A study published in the *Psychology of Addictive Behaviors* notes that Greeks consistently drink more heavily than non-Greeks. To continue to address this issue, the Alcohol Awareness Leader Luncheon on alcohol awareness and Mocktail Madness event was conducted. Upon the request of the Director of Greek Life, sexual assault awareness and responsibility were addressed through programming as well. She reports that has been a significant problem with the Greek students on our campus.

Goal 4: Increase wellness education campus wide.

Objective 4.1: Evaluate on-going programs and promote wellness.

Strategy 4.1.1: Offer various screenings for depression, anxiety, eating disorders, etc.

Strategy 4.1.2: Co-sponsor wellness programs with AWARE and other departments and student groups on campus.

OBJECTIVE 4.1 UPDATE: Health Screenings were conducted eight times throughout the 2012-2013 academic year. Subjects addressed were anxiety, depression, alcohol use, tobacco use, sexual responsibility, disordered eating, and gambling. Relationships with the nursing department and graduate programs in school counseling and mental health counseling were utilized to complete the screenings. Students from these programs assisted in conducting screenings related to their respective fields. The results of the varied screenings were as follows:

The anxiety screening had 154 participants. Thirty-four (34) students presented with mild anxiety, 28 with moderate anxiety, and 6 endorsed severe anxiety. Five referrals were made to CAPS.

Completed depression screenings totaled 424. Of those participants, 90 endorsed moderate depressive symptoms and 12 with serious depressive symptoms. Appropriate referrals were made.

Two alcohol screenings were held, one per semester. Total participants equaled 876. Findings include: 69% of students believe that alcohol plays

a central role in the lives of UNCP students, 59% indicate that one or more family members have had a problem with alcohol, 48% currently drink alcohol, and 21% admit to driving after drinking.

The tobacco screening was administered to 127 students. Of those students, 20 currently use tobacco products, 52 have used them in the past, and 55 have never used them. Giveaways were presented to each student to promote the NC Quitline.

The results of the sexual responsibility from 112 respondents are as follows: 45% used protection during their last sexual encounter, 64% have been tested for STDs, and 75% say they do talk to someone about sexual responsibility, most naming a friend or parent as that person.

The eating disorder screening was completed by 72 students. Six students were likely to have an eating disorder per their responses. Information and referrals were available.

Due to grant funding, a problem gambling screening was conducted. Results indicate that 28 out of 99 students gamble. Of those 28, all endorsed at least one behavior linked to problem gambling.

Wellness programs were presented throughout the year in collaboration with other departments, community agencies, and student organizations to include faculty members, Student Health Services, Housing and Residence Life, Police and Public Safety, Student Involvement and Leadership, Greek Life, Multicultural and Minority Affairs, the library, the bookstore, the master's programs of social work and counseling, Community and Civic Engagement, Sodexo, The Robeson Humane Society, the Robeson County Health Department, Rape Crisis of Robeson County, Healthy Start of Robeson County, Baptist Student Ministries, Berea College Outreach, ACE, Aware, SGA, and several fraternities and sororities. Subject matters covered in these programs included sexual responsibility and sexual assault, healthy relationships, alcohol awareness and responsibility, stress reduction, suicide prevention, problem gambling, eating disorders, mental illness, campus safety, and campus policies. Formats for presenting these programs included awareness weeks, game shows, interactive presentations, theater productions, fairs, luncheons/dinners, informational and educational displays, and other engaging activities with a psycho-educational message. Approximately 3,200 students participated in these programs throughout the year.

Objective 4.2: Educate the campus community on sexual responsibility, sexual assault, and violent behavior.

Strategy 4.2.1: Increase awareness of and how to utilize the Interpersonal Violence/Sexual Assault Response Team (IV/SART) across campus and within the community.

Strategy 4.2.2: Provide sexual responsibility and violence prevention education and programming.

OBJECTIVE 4.2 UPDATE: IV/SART committee members met throughout the academic year (two times in the fall and two times in the spring). There are approximately 12 active members that serve on the committee with representation from various departments across campus. CAPS staff and committee members continued to engage in interdepartmental networking to increase awareness and utilization of the IV/SART committee. CAPS staff also increased student awareness of IV/SART through freshman seminar classes. In addition, IV/SART resource information was added to the CAPS student pamphlet and emergency resource cards.

CAPS staff offered two advocacy trainings for IV/SART members. Two members attended. It has been challenging accommodating all members' schedules for meetings and trainings. Furthermore, discussion continued on ways to better reach the needs of sexual assault victims in the future. Finally, committee updated and revised the mission statement and goals for the committee.

CAPS staff revised and updated the UNCP Sexual Assault Policies and Procedures based on NCCASA and DHHS guidelines. They were put into effect August 2012 for the campus community and located in the Student Handbook under the Code of Conduct Policy. Amnesty and Good Samaritan policies were added to break down barriers and increase reporting. Information about the Amnesty and Good Samaritan policy were publicized in all residence halls on campus. CAPS also provided information at Pembroke Day to reach not only campus community but local community members. In addition, all members of campus police were made aware of the revised policies. Furthermore, due to grant funding, two advertisements were placed in the campus newspaper, the October 2012 Pine Needle, to increase awareness of IV/SART, the Amnesty and Good Samaritan policy, and sexual assault prevention.

CAPS staff met twice with The Rape Crisis Center of Robeson County to continue to discuss initiatives regarding sexual assault prevention grant with a focus on bystander intervention. Also, CAPS networked with NCCASA and DHHS regularly throughout the academic year. In addition, CAPS staff attended two campus consortiums sponsored by NCCASA. The focus was to identify different strategies NC universities were implementing regarding sexual assault primary prevention on campuses

throughout the state and network to build bigger support system in regards to prevention work.

CAPS staff member facilitated sexual assault training for the campus judicial board. Seven members attended.

The second annual Sexual Health Fair was held. Approximately 100 students attended the event. This was a partnership with Student Health Services, Aware, Robeson Health Care Corporation, Robeson County Health Department, the Rape Crisis Center of Robeson County, and Healthy Start Program of Robeson County. Resources and testing for HIV were available.

CAPS in partnership with the Student Government Association hosted Theatre Delta. They performed an interactive play addressing sexual assault and alcohol. Over 300 students attended the program. Local and campus resources were available.

CAPS partnered with Professor Katherine Denton to present the Diversity Café' Series on the topic of sexual assault to three residence halls on campus for sexual assault awareness month.

CAPS staff members hosted an event for Stay at Pembroke Weekend called "Minute to Win it". The game format addressed sexual responsibility and alcohol use. Eleven (11) students attended.

CAPS staff members attended One Billion Rising-Standing Up Against Sexual Violence sponsored by The Rape Crisis Center of Robeson County.

CAPS staff members presented at the Rise Women's Conference. The presentation included prevention strategies for women surrounding the issue of sexual assault, local and national statistics, and resources for victims of sexual assault. Approximately 40 women attended.

CAPS applied for two grants through the Violence Prevention Branch of the Department of Health and Human Services to support sexual assault planning and primary prevention on campus. CAPS was awarded the sexual assault planning grant for \$15,000. Through grant funds, a graduate assistant was hired to focus solely on the sexual assault prevention planning grant. This student conducted the focus groups for the Community Readiness Assessment to sample the climate culture about attitudes and beliefs regarding sexual assault on campus. A total of four focus groups with approximately 5-6 people in each group and 28 individual assessments were conducted reaching a total of 50 students, administrators, faculty, and staff. Analysis of data from the Community

Readiness Assessment and a final report for the sexual assault planning grant was completed. With grant funds, CAPS was able to provide incentives and give-a-ways such as, water bottles, pens, mini-flashlights, and microfiber clothes, with the logo “Safe Campus Strong Voices” Prevent Sexual Assault with CAPS contact information. These were given out to those who participated in the focus groups and other programs/events on campus.

CAPS was originally awarded the sexual assault prevention grant; however, due to budget cuts from the CDC the grant was put on hold. In May, DHHS notified CAPS that the prevention grant would be awarded for a three-month period from August 1, 2013-October 31, 2013. Total budget for the prevention grant awarded is \$18,896.

Objective 4.3: Increase the welfare and safety of individual students and the campus community.

Strategy 4.3.1: Increase awareness on campus of the Emergency Health and Safety Committee (EHS) and CARE Team.

Strategy 4.3.2: Assist students referred through CARE/EHS with accessing campus resources.

OBJECTIVE 4.3 UPDATE: Twenty-two (22) individuals were assisted under the CARE umbrella this year. Issues ranged from homelessness to not having food to grief and family concerns. The case manager followed-up with these students and wherever possible connected them with resources necessary to meet their needs.

Dr. Brian Van Brunt presented a focused threat assessment workshop on April 23 on the UNCP campus. This workshop was open to all UNCP community members and counseling, campus police, dean of students, and conduct officers throughout the UNC system. Over 45 individuals participated in the workshop. On April 24, Dr. Van Brunt conducted a small group workshop just for the UNCP CARE/BIT and CAPS members. This workshop trained UNCP community members on the use of the SIVRA-35, an assessment instrument designed to determine level of threat an individual may present on campus.

Assessment Procedure: Titanium software, evaluation survey.

Use of Assessment Data: The findings of the previous wellness screenings, student feedback, Titanium reports, wellness survey, Community Readiness Assessment, Illinois Rape Myth Acceptance Scale, CCMH, and other data are used to drive the outreach programs and health screenings the center prepares for the university.

Anxiety was targeted by screenings and stress reduction activities. From our clinical evaluations in the 2012-13 school year, 32% of clientele requested more programming around the issue of anxiety and stress. For the 2012-13 school year, anxiety issues were the top diagnosis within the center according to Titanium. In regard to crisis appointments, anxiety ranked second in the 2012-13 school year.

Depression ranked as the second top diagnoses within the center this year. Titanium reports show that depression was third and suicidal ideation ranked first for the reason of crisis appointments in the 2012-13 school year. According to the Center for College Mental Health report for 2012 involving 75,065 students, 25.6% have seriously considered suicide. Depending on the statistic, suicide is the second or third leading cause of death for those ages 10-24.

Based on the 2012-13 Alcohol Responsibility Survey results, 59% of students indicated they had one or more family member with alcohol problems. Results also state the 26% have done something they regretted because of drinking. Over 21% admitted to driving after drinking. AUDIT results in the 2012-13 school year report that 17.6% (ranging from less than monthly to weekly) of students were unable to remember the night before due to drinking and 34.5% drink at least 2 times per month up to 4 times per week. Due to this data, programming around responsible alcohol practices and screenings measuring this subject were implemented both semesters.

Self-esteem, body image, and disordered eating continue to be a concern for the college population. In the CCAPS 62 report for our counseling center clients during 2012-13, 31% admitted to feeling out of control when they eat ranging from sometimes to often. According to titanium data, 25.1% of clients scored in the moderate clinical range and 14.7% scored in the high clinical range for eating issues. Thirty-four (34) percent of students indicated that eating issues were a concern. Approximately 55% of clients stated that self-esteem was also an issue for them.

Sexual health and responsibility along with healthy relationships were also targeted through outreach and screening. The 2012 Sexual Responsibility Survey (393 participants) reports that 26% of students have had eight or more sexual partners. As far as sexual health is concerned, in the fall 2012 National College Health Assessment (28,237 respondents) only 46.5% of females had a gynecological exam within the last year and only 36% had performed a breast self-exam within the last 30 days. Males that had performed a testicular self-exam totaled 35%. The CAPS Clinical Evaluation assessment for the 2012-13 school year included several requests on more information and programming surrounding healthy relationships from subjects of safer sex to effective communication.

In the National College Health Assessment of 2012, 20.4% of students indicated they would like to receive more information on tobacco use. In the NCHA Fall 2013 reference group report, total cigarette use within the last 30 days totaled 13.2%, but the perceived use of tobacco products was 79.7%. The same trend in perceived usage was true with hookah use as well. Perceived usage was 68% while actual usage was only 8.4% within the last 30 days. It is clear that continued psycho-education is needed to correct the perception of all substance use on campus, including tobacco.

CAPS was awarded a grant for the second year in a row for problem gambling. A screening was conducted for problem gambling and a promotion of the NC Problem Gambling Helpline. Screening results are being utilized to determine the scope of the issue at UNCP. National trends for college student gambling center around lottery, card type games, and sports (41%, 38%, and 23% respectively). Researchers estimate that 75% of college students gambled during the past year, whether legally or illegally. Approximately 6% of college students in the U.S have a serious gambling problem according to National Council on Problem Gambling.

The findings are from data gathered from Titanium, Wellness Survey, Illinois Rape Myth Acceptance Scale, the Community Readiness Assessment, and CCMH are used to drive the continued efforts to increase education and awareness of sexual assault on campus. Titanium reports indicate that 18.7% of clients had an unwanted sexual experience; 1.8% of clients came to CAPS due to a sexual assault as the presenting problem for seeking treatment; 30.7% of clients had an harassment/abusive situation; and 22.4% of clients reported physical harm by another prior to college and 4.9% of clients reported physical harm occurred after starting college. Titanium reports also indicate that 2.1% of clients had a diagnosis of some type of abuse or history of abuse. According to the CCMH findings suggest approximately 21.0% of clients had an unwanted sexual experience; 11.2% were prior to college and 6.4% experienced an unwanted sexual experience after starting college. This data also indicates approximately 35.6% of clients had an harassment/abusive situation; 17.4% reported physical harm by another prior to college and 6.1% incidents occurred after starting college. According to the 2009 Wellness Survey, 6.1% have experienced sexual abuse, sexual assault, or rape. Finally, data from Student Voice shows 8.34% of students feel healthy relationships and sexual assault programs would be helpful to the campus community.

Additionally, what has been learned from the baseline data from the 2010 Illinois Rape Myth Acceptance Scale was:

- 9% of students agree with the statement, if a woman doesn't physically fight back, you can't really say that it was rape.
- 4.9% of students disagree that if they rape someone that they will not get in trouble.

- 4.5% of students that men cannot be victims of rape.
- 15.4% of male students would not stop after the first time she says no.
- 44.3% of male students agree with the statement that it is men's responsibility to prevent rape.
- 19.1% of students feel that it is ok to talk a girl into sex
- 26.6% of students would do nothing if they were at a party and saw a girl who is drinking and appears to be intoxicated being led away from a party

Findings from the UNCP Community Readiness Assessment show that as a community UNCP is at the pre-planning stage. This indicates that there is clear recognition among community members that something must be done and the efforts must begin to be focused and detailed. The results of the assessments indicate a number of important findings. Dimension A (existing community efforts), C (leadership), and F (resources) had the highest overall readiness stage score (6). This indicates that the community is aware that there are efforts in place, mainly CAPS. The findings also show that there are identifiable leaders that are supportive and active in the implementation of efforts and there is no problems receiving support for the campus community as a whole. Dimension E (community knowledge about sexual assault) had the lowest overall readiness score (3) which indicates that the campus community as a whole lacks knowledge about sexual assault.

Continuously throughout the year, other national data points have been given on sexual assault. These have been and continue to be used to guide educational efforts. Findings in The National Intimate Partner and Sexual Violence Survey indicate 37.4% of first completed rape victimizations occur between 18-24 years old; 34.3% of first stalking victimization occur between 18-24 years old; and 47.1% of first interpersonal violence victimizations occur between 18-24 years old. NISVS data also indicates prevalence of sexual violence by race/ethnicity. The findings suggest that 26.9% are American Indian; 22.0% are black; 18.8% are white, and 33.5% are multiracial. Finally, according to the ACHA/NCHA Spring 2012 findings indicate that 9.9% of college students reported experiencing sexual assault within the last 12 months and 1.4% report having academic impacts affecting the abusive experience (sexual/physical). A few examples of academic impacts include received lower grades, received incomplete or dropped the course, and class attendance. The statistics listed above are consistent with rates of sexual violence found on college campuses in general. UNCP is one of 11 HBCU's and Historically Native American University campuses serving North Carolina. At a time when students are supposed to be focused on academics, many are dealing with the trauma of sexual assault victimization. Further, results indicated that students who experience sexual assault result significantly higher levels of academic distress. These findings of increased levels of academic distress support the need for continued and increased services to students focusing on educating, skill building, and increasing awareness among the campus community. The desire and importance is evident to have multiple resources or supports in place for

students. This was another major contribution factor to a multi-reporting structure. Finally, with the support from The Center for Disease Control, effective sexual assault prevention programming (Bystander Intervention) on campus will be developed.

Goal 5: Reduce addictive behaviors in the student population.

Objective 5.1: Coordinate and implement the campus alcohol and other drug prevention and education efforts.

Strategy 5.1.1: Meet with Coalition for Substance Abuse Prevention (CSAP) on monthly basis for feedback, strategy, and direction on issues related to alcohol and other drug use and prevention.

Strategy 5.1.2: Implement comprehensive written substance abuse prevention master plan for campus that incorporates multiple best practices in all areas of campus operation (i.e., Student Affairs, Athletics, Academics).

Strategy 5.1.3: Update, publish, and distribute official campus drug policy.

Strategy 5.1.4: Present drug and alcohol education program to all FRS100 students.

OBJECTIVE 5.1 UPDATE: Timothy Hunt transitioned into leadership for the CSAP committee this school year. He and Dr. Schwarze co-chaired 5 meetings with the Committee on Substance Abuse Prevention. CSAP created and implemented a memorandum of understanding between UNCP and the Robeson County EMS department to help find ways to streamline the response and partnership in handling intoxicated students. The UNCP Drug and Alcohol Policy was shared with all the campus community via the web this academic year. Timothy Hunt joined the Safe & Healthy Campus Communities Coalition (C3) for the UNC system and networked with other AOD (Alcohol and Other Drugs) Coordinators across the state to help address this pervasive problem that coexists across all 16 university campuses. Timothy Hunt updated the FRS 1000 series presentation this academic cycle and taught 40 classes in the 2012-2013 academic year and informed 913 incoming freshman about the alcohol and drug policies at UNCP. As part of National Collegiate Alcohol Awareness Week, Counseling and Psychological Services and Housing and Residence Life partnered to hold a program in Pine and Cypress that addressed responsible alcohol use and the campus alcohol policy through an interactive format in which twenty-two students attended. Counseling and Psychological Services also partnered with Student Involvement and

Leadership to present a luncheon addressing alcohol awareness and responsibility for National Collegiate Alcohol Awareness Week. Ten (10) student leaders from Housing and Residence Life, Greek Life, and student organizations attended the luncheon.

Objective 5.2: Provide assessment, education, and counseling to students with addiction.

Strategy 5.2.1: Provide consultation and referrals for drug treatment.

Strategy 5.2.2: Administer the drug assessment and Marijuana 101 program to each violator of the campus marijuana policy.

Strategy 5.2.3: Administer drug assessment and the Alcohol Edu for Sanctions Program to each violator of the campus alcohol policy.

Strategy 5.2.4: Provide assessment and education to the student population on problem gambling behaviors.

OBJECTIVE 5.2 UPDATE: During the 2012-2013 academic year, CAPS graduate level counselor interns and fully licensed counselors assessed and counseled over 249 mandated alcohol and other drug students. 778 first year UNC-Pembroke students completed all three AlcoholEdu college surveys. This year was the initial implementation of the AlcoholEdu to incoming freshman which was a big accomplishment of the CSAP Committee last year.

UNCP received the NC Problem Gambling Grant for the 2012-13 school year. All aspects of the grant proposal were fulfilled to include committee review of current gambling policy on campus, education, and outreach programs to promote the NC Problem Gambling Program and Helpline to campus and community members, holding a PSA contest for students, collecting data utilizing screening tools endorsed by the NC Problem Gambling Program, and equipping staff members to address problem gambling behaviors through the NC Sure Bet Trainings.

Assessment Procedure: Surveys, coalition feedback, Titanium software, evaluations, Alcohol Edu for Sanctions evaluation measures.

Use of Assessment Data: Based on the 2012-2013 Alcohol Responsibility Survey results, 56% of students indicated that they believe alcohol plays a central role in the lives of UNCP students. 69% of students believe that the majority of UNCP students use alcohol. The data indicates that it is time to

complete a series of social norming campaigns in the next two academic cycles to help counter the tide. CSAP committee is gearing towards administering the ACHA-NCHA survey in the fall semester of 2013 to help survey a cross section of students to gain a better understanding of the attitudes towards alcohol and other drugs within the campus culture. According to the 2012-2013 assessment data from Titanium, CAPS assessed a total number of 146 students for drug violations. This is an 8 point rise from the previous academic year.

CAPS was awarded a grant for the second year in a row for problem gambling which proved screening for problem gambling and promoted the NC Problem Gambling Helpline. Screening results are currently being utilized to determine the scope of the issue at UNCP. National trends for college student gambling center around lottery, card type games, and sports (41%, 38%, and 23% respectively). Researchers estimate that 75% of college students gambled during the past year, whether legally or illegally. Approximately 6% of college students in the U.S have a serious gambling problem according to National Council on Problem Gambling. The CSAP committee reviewed the gambling policy and decided it is sufficient as it stands: All gambling on campus is prohibited. Approximately 2,500 students were served by the grant over the 2012-13 school year in some capacity.

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Givens Performing Arts Center

Assessment of 2012-2013 Goals and Objectives

Goal 1: Enhance, identify, and develop recognition and appreciation programs for the customers and clients that GPAC serves, i.e., subscribers, multiple ticket buyers, sponsors, and friends of the center.

Objective 1.1: Identify current clients and customers and develop ways to profile their individual preferences and information in order to serve them better.

Strategy 1.1.1: Use the Provenue ticketing system to develop user profiles that allow us to obtain and store key customer data. Information such as birthdays, anniversaries, special seating needs, etc. will be stored.

Strategy 1.1.2: Survey our current customer's pre-season to determine the type events and activities they are interested in and how they prefer to receive information on GPAC events and activities. Then follow up with similar post-season surveys to determine if they were satisfied with their overall experience at the theatre.

Strategy 1.1.3: Restructure the annual champagne gala to include more recognition components for our donors and subscribers. While always a huge success, this event is currently a reception for our clients with no actual recognition. Awards such as oldest subscriber, donor with the longest pledge history, etc. may be given.

Strategy 1.1.4: Continue to improve and expand our affinity clubs. Develop more in depth ways to reach groups such as teachers, health care and legal professionals, service providers, etc.

OBJECTIVE 1.1 UPDATE: Through informal surveys and focus groups, it was determined that the audience is most interested in mainstream musicals. This will assist in selecting shows for future years. Work is still being done to collect targeted data from customers and the feeling is that some of the tools that are available now through the move to Advancement will allow for more efficiency with this data collection and usage.

Objective 1.2: Re-evaluate our sponsorship packages and work to communicate the value of collaborating with GPAC to current and potential sponsors.

Strategy 1.2.1: Set realistic but solid goals for reaching out to sponsors. Develop target numbers for visits with both current and potential sponsors. Seek sponsors' input as to the amount of interaction they would like to have with GPAC representatives.

Strategy 1.2.2: Host a sponsor's appreciation luncheon at the close of the 2012-2013 season and present sponsors with small tokens of appreciation, certificates, and/or desk plaques, season memorabilia, etc.

Strategy 1.2.3: Develop a sponsor's referral program that would encourage current sponsors to assist us in the solicitation of their peers. Current sponsors would receive incentives such as additional tickets, dinners, or upgrades in sponsorship level based on these referrals.

Strategy 1.2.4: Continue to utilize both on and off campus resources to identify new sponsors. Continue to participate in local and regional chamber events in order to network with potential sponsors. Work closely with the Office of Alumni Affairs to identify graduates who have an interest in the arts and are potential sponsors.

OBJECTIVE 1.2 UPDATE: While only a little drop was seen in overall sponsorship participation, this objective was greatly impacted by the loss of the Director of Marketing in the fall of 2012. Many of the projects and revitalization efforts for the sponsor program had to be placed on hold. While a new DOM was hired in the spring of 2013, there was a 6-month gap in this position. The strategies outlined within this objective will roll forward to 2013-2014 and will be reinforced through the new alliance with the Office of Advancement.

Objective 1.3: Evaluate and update our current Friends of the Center program in order to increase value and participation in the program. Educate the GPAC staff on the value of these donors and make recognition a priority.

Strategy 1.3.1: Research other similar venues and compare benefit levels offered through their programs.

Strategy 1.3.2: Survey current Friends of the Center members to determine what existing benefits they consider to be most valuable

and what new benefits they would like to see added.

Strategy 1.3.3: Involve both the GPAC General Advisory Board and the Student Advisory Board in the recognition process. Ask board members to write letters to donors (and sponsors) thanking them for their support. Ask students to write similar letters noting specific experiences and thanking them for making those experiences possible.

OBJECTIVE 1.3 UPDATE: During 2012-2013, the current Friends of the Center program was assessed and found that donors either a) were not aware of many of the benefits or b) they did not see real value in many of the current benefits. Research was done with similar programs and the benefit levels and the Friends program will be revamped for the 2013-2014 season.

Assessment Procedure: A review of the quantity and types of data collected will be done for each client/customer to determine its value. The data will then be used in developing marketing and/or customer service plans for the coming year.

Use of Assessment Data: Data collected will be used to schedule future events that have a greater appeal to the GPAC audience. A new Friends of the Center program will be rolled out with streamlined benefits that have more value to customers.

Goal 2: Continue to work on the fiscal responsibility of the GPAC by striving to increase revenue and lower expenses for the 2012-2013 season.

Objective 2.1: Increase non-ticketing and non-traditional ticketing revenue for 2012-2013 (continuing objective).

Strategy 2.1.1: Develop a formal plan for identifying and targeting non-ticketing revenue sources. This plan will include strategies, timelines, budgets, and the development of incentive programs.

Strategy 2.1.2: Work closely with Advancement/Alumni Affairs to identify new sponsors as outlined in 1.2.4.

Strategy 2.1.3: Create and distribute a brochure that outlines all of the marketing opportunities available at GPAC. This brochure will include details and pricing for showbill advertising, marquee signage, ticket back opportunities, commercial spots on the GPAC lobby TVs, as well as possible naming opportunities for various areas around GPAC.

Strategy 2.1.4: Evaluate the effectiveness of a group sales program. This will include gathering input from local employers, churches, civic clubs and organizations, and other such groups to determine their interest in a group sales program.

OBJECTIVE 2.1 UPDATE: Due to a number of factors, this objective was not met 2012-2013. The current state of the economy and the loss of the Director of Marketing at a time that the director was committed to the 125th project were only two of the issues that had an impact on non-traditional revenue.

Objective 2.2: Explore new and/or enhanced partnership opportunities with other departments on campus in order to provide savings and increased value for both parties.

Strategy 2.2.1: Work with University and Community Marketing to package media buys with both UCM and other departments on campus. This could be by way of media sharing or packaging annual spending in order to obtain better contract rates and increase buying power.

Strategy 2.2.2: Strive to cross market events with others on campus. This will be a strategy used for both on and off campus marketing.

Strategy 2.2.3: Share resources with other departments. This will include tangible resources as well as human resources.

OBJECTIVE 2.2 UPDATE: During 2012-2013, GPAC and UCM collaborated on a number of occasions to combine media needs. This allowed the department to secure more exposure for events while spending less money overall. Event promotions were also combined with other activities occurring on campus, especially the 125th celebration. Through these combined efforts, awareness for both programs was increased.

Objective 2.3: Revise pricing and awareness of value for events at GPAC. Nationwide, the trend in arts marketing is to lower average prices to increase volume. In most markets, this has led to more seats being sold and a greater adjusted gross income. This is also a more desirable situation for sponsors as more customers are exposed to their product.

Strategy 2.3.1: Lower season and single ticket prices by approximately 25% for 2012-2013. While this is a substantial decrease, lower show guarantees (cost to bring show to GPAC)

this season will afford us the opportunity to offer more of a discount than in years past.

Strategy 2.3.2: Offer a single ticket discount for alumni. In the past, the only discounts offered to alumni have been on season ticket packages.

Strategy 2.3.3: Increase marketing efforts for faculty and staff. Promote the fact that faculty and staff ticket prices reflect up to 50% off the regular ticket prices offered at GPAC.

OBJECTIVE 2.3 UPDATE: Based on the variety of events offered during the 2012-2013 season, the average ticket price was lowered substantially. However, against what national trends have shown, this did not result in a significant increase in tickets sold. The net result is, if customers are interested in a particular show and prices are within fair market standard, customers will attend. Lower prices are not a key factor in purchasing decisions.

Assessment Procedure: The review and comparison of sales and attendance data for 2011-2012 vs. 2012-2013. Expense data for the same years was used to compare to determine success with this overall goal.

Use of Assessment Data: Based on information gathered during the 2012-2013 season, GPAC will be more strategic in determining price vs. value in the future as opposed to simply lowering prices. Additionally, because of the lack of and/or limited human resources during the 2012-2013 season, it became apparent that sponsorship efforts need to be streamlined. While all sponsors are important, it is not feasible to spend as much time on a \$100 sponsor as a \$5,000 sponsor.

Goal 3: Continue to make student involvement a priority at GPAC not only as it relates to event attendance but also through planning and day to day operations.

Objective 3.1: Reestablish the GPAC Student Advisory Board for 2012-2013.

Strategy 3.1.1: Partner with the Office of Student Involvement and Leadership as well as the Student Government Association to identify students who would be interested in serving on this board.

Strategy 3.1.2: With the assistance of interested students, develop guidelines and goals for the student advisory board.

OBJECTIVE 3.1 UPDATE: This is an ongoing objective that will roll over into 2013-2014. GPAC will continue to work with the Office of Student Affairs to reestablish this group.

Objective 3.2: Give students a stronger voice in the selection of programs being offered at GPAC each season.

Strategy 3.2.1: Implement more surveys and focus groups throughout the season to gain much needed assessment data that will assist in determining student interests.

OBJECTIVE 3.2 UPDATE: Discussions have already begun with the Vice-Chancellor for Student Affairs on how students can be more involved. GPAC will continue to work with everyone in that division to ensure that students are invested in the programs at GPAC.

Objective 3.3: Increase /enhance efforts to reach out to students and encourage participation at GPAC.

Strategy 3.3.1: Ensure that the GPAC staff members become more involved in student based activities outside of GPAC. This will not only allow us to introduce ourselves and our programs to more students, it will also build good will among students and other departments.

Strategy 3.3.2: In conjunction with the chancellor's weekend program initiative, strive to provide no less than two weekend programs per semester.

Strategy 3.3.3: Develop promotions, marketing opportunities, and give-aways specifically targeted to students in an effort to increase interest and excitement.

Strategy 3.3.4: Incorporate a student-mentoring component into the guidelines for student marshals. Encourage current marshals to invite and inform their peers of the events at GPAC.

OBJECTIVE 3.3 UPDATE: Through a number of events and activities, the GPAC staff worked to become more engaged with students throughout 2012-2013. From 125th activities to working with various clubs and organizations on specific events, GPAC was able to interact with students to not only share the GPAC message but hear what the students' needs and interests were as well.

Objective 3.4: Restructure the student marshal program in order to increase participation.

Strategy 3.4.1: Develop an incentive package to reflect the overall value of participating in the program.

Strategy 3.4.2: Request student fee support for the program. If awarded, this funding will be used to provide travel stipends for marshals to see events at other venues, provide small incentives for participation, and to fund the annual year-end cookout.

Strategy 3.4.3: Host monthly “staff” meetings outside of the event schedule with the marshals. These meetings will be used to discuss upcoming events, present new ideas and suggestions, and provide any needed training.

OBJECTIVE 3.4 UPDATE: This is an ongoing project. Marshal numbers did increase eight to twenty for 2013-2014. Work will continue to enhance this program.

Assessment Procedure: Student surveys, formal and informal focus groups, attendance numbers, and recorded level of interest shown by students in various projects and activities will be used to measure student interest and participation during 2012-2013. Student participation in the marshal program will also be evaluated and data used to determine the future of this program.

Use of Assessment Data: A review will continue on all outcomes to determine how students can be better engaged in not only show attendance but also show selection, planning, and development.

Goal 4: Continue working to improve the overall operating efficiency at GPAC.

Objective 4.1: Secure funding to recruit and hire a student support specialist/administrative assistant for GPAC.

Strategy 4.1.1: Work with the current staff to develop a needs assessment for this position based on current distribution of duties.

Strategy 4.1.2: Research other campus departments, their size, number of administrative staff vs. number of support staff, etc., to determine average ratios. Also, research other arts facilities of similar size to determine support staff ratios.

Strategy 4.1.3: Work with the Office of Human Resources to develop a job description for this position.

OBJECTIVE 4.1 UPDATE: A tentative job description has been developed but, to date, no funding for this position has been identified.

Objective 4.2: Increase the overall connectivity and technological efficiency at GPAC for both internal and external users/customers.

Strategy 4.2.1: Continue to work with the Division of Information Technology and ticketing provider, Tickets.com, to reach an agreement to provide on-line ticketing for the events at GPAC.

Strategy 4.2.2: Obtain and install a minimum of two wireless access points within GPAC.

Strategy 4.2.3: With appropriate funding, update all antiquated software such as design programs to meet the growing technical needs of staff.

OBJECTIVE 4.2 UPDATE: GPAC customers will soon have the ability to purchase tickets on-line. Due to contracting issues, the June 30 deadline will not be met but sales should be up and running by September 15. Wireless access is also now available throughout GPAC. New or updated software is being phased in and the Director of Marketing received the first of new hardware and applications.

Objective 4.3: Continue to enhance the overall appearance of the GPAC facility.

Strategy 4.3.1: Complete the GPAC lobby renovation project that began in 2011-2012.

Strategy 4.3.2: Investigate possible window coverings for the GPAC lobby in order to provide a more energy efficient space with regards to heating and cooling.

Strategy 4.3.3: Recover or replace the current lobby furniture at GPAC.

Strategy 4.3.4: Install blinds in the GPAC box office.

OBJECTIVE 4.3 UPDATE: With the exception of window coverings for the lobby, all of the other items have been addressed.

Assessment Procedure: Continual reviews of the progress of each of the listed projects. Comparisons between GPAC and other similar venues and departments will be analyzed to determine staffing and space needs.

Use of Assessment Data: Through the completion of many of the projects within this goal, GPAC will be more aesthetically welcoming to guests and more efficient in interaction with those guests.

Office of Greek Life

Assessment of 2012-2013 Goals and Objectives

Goal 1: Create and promote an environment of inclusion, integrity, and education among Greek life organizations and community.

Objective 1.1: Provide educational opportunities to fraternities and sororities that focus on issues related to Greek-lettered organizations.

Strategy 1.1.1: Implement learning outcomes-based educational sessions congruent with the mission of the Office of Greek Life.

Strategy 1.1.2: Create an officer-training leadership day each semester for students to engage in meaningful and developmental dialogue.

Strategy 1.1.3: Provide scholarships and enable students to apply for national scholarships to attend the North American Interfraternity Conference educational institute, The Undergraduate Interfraternity Institute, during summer 2013. Provide the opportunity for four students to attend the Association for Fraternal Leadership and Values Central Fraternal Leadership Conference in spring 2013.

Strategy 1.1.4: Continue to provide All Greek Council meetings for all stakeholders during the fall and spring semesters with students serving on the All Greek Council executive board.

Strategy 1.1.5: Continue to provide advisor roundtables and trainings.

OBJECTIVE 1.1 UPDATE: Every semester, more educational programming is held than the previous one. In fall 2012, a Hazing Prevention Program was held where students played hazing jeopardy on teams. Also, the first ever New Member convocation was held. All new members from spring 2012, and fall 2012 were able to spend a day together working towards their fraternal values and common community goals. In partnership with Counseling and Psychological Services for the Theater Delta program, the first ever NPHC forum was held to educate the campus and community about the historically African American fraternities and sororities, and many other educational programs were held through the year.

Organizations also continue to be involved in officer training with Student Involvement and Leadership with collaboration from the Office of Greek Life. Covered topics ranged from social media responsibility to risk management.

Unfortunately Strategy 1.1.3 was not met this year. Due to budget Constraints, the ability to travel with students has been unavailable this year. The Greek Life office had to weigh the benefit of sending a few students to conferences versus bringing great educational programs to all of the fraternity and sorority students at UNCP. The needs of the Greek community takes precedence over a few students being able to travel at this time.

Advisor meetings continue together and on a one-on-one basis. Even currently during the summer, the director and the advisors are meeting to strengthen the fraternity and sorority community for fall 2013.

Objective 1.2: Provide continual development and implementation of fraternity/sorority life assessment tools.

Strategy 1.2.1: Provide advising through one-on-one meetings with each chapter president.

Strategy 1.2.2: Provide assistance and communication to advisors for individual organizations.

Strategy 1.2.3: Continue to develop the fraternity/sorority life Greek Awards program for the purpose of continual evaluation of fraternities and sororities by engaging organizations as evaluators of qualitative presentations.

OBJECTIVE 1.2 UPDATE: One-on-one meetings with each chapter president were continued. Depending on the organization, the meeting frequency would depend on the state of the organization. Organization presidents had a good relationship with the office and an easy level of communication.

Regular communication was also provided to advisors. If there were Issues or concerns, advisors were always kept knowledgeable about what was happening. The Greek Life office recognizes that advisors are volunteers and accommodates their schedule as much as possible to fit what the advisors may need.

In the second year for the Greek Gala and awards process, 12 applicants, 2 more than the previous year, were submitted. A fraternity of the year award was not give this year due to the judges not feeling that there was a

good enough fit for the title. Organizations are now becoming more and more invested in the program. As turnover is heavy in the office, students are fearful that programs leave are professionals leave. Program was largely attended with over 100 more Greek community members than there was available space.

Objective 1.3: Educate and develop Greek life staff, councils, and students in regard to new trends, programming opportunities, and professional best practices.

Strategy 1.3.1: Research current trends within fraternity/sorority life through annual Association of Fraternity Advisors membership and conference attendance.

Strategy 1.3.2: Develop programs to be presented at professional conferences in which the exchange of best practice information is encouraged, i.e., Association of Fraternity Advisors, NASPA, SACSA, ACPA, etc.

Strategy 1.3.3: Facilitate various fraternity/sorority educational programs and leadership programs at a number of universities and headquarters in order to establish relationships for facilitation needs at UNCP.

OBJECTIVE 1.3 UPDATE: The director attended AFA and attended several sessions that were used when brought back to UNCP, specifically, in the cyber bullying issues and bystander issues towards the end of the fall semester. The director also presented at AFA and wrote a feature article for AFA's magazine this year. The director was a facilitator at Delta Zeta's Presidents Academy in Houston, Texas, in February 2013 and was a Cluster Facilitator for UNCP's LeaderShape.

Swesey, W. L., & Turuc, J. (December, 2012). *Local Fraternities and Sororities: An Advisor's Guide*. Presentation at the Association of Fraternity/Sorority Advisors Annual Meeting, Indianapolis, IN.

Swesey, W., & Trolan, T. (Fall 2012).). The Impact of Public Policy Issues on Fraternities and Sororities. *Perspectives: The magazine of the Association of Fraternity/Sorority Advisors*, 10, 12-14.

Assessment Procedure: Conduct assessment to measure effectiveness of All Greek Council, advisor roundtables, and one-on-one meetings to improve the overall impact for each semester.

Use of Assessment Data: More educational opportunities continue to be provided for fraternity and sorority students every year. As students believe in the

office and its programs, it is easier to educate students who are looking for a strong change in their community. A drive for more travel and conference opportunities will be pushed. There is a need to strongly improve assessment strategies and strive to be able to prove the education and learning that is occurring. Partnerships with alumni and councils, faculty/staff, and Greek students are ever increasing and it is believed that the education about the higher purpose of fraternal membership is becoming understood at UNCP.

Goal 2: Continue development of standard procedures for the Office of Greek Life in order to enhance the fraternity/sorority community.

Objective 2.1: Establish meaningful partnerships with fraternity/sorority life stakeholders.

Strategy 2.1.1: Continue to build a relationship with the offices of admissions and orientation in order to educate potential and incoming students as well as parents about fraternity/sorority life opportunities at UNCP.

Strategy 2.1.2: Develop new and creative ways to market Greek life to the campus community through utilization of print materials, social media, and websites.

Strategy 2.1.3: Continue to build relationships with departments within the Division of Student Affairs for collaboration, education, and support.

Strategy 2.1.4: Continue to notify faculty and staff of happenings within the Office of Greek Life through press releases, invitations to specific events, and educational programming collaboration.

Strategy 2.1.5: Continue to notify faculty and staff of happenings within the Office of Greek Life through press releases, invitations to specific events, and educational programming collaboration.

OBJECTIVE 2.1 UPDATE: The Director of Greek Life has been building a very strong relationship with admissions and orientation. Greek Life has been very involved with orientation and very involved on the Facebook groups for the incoming freshman classes that Admissions begins. Especially with orientation changing, Greek Life has been very present encouraging and supporting students through the growing pains.

This year, for the first day of classes, over 1,000 cards were distributed with candy smarties attached with the saying “hey there smarty pants! Have a great first day! Come to meet the Greeks....” The students were

not hassled about joining organizations but were simply welcomed. An online sorority recruitment system was initiated which boosted recruitment numbers by 61% from the previous year. Social media outreach continues to be strong and marketing will be a main focus in the Fall 2013 semester as a request for a marketing student assistant will be submitted.

Collaboration with many offices from Mocktails with Counseling and Psychological Services, to Greek Day of service with Community Service and Civic Engagement continues. Improvement in this area is always needed and work will continue for the fall 2013 semester.

A better job was done of notifying faculty and staff of Greek Life events, this year but improvement is still needed. Personal outreach is needed not just send an email over a listserv.

Objective 2.3: Increase chapter membership numbers of Greek-lettered organizations.

Strategy 2.3.1: Continue to build collaborative partnerships with freshman seminar courses in order to increase the awareness of fraternity/sorority life on campus.

Strategy 2.3.2: Actively pursue student opinions and ideas on recruitment and opportunities for growth.

Strategy 2.3.3: Develop Greek life publication material for students and Greek-lettered organizations.

Strategy 2.3.3: Grow the Greek life population by at least 15%.

OBJECTIVE 2.2 UPDATE: The Director of Greek Life continued to partner with as many areas as possible to increase awareness of fraternity/sorority life on campus. With freshman seminar not being a course that instructors can be forced to discuss Greek Life or involvement with students on campus, it is almost impossible to reach all instructors. The best avenue to reach incoming students was to gain contact information (bravemail) and contact them about organization information. Conversation regarding how Greek Life can be involved more during freshman seminar courses in the future this year will continue.

Students did take an active role in the recruitment process and through this it was learned that students do not know how to recruit well. Students were unable to provide what they felt would be best practices to attract students. This upcoming fall, some of the best recruitment educators will

be coming to UNCP to educate fraternity/sorority students on recruitment techniques and conversations.

Marketing materials were available to distribute this year and all were. It was great to have paper marketing and electronic. The hope is to go even farther this year and continue to push Greek Life to the next level. New programs were tried such as the NPHC Forum and Songfest.

The goal was to grow the Greek Life population by at least 15% but the goal was exceeded. The Greek Life population grew by 27% and one new fraternity was added. A new PanHellenic sorority, Alpha Sigma Alpha, will be also be added in the Fall 2013 semester. The students did an amazing job with growth. The goal was to grow to 320 but exceeded to 344.

Assessment Procedure: Conduct assessment to measure growth in the Greek community by new members and active chapter members. Take number counts at Greek events of members and non-members to evaluate population reach and inclusion. Also conduct assessment with new members to evaluate what methods of communication are reaching them best.

Use of Assessment Data: The Office of Greek Life is on a great path of growth and success. The students are working very hard and continue to push forward to better their organizations and grow. Some of the information discovered has pushed Greek Life to bring recruitment specialists in the Fall 2013 semester to work with PanHellenic and IFC organizations to better recruitment skills and improve conversation methods. This has also helped to delve deeper into what works for getting students engaged into Greek Life and reaching out to incoming students and other areas on campus. This information will also be used to continue the same practices that worked in the fall including new programs like the NPHC Forum that had not been done before but drove large interest. This information will also be used for areas of weakness to identify partnerships and focus on faculty and staff partnership and outreach.

Housing and Residence Life Assessment of 2012-13 Goals and Objectives

Goal 1: Provide adequate facilities for the health, safety, and physical needs of students that contribute to their ability to continue their education.

Objective 1.1: Obtain input from students relative to making improvements in student housing communities

Strategy 1.1.1: Conduct focus group meetings at each residential community and survey residential students.

OBJECTIVE 1.1 UPDATE: Students did not indicate major issues with housekeeping and maintenance in the suite-style halls. However, there were a number of issues and concerns that were addressed at the Courtyard Apartments. Three two-ton air conditioning units were purchased and installed. Two stoves were replaced and repairs were made to 6 refrigerators, 5 garbage disposals, 12 microwaves, 1 laundry dryer, and one 50 gallon hot water heater. During the fall semester, 3 units had to be treated for an infestation of fleas and another dozen for other pests.

Assessment Procedure: Conducted focus groups with residential communities.

Use of Assessment Data: Plans have been made to replace carpet in 78 additional bedrooms and install laminate wood flooring in living rooms of 26 units at the Courtyard Apartments before the 2013 fall semester begins.

Goal 2: Develop and offer innovative programs designed to promote an overall satisfaction with the residential experience that will promote student retention.

Objective 2.1: Obtain input from students relative to events and activities planned in their housing communities.

Strategy 2.1.1: Schedule a social program for each community within the first three weeks of the fall semester.

Strategy 2.1.2: Develop a Hall Council for the residential community.

Strategy 2.1.3: Identify a community service project and/or a large scale programming event for each residential community to participate in each semester.

OBJECTIVE 2.1 UPDATE: The 2012-13 programming year incorporated new strategies into the existing programming model. The existing model is two-tiered. It includes living and learning programs, which is programming designed for all residential communities to come together as a whole and the second tier is hall/community programming which is specifically designed for individual residential communities to bring the residents from that community together. In addition to the base requirements for programming which includes, welcome week programming, 20-25 Living and Learning programs per semester, and 12 hall/community programs per semester; this year, first 3-weeks programming was incorporated and a signature large scale program and community service program for each residential community.

Representatives from each residential community were identified and met every two weeks with the director. Topics, such as, the visitation policy, sign-in procedure, room change process, and safety and security were discussed. The council determined a survey was needed and the survey was conducted at the beginning of the 2013 spring semester. The following are the results from the 1231 respondents:

55% felt North Hall should become a co-ed residence hall
55% felt if North Hall were co-ed, a security officer at the front desk during the late evening and early morning hours was needed
57% felt the university should continue the sign-in policy
44% would pay an additional \$50 a semester for a small safe in their room

All six residential communities completed their community service projects and five out of six communities completed their large-scale signature programs. Total attendance for large scale programming based on sign-in sheets from each program was 752 (Cypress 175, Pine 204, Oak N/A, Courtyard 98, Belk 153, Village 122). Total number of programming participants for Living and Learning Programming for the year based on sign-in sheets submitted was 1528. This number does not include participants for hall/community programming. To date, those numbers have not been captured.

Assessment Procedure: Obtain feedback from participants of the events and activities.

Use of Assessment Data: Due to the large attendance at the events planned during the first three weeks of the semester, it was determined events would continue to be offered events in each residential community.

From the survey results it was determined, beginning in the 2013 fall semester, that North Hall would be changed from a same gender hall to a co-ed residence hall and the university would continue the guest sign-in procedure.

Assessment data obtained from the evaluations completed by participants during each program indicated 92% of participants found the programming subject to be beneficial. 89% of those survey indicated the program was excellent and 11% rated programs as satisfactory; there were no ratings for poor. Polls taken at the beginning of programs indicated 97% of participants learned of program primarily through the advertisement and marketing sent via building email listservs and through our Facebook and Twitter pages. Approximately 3% learned of the program from another student or via word of mouth.

This data will be used to improve the current assessment process and related tools. Data also suggests that efforts to market on social media sites has been effective, therefore this information will be used to enhance the Facebook and Twitter pages for the 2013-14 year. In addition, information from the surveys will be used to determine which programs were most attended and enjoyed by residents for consideration for inclusion in 2013-14 programming slate. Further data will be used to make improvements to marginal programs and to eliminate programs that were not as successful.

Goal 3: Continue to increase the number of new Living and Learning Communities and theme/interest housing.

Objective 3.1: Work collaboratively with Academic Affairs and other university departments to identify new community opportunities.

Strategy 3.1.1: Contact Academic Affairs to identify interest in developing new learning community opportunities.

Strategy 3.1.2: Contact organizations and departments to identify interest in developing theme/interest housing.

Strategy 3.1.3: Review and discuss issues and challenges of current learning communities and identify future needs.

OBJECTIVE 3.1 UPDATE: Inquires were made during the fall semester to determine which departments and organizations were interested in establishing a new learning community or themed housing.

Assessment Procedure: Contact 3 academic departments and 3 organizations and/or departments to determine interest for the next academic year. Meet with directors of current learning communities.

Use of Assessment Data: A new learning community, Early College Learning Community, in collaboration with the Center for Academic Excellence will begin next fall. This community will be located on the first floor in Cypress Hall. Meetings were held with the directors of each current learning community. Honors College, Leadership, Global, and FAST will return to the same locations next year. Career Quest will address some organizational issues and will be unavailable next year. Due to the growth of the Discover Nursing Learning Community, an overflow location in Cypress Hall has been established. Due to bed space availability next year, conversations with Greek Life to establish a Greek community were postponed until the next academic year.

Goal 4: Provide students and office staff with latest technological advancements.

Objective 4.1: Make improvements in Odyssey HMS and identify other needed software.

Strategy 4.1.1: Collaborate with CBORD to provide software to allow new housing applicants the feature to pay deposit online and submit application and personal information directly into Odyssey HMS.

OBJECTIVE 4.1 UPDATE: The implementation of online deposit payments is on-going. Housing collaborated primarily with DOIT through face-to-face meetings once every 4-6 weeks. Meetings focused on modeling Housing's current business processes for handling deposits and how best to automate those processes. Proposals for automating deposit payments have been revised numerous times due to issues that emerged mid-process such as the need to investigate how Banner deposit functionality works, how best to route and store financial data, and how to minimize audit risk to Housing.

HMS was upgraded from version 6.0 to 6.2 which allowed housing to offer the floor plan feature to students. The floor plan is a browser-based graphical user interface for selecting rooms. Several revisions of the floor plan were released following its initial distribution in October 2012 due to bugs that were discovered during testing and live use (Two bugs were found which prompted CBORD to revise the floor plan software on two separate occasions). The last release seemed stable and bug-free. Students were comfortable using the floor plan due to its use of common webpage features such as radio buttons, scroll bars, and grey rectangular

“Submit” buttons. Help sessions were offered during the first weeks of room selection and after Spring Break and were lightly attended.

The HMS-Banner interface created housing contracts in Banner based on room assignments in HMS. If the transfer of a room assignment from HMS to Banner fails, the error was logged in a file available to DOIT. DOIT monitored the log and discussed with housing the causes and how the interface could be tweaked to avoid repeat errors. Adjusting the log is part of the ongoing effort to model housing’s complex business processes.

Housing submitted a USR describing fields in HMS that require updating at strategic points throughout the calendar year such as before room selection or before the start of terms. DOIT met with housing to review the USR, but work has not begun due to ongoing work on financial transactions and the HMS-Banner interface.

Housing submitted a USR detailing the need for an interface to automatically activate and deactivate access to residence facilities based upon status of a student’s housing contract. The interface would transfer data in real time from PCS and HMS to WAPAC. PCS (made by CBORD) is a computer system maintained by Business Services to manage student ID cards. HMS (made by CBORD) is a housing system to manage room assignments. WAPAC (made by Synergistics) is the door access system installed in residence halls. DOIT met with housing to review requirements, but Synergistics announced it would no longer support WAPAC after 2013. The USR is still active, but on hold while housing searches for a WAPAC replacement. DOIT will collaborate with housing in the search and will query vendors about the interfacability of systems with HMS and PCS.

Installation of wireless service at Courtyard apartments was completed in July 2012. Vendors included: NWN - wireless equipment installation, M&R Electric – pathways and enclosures, Quality Communications – wiring. Wireless service at Courtyard is fully operational with coverage exceeding survey projections.

This project is ongoing. Business Services initially declined to release photos citing FERPA until it could be shown that photos were directory information. In cooperation with DOIT and Business Services, housing submitted a USR which was approved by Business Services and then taken to legal by DOIT for a review. DOIT began assessing PCS/HMS/Banner to form a design for the interface. Other departments showed interest in the photos and DOIT discovered that Banner would need to be a central storage site for photos that could then be distributed to various department systems one of which would be HMS.

The HMS Test system is in the final stages of purchasing. When purchasing is complete, the HMS Test system will be installed as an exact duplicate of the production system. HMS Test will link to Banner Test and will be used to test the implementation of TouchNet functionality for making housing deposits online. It will also be used to test room selection using the HMS floor plan.

Assessment Procedure: Collaborate with CBORD and DoIT

Use of Assessment Data: For implementing online payments of housing deposits, meetings with DOIT were used to set goals, determine progress, make decisions, deal with unanticipated obstacles, and to identify next steps. As a result of meetings with DOIT and Banner Steering Committee, it is clear that progress is much slower than expected due to a number of factors:

1. DOIT's need to divide its time between multiple USRs from different departments
2. waiting on outside vendors to do work on HMS or TouchNet,
3. the difficulties of finding common times to meet when the presence of senior staff is required,
4. finding solutions that satisfy the needs of Housing, DOIT, and the Bursar's Office
5. the need to investigate and understand issues that were not present at the start of the process, but that emerged as implementation continued.
Examples: Banner functionality for storing deposits and the degree to which housing would be exposed to an audit if one implementation plan was chosen over another.

Going forward with online deposit implementation, housing will need to be more proactive in engaging with DOIT to assure the project remains a focus and priority.

Overall, the floor plan feature of HMS was used successfully by students to select rooms and therefore, will be used going forward. Given the bugs discovered in the early versions of the floor plan (now fixed by CBORD) and the length of time needed to recode the floor plan, housing will develop a test plan at least 10 weeks in advance of actual use and perform testing in the HMS test system (Objective 4.8) to assure proper function before going live with room selection. Feedback from students will be communicated to CBORD with a request for tweaks to the floor plan.

Because the collaboration between housing and DOIT to refine the HMS-Banner interface has been successful, housing will continue as is. Eventually, after error rates decline further, housing will monitor the error log and report problems to DOIT for correction.

The Banner-HMS interface is on hold until online deposits are complete, so housing will ask for status updates once per month as a way assuring the USR is not forgotten. Drawing from its experience with the online deposit project, on initiation of the Banner-HMS project, Housing will maintain its own detailed documentation of the project.

Housing will use its experience with the WAPAC door access system by Synergistics, Inc. to choose a replacement system that is easily interfactable with PCS and HMS. Conversations with the vendor, DOIT, and users of the system will provide information on interfability. Housing expects to have a replacement system installed before classes begin in August 2013.

Housing IT staff will continue to work with DOIT to monitor signal strength and coverage. Housing will inquire about wireless signal quality when students visit the main office and when interacting with students at Courtyard Apartments.

Housing will request a periodic transfer of photos until such a time as DOIT can develop a means of automatically routing the data to multiple systems on campus. Conversations with CBORD about how to perform a one-time transfer indicated that it could be easily accomplished. Meetings with DOIT regarding the automation of the transfer indicated that multiple departments were interested in obtaining the photos. Because of this, the project was put on hold while DOIT determined how best to route data to multiple systems. Housing will ask for an update on automation and reiterate the practical need for having access to the photos.

DOIT has indicated in meetings on multiple occasions the need for a test system to facilitate the implementation of online deposits. Housing intends to install the test system this summer as a means of supporting the implementation of online deposits

Intramurals and Campus Recreation Assessment of 2012-2013 Goals and Objectives

Goal 1: Provide recreation facilities and programming that enhances student life at UNC-Pembroke.

Objective 1.1: Provide co-curricular programs and services for the university community in intramural sports, sport clubs, outdoor activities, fitness/wellness, and summer recreation.

Strategy 1.1.1: Create a schedule of intramural events that includes a minimum of 12 separate athletic opportunities for students and staff.

Strategy 1.1.2: Decrease length of various intramural seasons to increase number of events to be organized.

Strategy 1.1.3: Utilize student staff to operate small individual athletic and activity events.

Strategy 1.1.4: Using EMS scheduling software to provide dates and time for club and free use of on campus field usage.

Strategy 1.1.5: Provide off campus programming that is recommended by students.

OBJECTIVE 1.1 UPDATE: There were 12 separate sporting events in which students and staff could participate. These included flag football, beach wrestling, bowling, golf, indoor volleyball, swimming, basketball, team golf, outdoor volleyball, indoor soccer, softball, tennis, wrestling and dodge ball. The length of activity seasons were determined by the amount of teams and facility availability. The amount of female participation increased in the club sports and outdoor activities programs, as well as basketball and flag football.

Objective 1.2: Provide well maintained indoor and outdoor facilities.

Strategy 1.2.1 Continue forward with plans to move outdoor recreational facility from LRDA leased land to newly purchased university property.

Strategy 1.2.2: Provide detailed scheduling needs for Facilities Operations to keep clean, groomed facilities.

OBJECTIVE 1.2 UPDATE: The purchase of additional lands to be used by intramurals to facilitate their outdoor activity schedule was made last year, but no definitive plans have been made and no substantial progress has happened in this area yet. The university extended the lease agreement with the LRDA for the intramural and marching band to share space behind the LRDA Building for one more year. The contract with Pineview Enterprises was continued to facilitate field maintenance and improvements. This contract included mowing, clearance, stripping, and any additional needs for field improvements. All billing for the actual land lease is processed through Facilities Operations and all requested upgrades are approved by them first. All off-campus events were scheduled with student input. This contract will need to be reconsidered next year to properly estimate our needed contribution.

Objective 1.3: Provide a comfortable and relaxed social and recreational atmosphere for student interaction.

Strategy 1.3.1: Help improve and maintain physical well-being by increasing class/seminar type health/wellness events by two a semester.

Strategy 1.3.2: Help develop lifetime skills in a variety of activities by adding one sports/activity instructional seminar each semester.

Strategy 1.3.3: Provide opportunities to release the frustrations and stress of the semester in an acceptable manner by teaming with Counseling and Testing on activity based stress relievers.

OBJECTIVE 1.3 UPDATE: Each semester, an instructional seminar/demonstration was provided to the student body to detail the intricacies of each activity and give a basic outline of the rules and an understanding of proper movements and strategies to employ. The increase of seminar type wellness activities were employed during the year round program of Zumba and game room activities.

Assessment Procedure: Focus group student surveys, overall participation numbers and evaluations of Intramural staff.

Use of Assessment Data: The survey data and the staff evaluations showed that the activity program additions and the well-being initiatives were widely praised and participation was at a high number which will include the addition of new fitness activities and wellness programs for next year. The biggest concern is still the lack of space and facilities for use not only during scheduled activities but the lack of availability of free space use for students and clubs. This problem is being addressed by the university with the construction of a new outdoor facility and possible restructuring of facility reporting in the near future.

Goal 2: Provide students with meaningful job opportunities for advancement possibilities for future career plans.

Objective 2.1: Provide multiple levels of employment for students.

Strategy 2.1.1: Place all job openings on the student employment website before August 1.

Strategy 2.1.2: Provide at least two senior student assistant positions (senior or grad level required).

Strategy 2.1.3: Provide at least two head official/student event coordinator positions (P.E. or Recreation major required).

Strategy 2.1.4: Provide at least four work study student assistant positions.

Strategy 2.1.5: Provide at least two recreation student intern positions.

Strategy 2.1.6: Write grant to obtain money for professional (nonacademic) internship that will assist the program.

OBJECTIVE 2.1 UPDATE: The employment opportunities were reclassified and the job descriptions changed after this report. There were seven contracted student positions offered as well as two intern position possibilities. All of the jobs were posted through the on-campus student employment website before July 1. These positions were also advertised through the intramural website and Facebook as well as the on-campus student employment website. The seven contracted positions were filled as were both of the intern positions.

Objective 2.2: Provide outside learning opportunities for Intramural/Campus Recreation staff.

Strategy 2.2.1: Provide at least two off-campus seminars or training possibilities for staff.

Strategy 2.2.2: Provide event review sessions for staff each week.

Strategy 2.2.3: Provide travel and registration for senior most assistant to attend NIRSA conference and job exposition.

Strategy 2.2.4: Provide travel and registration for top recreation student (based on recommendation of Dr. Wooten) to attend NIRSA conference and job exposition.

OBJECTIVE 2.2 UPDATE: There were two off-campus training sessions provided for the staff, the NIRSA Region II and national conference. Prior to all athletic seasons, each staff member went through the group refresher/initial training for officials provided by the head of the department and the head official on staff. During the year, each student staff member was certified in CPR and AED Training.

Assessment Procedure: Focus student group surveys and staff assessment.

Use of Assessment Data: The survey and evaluation data showed that the students employed with this department improved their semester grades both in the fall and spring semesters. It also showed that each employee was interested in returning if able and enjoyed the work environment provided. With the increase in staff positions and the ability to delegate more specific tasks, the job descriptions and responsibilities will be reevaluated and changed before the next hiring cycle. The NIRSA Conference invitation will also be opened to a student member of the Recreation Department through a recommendation process with Dr.Wooten. The increased level of student development created a more cohesive staff all being integrated into aspects of the entire department

Goal 3: Provide greater supervision and safety for all participants.

Objective 3.1: Create ten-month Assistant Director position.

Strategy 3.1.1: Acquire preliminary approval from Vice Chancellor for Student Affairs.

Strategy 3.1.2: Provide proposal and statistics of increase efficiency to student fee committee to provide additional fees for funding of position.

OBJECTIVE 3.1 UPDATE: There is some advancement in this regard due to the new accelerated direction the Vice Chancellor has dictated our department to follow. There is also a concerted effort to find funding for this position to help facilitate the change of venue that is possibly taking place by next year.

Objective 3.2: Provide students the safest environment possible.

Strategy 3.2.1: Train all staff member for emergency situations.

Strategy 3.2.2: Provide campus police with a detailed schedule of all events.

Strategy 3.2.3: Hold as many events on university property as possible.

Strategy 3.2.4: Keep detailed records of all participant involvement including registration, incidents, locations, and eligibility.

Strategy 3.2.5: Provide staff member for all on-campus activities sponsored by intramurals.

OBJECTIVE 3.2 UPDATE: There were no incidents to report from intramurals, club sports, and fitness. There was an incident during one of the outdoor activity trips. The continued use of off-campus facilities to hold events is still problematic and creates supervision and participation issues. With the increase in staff this year, all events were staffed adequately and all non-intramural events were supervised by at least one staff member due to the policy change last year.

Assessment Procedure: Total number of incidents will be compared to previous years as well as other institutions of similar size.

Use of Assessment Data: The evaluation data and onsite performance showed that there were fewer incidents overall compared to past years due to the increase in staff and the increase in training opportunities provided to them. The incident that happened during the ski trip was of concern but was handled well due to the training performed earlier in the year. Avenues to provide a full time assistant director including grants and professional internships will continue to be researched.

Multicultural & Minority Affairs Assessment of 2012-2013 Goals and Objectives

Goal 1: Provide ongoing educational and cultural programs and services that will assist students in achieving their educational goals and to encourage student involvement in the academic and social systems of college life and society.

Objective 1.1: Develop or co-sponsor programs and/or services that will assist in the academic and personal success of the student population.

Strategy 1.1.1: Collaborate with other campus offices/departments, UNC system, and community entities to meet this goal.

OBJECTIVE 1.1 UPDATE: Completed and ongoing. Added to the 2013-2014 goals.

The 4th annual Native Food Ways program brought together another record number of over 300 students, faculty/staff, and community guests to celebrate Native American Heritage Month with UNCP. Honoring Native Food Ways has four central goals: to celebrate Native American Heritage Month in November; to help UNCP students, faculty, and staff honor, understand, and sample foods that are indigenous to the Americas; to emphasize healthy foods that have been part of traditional indigenous diets for centuries and which can still be easily prepared today; and, to cultivate campus and community collegiality through that experience.

With the assistance of Dr. Renee Lamphere, Assistant Professor in Sociology, the Safe Zone program was enhanced to Safe Zone 2.0 and approximately eight sessions were conducted (Greek Life, Housing and Residence Life, Campus Safety, just to name a few) during the 2012-2013 academic year. As part of Safe Zone 2.0, an online Safe Zone Encounter Form has been incorporated for anyone to report their contact with a GLBT person having any issues, as it relates to their sexuality. Also, the first Safe Zone Resource Card, a GLBTQ Blog and an Evaluation Form, were developed.

In place of the annual Taste of iWorld event, Multicultural and Minority Affairs planned, organized, and executed its first Diversity and Leadership Summit, which was held in April with over 20 breakout sessions and approximately 75 attendees and over \$3,000 was raised in sponsorships. The summit was framed around the university's 125th anniversary.

The Office of Multicultural and Minority Affairs and the Ohio State University's Office of Multicultural Student Affairs engaged in a cultural exchange in October. Six diverse students traveled to Columbus, Ohio, to participate in OSU's Native American heritage and culture. Additionally, the students were engaged in a community project by providing assistance in renovating the local American Indian community building. The students came away with a better appreciation of American Indian culture and a real sense of community service.

Multicultural and Minority Affairs in concert with the Social Justice Symposium hosted and sponsored the 5th Social Justice Symposium during the fall semester. State Representative Garland Pierce served as the keynote speaker and spoke to over 140 attendees on the injustices that have and are taking place in North Carolina. This year's theme was "Hidden Histories Made Visible." Attendees were able to meet victims of North Carolina's Eugenic Project, as well as stories of how North Carolina marginalized certain ethnic groups.

Multicultural and Minority Affairs in partnership with the Diversity Committee for Communities of Interest, through the 5th Diversity Cafe Series, provided a total of 10 diversity sessions to the campus and community throughout the academic year. The sessions were moderated by UNCP faculty, staff, and students. This year was the first for a student-led session. The Diversity Café Series will continue during the 2013-2014 academic year.

The 9th annual Dr. Martin Luther King, Jr. program was co-sponsored by Multicultural and Minority Affairs and Housing and Residence Life. Even with a campus power outage, approximately 50 individuals attended. Robert L. Canida, II, Director of OMMA served as the guest speaker. His keynote was titled, "The Importance of Believing in A's." As part of this year's program, the third Dr. Collie Coleman scholarship was presented to UNCP student, Mr. Keedric Woodard.

The 6th annual African-American Read In: A Literacy Program, which is part of the 24th Annual African-American Read In program, held in conjunction with the Mary Livermore Library and the School of Education, during Black History Month was very successful. The month long program once again attracted over 500 participants. A final report was sent to the National Council of Teachers of English outlining the success of UNCP's program.

Objective 2.1: Develop programs that focus on introducing and educating the university community on cultural diversities.

Strategy 2.1.1: Have monthly cultural theme presentations.

- Disability Awareness
- Jewish/Jewish American Heritage Month
- Native American Heritage Month
- Black History Month
- Hispanic Heritage Month
- GLBT Awareness Week
- Asian / Pacific Islander Heritage Month
- Women's History Month

Strategy 2.1.2: Have cultural dialogue forums/sessions for the university community but focus on the student's developmental process.

Strategy 2.1.3: Utilize the Diversity Committee for Communities of Interest to assist in promoting, educating, and celebrating diversity.

OBJECTIVE 1.2 UPDATE: Completed and ongoing. Furthermore, this objective update was covered in Objective 1.1 Update.

Assessment Procedure: Director will assess program evaluations to determine effective use of scheduled programs. Budget review will be ongoing to determine efficient use of funds.

Use of Assessment Data: Assessment measures used for 2012-2013 primarily consisted of qualitative methods (focus groups, individual interviews, etc.), as well as evaluations/surveys. The feedback was taken into consideration and was utilized for this reporting period. Primary improvements included:

- More student involvement and input on standing committees
- More programming addressing areas of racism, GLBT population and cultural diversities (Hispanic, American Indian, Women Issues, etc.)
- Better social network coverage which resulted in higher attendance
- Great planning, organization, and execution of programming
- Incorporate other cultural artifacts into the Multicultural Center. The displays are too afro-centric

Goal 2: Implement or be involved with programs and services that will aid in the retention and/or success (academic and personal) of all students, but primarily target students of color.

Objective 2.1: Enhance the BEAD (Brave Educators Advocating for Diversity) Program.

Strategy 2.1.1: Recruit all students and university employees for the program.

Strategy 2.1.2: Conduct education sessions, outlining the program's purpose and mission.

Strategy 2.1.3: Create an assessment instrument (survey) that will allow for feedback.

OBJECTIVE 2.1 UPDATE: Five BEAD (Diversity Educators) were selected and proved very beneficial in assisting the office with freshmen seminar requests. Further enhancement of the BEAD program was completed and is on-going and will be added to 2013–2014 goals for further development. Education sessions were completed and are on-going and will be added to 2013–2014 goals for further development. Valuable information was lost due to an assessment instrument not being developed this reporting period; however, an assessment instrument to allow for feedback on the BEAD program will be added to 2013–2014 goals.

Assessment Procedure: Director and program staff will recruit and evaluate the BEAD program.

Use of Assessment Data: Assessment measures used during 2012-2013 primarily consisted of qualitative methods (faculty and student groups). The feedback was taken into consideration and will be utilized for the 2013-2014 programming season. Primary examples included:

- BEADs need more visibility
- Diversity Educators added a student to student connection when presenting

Goal 3: Utilize the Diversity Survey as an assessment tool that will survey students, staff, and faculty attitudes and feelings on diversity, inclusion, and multiculturalism.

Objective 3.1: Post a diversity survey for students to complete at the most appropriate time of the academic year.

Strategy 3.1.1: Post the survey on the Multicultural and Minority Affairs' website.

Strategy 3.1.2: Review the survey as a way to monitor the attitudes of diversity, cultural awareness, and overall comfort level

of students.

OBJECTIVE 3.1 UPDATE: At the suggestion and recommendation of the Office of Institutional Effectiveness, the 2012-2013 campus diversity survey was not administered. It will be added to the 2013-2014 goals.

Assessment Procedure: Director will assess program evaluations to determine effective use of scheduled programs. Budget review will be ongoing to determine efficient use of funds.

Use of Assessment Data: No assessment measures and/or data were collected during the 2012-2013 academic period, since the Diversity Survey was not administered.

Goal 4: Establish an Associate Director and/or Graduate Assistantship for Multicultural and Minority Affairs position.

Objective 4.1: Develop/create programs or services that will enhance the mission of the Multicultural Center and the Office of Multicultural and Minority Affairs.

Strategy 4.1.1: Allow the Associate Director or GA to serve in the capacity of cultural programming for the center which will allow them to educate the University on cultural diversity.

OBJECTIVE 4.1 UPDATE: Completed and ongoing. Added to the 2013-2014 goals. Graduate Assistant did provide some adequate service to the office; however, there was a lack of initiative or maybe not clear student expectations.

Assessment Procedure: Director will assess the position to determine effective use of outlined responsibilities. Budget review will be ongoing to determine efficient use of funds.

Use of Assessment Data: No assessment data noted due to the release of graduate assistant.

Police and Public Safety Assessment of 2012-13 Goals and Objectives

Goal 1: Reduce the number of controlled substance citations on the University campus by 25 percent from last year's statistic.

Objective 1.1: Educate the campus community on the University's drug policy and the consequence of drug use both short term and long term.

Strategy 1.1.1: Disseminate information, through residence hall presentations, flyers, handouts, and emails, which will promote personal and social skills, and dismiss the myth regarding campus drug use by enhancing the campus community's personal health and well-being.

Strategy 2.1.2: Through freshman seminar presentations, inform new freshmen of the drug policy and dismiss the myth about drug use on campus.

OBJECTIVE 1.1 UPDATE: The UNCP Police and Public Safety Department became more active and provided more information during orientation sessions concerning the universities drug policy and the consequences of drug use on the campus.

UNCP officers, utilizing foot patrols of residence halls and parking areas, were able to educate students by providing verbal warnings when applicable, but issuing campus citations and state citations when exigent circumstances existed. Drug and alcohol programming were not scheduled or formalized due to the resignation of the department's detective/crime prevention officer but officers provided education in situations that were deemed applicable and enforced policy when circumstances dictated action.

Objective 2.1: Educate professors and administrators to the warning signs of possible drug problems.

Strategy 2.1.1: Through presentation and workshops, help professors and administrators develop the skills to identify signs of possible drug problems such as poor class attendance, classroom conduct, and/or declining academic performance.

Strategy 2.1.2: Inform professors and administrators of the steps that should be taken to get an individual the help and/or counseling he/she may need for their problem.

OBJECTIVE 2.1 UPDATE: UNCP Police Department did not meet this objective during the assessment period. With the recent hiring of the department's new investigator/crime prevention officer, this objective can be addressed more proactively.

Objective 3.1: Increase police officer presence and build a strong connection with the campus community by utilizing community policing.

Strategy 3.1.1: Police officers will increase contact with the campus community in everyday settings through increased foot patrol of residence halls and other university facilities.

Strategy 3.1.2: Police officers will participate in residence hall meetings and scheduled activities.

Strategy 3.1.3: Police officers will be more prevalent at campus events and different activities.

OBJECTIVE 3.1 UPDATE: The UNCP Police Department strives to become an active part of the UNCP community by promoting crime prevention and community policing in an effort to build a repertoire with the community. This repertoire will promote reporting of incidents and foster a relationship to build a safe and secure learning environment. The basic step is being involved in the community through foot patrols in residence halls and academic buildings. Officers patrol these areas building relationships, promoting the department, and working to reduce alcohol and drug incidents.

Assessment Procedure: Compare data of drug and alcohol offenses of 2012 with current assessment period. Incident reports that deal with the university's drug policy will increase along with the connection to the campus community.

Use of Assessment Data: With increased foot patrol and officers taking the time to educate versus issuing citations, the department was able to reduce the Clery crime statistic by almost 25% during the assessment period.

In 2012, officers issued 26 state citations for alcohol and 71 state citations for drug offenses. Officers issued 93 campus citations for alcohol and 165 campus citations for drug violations.

In 2013, January to date, officers have issued 1 state alcohol violation and 15 state citations for drug offenses. Officers have issued 72 campus citations for alcohol and 101 campus citations for drug offenses.

The data provided would provide the department insight into the classroom setting as it pertains to addressing alcohol and drug use by students.

Using this data provides the department with Information as to areas of concern within the campus community that show an elevated level of alcohol or drug activity. These areas of concern can be addressed by officer assignment and concentrated foot patrols. This data also provides insight into areas that foot patrol has reduced or eliminated alcohol and drug use, it provides information on proactive procedures that have worked and can be implemented in other areas of concern.

Goal 2: Educate the university community on the importance of using clearly marked and designated crosswalks when crossing the streets that traverse our campus and enforce specific motorist violations to ensure safe crossing through Operation S.A.F.E. (Safety Awareness For Everyone) Crossing.

Objective 2.1: Inform the campus community of the designated crosswalks and the importance of using them when crossing the street.

Strategy 2.1.1: Prepare a news release to inform the campus community and the general public. Request/utilize available resources such as: *The Pine Needle* (student newspaper), student listserv, social media (Facebook, *The Robeson Journal*, etc.) to assist UNC Pembroke Police and Public Safety to provide information about the dangers and the enforcement at pedestrian crosswalks.

Strategy 2.1.2: Law enforcement officers will use the crosswalk enforcement operations as more than just an enforcement tool. These operations can be conducted as an educational tool as well.

OBJECTIVE 2.1 UPDATE: The UNCP Police Department sponsored and co-sponsored two campaigns last semester in which external agencies assisted in a “saturation” of materials to both drivers and pedestrians that use the streets on and adjacent to campus. These materials explained pedestrian safety and responsibility as well as driver safety and responsibility when dealing with pedestrians. *The Pine Needle* provided campus community information on the events and the purpose of the events, promoting pedestrian safety.

Objective 2.2: Inform, educate, and enforce pedestrians’ right-of-way at crosswalks laws, rules, and regulations to the community and campus community.

Strategy 2.2.1: UNC Police will erect signage near the crosswalks on Prospect Road that give full notice to motorists that compliance is being closely monitored by authorities. While motorists will be expected to stop when a pedestrian is in a crosswalk, pedestrians are also reminded that they are expected to step off the curb only when approaching vehicles have enough room to stop without slamming on their brakes.

Strategy 2.2.2: As part of our continuing effort to improve traffic safety, UNCP police hope that by conducting and publicizing these operations on a regular basis, motorists will be more attentive and watch for pedestrians.

Strategy 2.2.3: UNC Pembroke police enforcement efforts will remain consistent with high emphasis on traffic and pedestrians safety on and around Prospect Road.

OBJECTIVE 2.2 UPDATE: By continuing to conduct traffic operations, using media outlets to get information to the community concerning traffic/pedestrian safety, and consistent proactive enforcement will reduce the chances of vehicle/pedestrian collisions. The UNCP Police Department in conjunction with Pembroke Police, Robeson County Sheriff's Department, and NC Highway Patrol will continue to educate and enforce vehicular and pedestrian laws on streets on and adjacent to campus. The department will continue training its staff and updating equipment to enforce pedestrian and motor vehicle law.

Assessment Procedures: Fewer reports to Police and Public Safety of pedestrian near misses or close calls. Fewer complaints from the campus community about crosswalk safety.

Use of Assessment Data: Data collected from citations, from Department of Transportation survey, and from monitoring these pedestrian crossing areas show the need for proactive steps to be taken by the university and the police department to reduce the chances of vehicle/pedestrian collision.

The number of incidents and complaints from the community will determine how much of the department's resources will be utilized enforcing crosswalk safety. The data will provide information for additional signage, speed measuring equipment, and the need to move forward with the Department of Transportation's plan for Prospect Road.

Office of Student Conduct

Assessment of 2012-2013 Goals and Objectives

Goal 1: Administer the student conduct process.

Objective 1.1: Review all disciplinary reports in a timely manner to determine the nature and scope of the infraction, review evidence, conduct pre-hearings, and serve as an administrative hearing officer.

Strategy 1.1.1: Conduct administrative hearings and refer students to the Campus Judicial Board. During the hearings, provide students with opportunities to reflect on their behavior(s) and the consequences of their choices.

Strategy 1.1.2: Create teachable moments for students and organizations emphasizing UNC Pembroke's community standards.

Strategy 1.1.3: Assign educational sanctions related to the infraction to assist with student learning (i.e., counseling, workshops, service).

OBJECTIVE 1.1 UPDATE:

Student Voice Survey Information:

45 Students responded to the survey

Q1. What is your gender?

Count	Percent	
29	58.00%	Male
21	42.00%	Female
50	Respondents	

Q2. What is your class level?

Count	Percent	
30	60.00%	Freshman
11	22.00%	Sophomore
9	18.00%	Junior
0	0.00%	Senior
0	0.00%	Graduate student
0	0.00%	Other (please specify)
50	Respondents	

Q3. What was your age at the time of conduct referral? (Please scroll)

Count	Percent	
0	0.00%	Under 17
0	0.00%	17
18	36.00%	18
16	32.00%	19
11	22.00%	20
5	10.00%	21
0	0.00%	22
0	0.00%	23
0	0.00%	24
0	0.00%	25
3	0.00%	Over 25
50		Respondents

Q4. Was this the first time you have experienced the conduct process?

Count	Percent	
45	90.00%	Yes
5	10.00%	No
50		Respondents

Q5. With what were you charged?

Count	Percent	
49	98.00%	A code of conduct violation
1	02.00%	An honor code violation
50		Respondents

Q6. Please indicate your level of agreement with the following statement regarding your experience with the conduct process: - I clearly understand the purpose of the conduct process.

Count	Percent	
26	59.09%	Strongly agree
13	29.55%	Moderately agree
3	6.82%	Neither agree nor disagree
1	2.27%	Moderately disagree
1	2.27%	Strongly disagree
44		Respondents
Top 2	88.64% (39)	Bottom 2 4.55% (2)
Mean	4.41	Std Deviation 0.90
Median	5.00	Std Error 0.14

Q6. Please indicate your level of agreement with the following statement regarding your experience with the conduct process: - I clearly understand the purpose of the conduct process.

	Count	Percent		
Mode	5		Confidence Interval @ 95%	4.14-4.67

Q7. Please indicate your level of agreement with the following statement regarding your experience with the conduct process: - I felt comfortable expressing my thoughts.

	Count	Percent		
	28	63.64%	Strongly agree	
	10	22.73%	Moderately agree	
	3	6.82%	Neither agree nor disagree	
	1	2.27%	Moderately disagree	
	2	4.55%	Strongly disagree	
	44	Respondents		
Top 2	86.36% (38)		Bottom 2	6.82% (3)
Mean	4.39		Std Deviation	1.04
Median	5.00		Std Error	0.16
Mode	5		Confidence Interval @ 95%	4.08-4.69

Q8. Please indicate your level of agreement with the following statement regarding your experience with the conduct process: - This process allowed me to gain more knowledge about the Student Code of Conduct.

	Count	Percent		
	22	50.00%	Strongly agree	
	10	22.73%	Moderately agree	
	3	6.82%	Neither agree nor disagree	
	1	2.27%	Moderately disagree	
	2	4.55%	Strongly disagree	
	44	Respondents		
Top 2	86.36% (38)		Bottom 2	6.82% (3)
Mean	4.39		Std Deviation	1.04
Median	5.00		Std Error	0.16
Mode	5		Confidence Interval @ 95%	4.08-4.69

Q9. Please indicate your level of agreement with the following statement regarding your experience with the conduct process: - The policy/ies were presented to me clearly, and I have a better understanding of the Student Code of Conduct.

Count	Percent			
26	50.09%	Strongly agree		
8	18.18%	Moderately agree		
7	15.91%	Neither agree nor disagree		
2	4.55%	Moderately disagree		
1	2.27%	Strongly disagree		
44	Respondents			
Top 2	77.27% (34)	Bottom 2	6.82% (3)	
Mean	4.27	Std Deviation	1.01	
Median	5.00	Std Error	0.16	
Mode	5	Confidence Interval @ 95%	3.96-4.58	

Q10. Please indicate your level of agreement with the following statement regarding your experience with the conduct process: - This process helped me better understand my role as a member of this community.

Count	Percent			
16	36.36%	Strongly agree		
14	31.82%	Moderately agree		
11	25.00%	Neither agree nor disagree		
2	4.55%	Moderately disagree		
1	2.27%	Strongly disagree		
44	Respondents			
Top 2	65.91% (30)	Bottom 2	6.82% (3)	
Mean	3.95	Std Deviation	1.01	
Median	5.00	Std Error	0.15	
Mode	5	Confidence Interval @ 95%	3.66-4.25	

Q11. Please indicate the number of days between the date you were documented for a possible violation and your initial meeting with a conduct staff member or faculty member:

Count	Percent			
29	65.91%	1 - 10 days		
9	20.45%	11 - 20 days		
5	11.36%	21 - 30 days		
0	0.00%	31 - 40 days		
1	2.27%	41 or more days		
44	Respondents			
Top 2	86.36% (38)	Bottom 2	2.27% (1)	
Mean	4.48	Std Deviation	0.88	
Median	5.00	Std Error	0.13	

Q11. Please indicate the number of days between the date you were documented for a possible violation and your initial meeting with a conduct staff member or faculty member:

Count Percent

Mode	5	Confidence Interval @ 95%	4.22-4.74
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**Q12. Please indicate your level of agreement with the following:
The person(s) handling my case was responsive to me concerns.**

Count Percent

27	31.36%	Strongly agree
9	20.45%	Moderately agree
6	13.64%	Neither agree nor disagree
1	2.27%	Moderately disagree
1	2.27%	Strongly disagree
44	Respondents	

Top 2	81.82% (36)	Bottom 2	4.55% (2)
Mean	4.36	Std Deviation	0.97
Median	5.00	Std Error	0.15
Mode	5	Confidence Interval @ 95%	4.08-4.65

**Q13. Please indicate your level of agreement with the following:
The person(s) handling my case conducted the hearing/conference in a fair and respectful manner**

Count Percent

32	72.73%	Strongly agree
7	15.19%	Moderately agree
3	6.82%	Neither agree nor disagree
1	2.27%	Moderately disagree
1	2.27%	Strongly disagree
44	Respondents	

Top 2	88.64% (39)	Bottom 2	4.55% (2)
Mean	4.36	Std Deviation	0.97
Median	5.00	Std Error	0.15
Mode	5	Confidence Interval @ 95%	4.08-4.65

**Q14. Please indicate your level of agreement with the following:
The sanction(s) I received were appropriate for the incident in which I was involved.**

Count	Percent	
20	45.45%	Strongly agree
11	25.00%	Moderately agree
6	13.64%	Neither agree nor disagree
1	2.27%	Moderately disagree
6	13.64%	Strongly disagree
44	Respondents	

Top 2	70.45% (31)	Bottom 2	15.91% (7)
Mean	3.86	Std Deviation	1.39
Median	5.00	Std Error	0.21
Mode	5	Confidence Interval @ 95%	3.45-4.27

Q18. Do you have any suggestions about how to improve the conduct process?

Count	Percent	
3	6.82%	Yes (please explain)
Count	Percent	
1	33.33%	if no crime was committed the you can not take a way my constitutional rights
1	33.33%	Its good that you all give a hearing to the accused. because the campus police does not do a good job to hear somebody out during any kind of situation, and does what ever ought to be done in their mind. we all appreciate the campus police to keep us safe in our community however others don't perform their duty with any respect to student whats so ever. but the judicial process and conduct process offered good opportunity for a client to explain themselves.
1	33.33%	The conductor of the meetings or hearings should be more professional and less rude.
41	78.38%	No
44	Respondents	

Q19. Please comment on your experience with the Director of Student Conduct, Campus Judicial Board, or other staff member involved in this process:

Count	30	Percent	100.00%
1	3.33	Director of Student Conduct was very easy to talk with.	

- 1 3.33 Dr. Price is the man.
- 1 3.33 Entirely a substantial waste of my personal time as well as the staff and police officers involved to deliver a verbal slap on the wrist
- 1 3.33 Everything ran smoothly
- 1 3.33 Everything was very clear and I understood everything that was going on because they explained things very well.
- 1 3.33 Fair
- 1 3.33 He was very understandable and a very reasonable person to deal with.
- 1 3.33 He was very understandable and clear when explaining everything.
- 1 3.33 I felt comfortable while presenting my case and the entire meeting was professional.
- 1 3.33 I felt he was very respectful.
- 1 3.33 I was nervous to meet with the Director of Student Conduct at first, but he made me feel comfortable and was open to hear my side of the story. He explained the different processes to me in detail and although he valued my opinion he also explained why I am on conduct probation.
- 1 3.33 I was very pleased with Mr Price, and the way he handled my case.
- 1 3.33 It was a bad situation but the experience with the process was good and it was handled professionally.
- 1 3.33 it was good.
- 1 3.33 It was not what I expected. I thought maybe the director of student conduct person were going to be mean, but he was actual nice.
- 1 3.33 It was quick.
- 1 3.33 It was short and straight to the point.
- 1 3.33 Mr. Price was very genuine, nice and understanding. I really liked meeting with him, he was very helpful and didn't make the situation even more stressful.
- 1 3.33 My experience with the Director of Student Conduct was for the most part alright. The only thing that i had a problem with was the fact that i felt like my case wasn't heard. To me it seemed as if the Director of Student Conduct was bias about the situation.
- 1 3.33 The Director of Student Conduct is very comprehensive and i believe that he is fair in his decisions and sanctions. The Campus Police on the other hand I believe are overzealous. I researched myself that the smell of Marijuana is not a probable cause. I understand that the laws change once on

- campus but I do not believe that having your word altered is completely legal.
- 1 3.33 The process was great, although I never want to experience it again.
- 1 3.33 The secretary of the office, Student Affairs, is very nice and understanding. William Price tends to be rude with me when I make my visits.
- 1 3.33 The staff was very gracious in the whole process.
- 1 3.33 The staff was very kind
- 1 3.33 they were helpful and clearly stated my consequences in an appropriate manner
- 1 3.33 Things went smoothly
- 1 3.33 unlawful just sat back and let a monster push his opinions then lie to back him with illegal student code
- 1 3.33 Very patient a good hearer. They explained everything, the process very clearly.
- 1 3.33 Very polite
- 1 3.33 William Price gave me an exceptional experience when dealing with him in this situation. I believe that he did slightly take my story into consideration, but I do also believe that he had already made a decision depicting the situation. I feel that he met with me in a respectful manner and didn't treat me as though I was a delinquent. Overall my experience was satisfactory.

Q20. What have you learned from this experience?

Count 31

Percent 100.00%

- 1 3.23 be careful with whom I associate with
- 1 3.23 bot to be arounf people who smoke
- 1 3.23 i do not wish to be a student in this institution anymore because the student code goes against the constitution of the usa
- 1 3.23 I have learned that I need to obey school conduct and that I am not an exception to the rules.
- 1 3.23 I have learned that if you drink you mostly likely will get caught.
- 1 3.23 I have learned that smoking in your room can get you in trouble. I also learned that once you have had one citation your word has less value. Why? I don't know.
- 1 3.23 I have learned to never reschedule a meeting on the same day and to not go after something that was stolen of mine before going to a meeting so that I won't be late. It seems that the faculty at Pembroke doesn't care about my personal items.

- 1 3.23 I have learned to think twice about doing something that seems nice or fair, because in the end it more than likely will get you into trouble
- 1 3.23 I learned that even though I am in college and there is much more freedom here, there are still rules I have to follow and live by.
- 1 3.23 I learned that I had made a big mistake and it could have turned out way worse than it did. Also that nothing like this will ever happen again. I also learned that I am responsible for the actions of other no matter the situation.
- 1 3.23 I learned that sometimes you have to just step away even though sometimes you may not be the cause of the issue.
- 1 3.23 I learned to follow the rules no matter what happens.
- 1 3.23 I learned to not be at wrong place, at the wrong time, with the wrong group of people because i could get into a lot of trouble.
- 1 3.23 I need to be more mature in some situations.
- 1 3.23 not to be at a wrong place in a wrong time.
- 1 3.23 Not to do it again.
- 1 3.23 Not to make stupid mistakes anymore.
- 1 3.23 Not to mess up.
- 1 3.23 Not to open the Cafeteria doors
- 1 3.23 Say no to drugs. It has become a very valuable in my college experience and in my general life. I happy to say I am through with smoking drugs.
- 1 3.23 That I am not going to ever drink and drive again.
- 1 3.23 That I need to be more careful when out around the Pembroke community and think twice before I speak to someone who is of greater authority.
- 1 3.23 The type of people to surround myself with.
- 1 3.23 To stay out of confrontations.
- 1 3.23 Wait until I am of age to take another alcoholic beverage.
- 1 3.23 Watch who you hang around.
- 1 3.23 where tuition gets wasted
- 1 3.23 yes
- 1 3.23 Yes
- 1 3.23 Yes I have

Through the Maxient Conduct Manager database, a record of all judicial cases is kept in order to monitor: judicial sanctions; education/counseling deadlines; Banner registration and transcript holds; court dates, state charges; suspensions; community service deadlines, etc. The student

judicial database and file cabinets house all code of conduct and academic honor code cases since 2003. The Maxient database houses the last three years of judicial case information, and will continue to do so in future years.

Objective 1.2: Provide training for the members of the Campus Judicial Board, Campus Appeals Board, and Student Grievance Panel.

Strategy 1.2.1: In conjunction with the university attorney and various other constituents, present information to the members of the various boards so they may, with proper due process, successfully determine when violations of the Code of Conduct have occurred and assign appropriate sanctions for such violations.

OBJECTIVE 1.2 UPDATE: 2012-13 Campus Judicial Board and Campus Appeal Board Training Sessions: Ronette Gerber and Bill Price facilitated the training sessions. Information discussed included hearing process and procedures, weighing the evidence, and rendering appropriate decisions and educational sanctions. A second training session was scheduled for the Campus Judicial Board and the Campus Appeal Board to review the UNCP Sexual Assault Policy and hearing procedures. A member from CAPS was there to assist with this training.

Training for the Student Grievance Panel was conducted by Ronette Gerber and Bill Price. Information discussed included hearing process and procedures, weighing the evidence, and rendering appropriate decisions and making appropriate recommendations to the appropriate Vice Chancellor

A survey was sent to all members of the Campus Judicial Board and Campus Appeals Board. None of the members responded to this survey. However, many conversations were had discussing training and the members indicated that the training was successful.

Objective 1.3: Document violations and sanctions and maintain all judicial records.

Strategy 1.3.1: Request written statements, record witness testimonies, communicate with campus police, faculty members, and students for clarification.

Strategy 1.3.2: Provide information on all appeals for the Campus Appeal Board and the Vice Chancellor.

Strategy 1.3.3: Post sanctions and registration/transcript holds daily.

Strategy 1.3.4: Send certified letters and parent notifications.

Strategy 1.3.5: Populate the UNC Suspension and Expulsion database.

Strategy 1.3.6: Purge discipline records according to the University Records Retention and Disposition Schedule.

OBJECTIVE 1.3 UPDATE: The UNC Suspension Expulsion Database was established in March of 2005. General Administration mandates that all suspensions and expulsions be posted in a secure database on their website. This database enables other UNC institutions to determine if applicants have been suspended or expelled from another institution within the system.

Student Judicial records are purged according to the State of North Carolina Records, Retention and Disposition schedule. Code of Conduct violation records are kept for eight years and Academic Honor Code violations are kept for a period of ten years. If a student is suspended or expelled, the file is kept indefinitely.

The following totals **do not include** housing visitation violation reports.

OSC Cases for the Academic Year 2012-13

Twelve Years in Review:

2012-13: 463 Violation Reports
2011-12: 487 Violation Reports
2010-11: 397 Violation Reports
2009-10: 340 Violation Reports
2008-09: 259 Violation Reports
2007-08: 285 Violation Reports
2006-07: 292 Violation Reports
2005-06: 248 Violation Reports
2004-05: 192 Violation Reports
2003-04: 215 Violation Reports
2002-03: 125 Violation Reports
2001-02: 103 Violation Reports

Total Cases 463

There were a total of 17 suspensions for the academic year:

- 11 Drugs
- 3 Alcohol
- 2 Sexual Assault / Sexual Misconduct
- 1 Fraud (False Report of Sexual Assault)

Cases by Semester:

Alcohol	Fall 65 cases Suspensions 1	Spring 72 cases Suspensions 2	Total 137 Total 3
Drugs	Fall 76 cases Suspensions 7 Dismissal 1	Spring 99 cases Suspensions 4	Total 175 Total 11
Others	Fall 94 Cases Suspensions 1	Spring 57 Cases Suspensions 2	Total 151 Total 3
Total	Fall 235 Cases Suspensions 9	Spring 228 Cases Suspensions 8	G.Total 463 G. Total 17

Historical Alcohol and Drug Numbers:

Alcohol Violations:

Fall 2012	64	Spring 2013	72	Total	136
Fall 2011	57	Spring 2012	29	Total	86
Fall 2010	42	Spring 2011	30	Total	72
Fall 2009	43	Spring 2010	17	Total	60
Fall 2008	63	Spring 2009	25	Total	88
Fall 2007	92	Spring 2008	33	Total	125
Fall 2006	73	Spring 2007	40	Total	113
Fall 2005	46	Spring 2006	36	Total	82
Fall 2004	29	Spring 2005	20	Total	49
Fall 2003	40	Spring 2004	22	Total	62

Drug Violations:

Fall 2012	64	Spring 2013	99	Total	175
Fall 2011	43	Spring 2012	95	Total	138
Fall 2010	30	Spring 2011	27	Total	57
Fall 2009	05	Spring 2010	11	Total	16
Fall 2008	20	Spring 2009	19	Total	39
Fall 2007	27	Spring 2008	16	Total	43
Fall 2006	21	Spring 2007	17	Total	38
Fall 2005	34	Spring 2006	26	Total	60
Fall 2004	23	Spring 2005	13	Total	36
Fall 2003	15	Spring 2004	18	Total	33

Honor Code Violations:

Fall 2012	37	Spring 2013	17	Total	54	Suspensions	00
Fall 2011	26	Spring 2012	47	Total	73	Suspensions	03
Fall 2010	28	Spring 2011	26	Total	54	Suspensions	01
Fall 2009	31	Spring 2010	36	Total	67	Suspensions	01
Fall 2008	25	Spring 2009	29	Total	54	Suspensions	00
Fall 2007	51	Spring 2008	21	Total	72	Suspensions	03
Fall 2006	40	Spring 2007	49	Total	89	Suspensions	01
Fall 2005	46	Spring 2006	39	Total	85	Suspensions	01
Fall 2004	30	Spring 2005	21	Total	51	Suspensions	00

Violation Numbers by Charge:

	FA	SP	Total
Alcohol	64	72	136
Drugs	76	99	175
Drug Paraphernalia	29	41	70
Alcohol Behaviors/Games	00	01	01
Violation of Federal State or Local Law	52	34	86
Honor Code (academic)	37	17	54
Weapons or Explosives	14	18	32
Disruptive/Disorderly Conduct	19	11	30
Failure to Comply	07	22	29
Endangering Behavior	09	13	22
Stealing	10	10	20
Unauthorized Entry/Trespassing	09	11	20
Failure to Present ID	07	13	20
Assault	15	02	17
Abuse of the Conduct System (Notice)	10	07	17
Policies Governing Residence Life	03	08	11
Vandalism/Damage to Property	07	02	09
Fraud	03	04	07
Providing False Information	04	02	06
Accessory to a Violation	02	03	05
University Policies	00	04	04
Obstructing Disrupting Teaching...	00	03	03
Threatening Another	02	01	03
Sexual Misconduct	02	01	03
Classroom Behavior	00	02	02
Harassment	02	00	02
Fabrication/ Falsification	01	01	02
Setting Fire and Fire Hazards	00	02	02
Sexual Assault	01	01	02
Sexual Exploitation	00	01	01
Bicycles, Skates, Skateboards...	00	01	01
Abuse of the Conduct System (Sanctions)	01	00	01
Grade Appeal	00	01	01

Hazing	00	01	01
Littering	01	00	01
Fire Safety Equipment	01	00	01
	FA	SP	Total
Total Charges	388	409	797

All cases are reviewed monthly and then compiled at the end of each academic year. This is done to ensure all cases are completed and to determine changes in numbers of violations and/or types of violations.

The total number of violation reports for the 2012-13 academic year was **463**, a 5% decrease from last year.

There was a **63% increase** in the number of alcohol cases compared to last year. Totals from nine previous years are also listed for comparison.

There was a **78% increase** in the number of drug cases compared to last year. Totals from nine previous years are also listed for comparison.

The numbers for alcohol and drug violations are the highest numbers in the last 12 years for both categories.

There was a **26% increase** in the number of academic honor code cases compared to last year. Totals from eight previous years are also listed for comparison.

Objective 1.4: Assist with the evaluation of student criminal records, safety issues, and student grievances.

Strategy 1.4.1: Serve as a member of the Admissions Safety Review Committee.

Strategy 1.4.2: Schedule a meeting with campus police to review policy changes and determine safety and emergency concerns.

Strategy 1.4.3: Serve as the contact person for student grievances.

OBJECTIVE 1.4 UPDATE: The Director of Student Conduct serves as the Chairperson of the Admissions Safety Review Committee. Other members include the: University Attorney, Chief of Police, Director of Undergraduate Admissions, Registrar, and the Dean of Graduate Studies. The committee reviews new applications and readmit applications that list previous/pending criminal charges or suspension histories and determine if the applicants are denied or accepted under special conditions. Sixty-five (65) applicants background checks required review. Four (4) of these

applications were denied admission to the University.

In September, Student Affairs directors were invited to attend the annual meeting with Campus Police to discuss updates, policy changes, safety concerns, issues, and to distribute each department's calendar of events for the upcoming year. The annual meeting is an excellent way to keep everyone informed before the hectic fall semester begins.

The Director of Student Conduct also met with the Police Department Staff to discuss ways to enhance the reporting process and to discuss current changes in policy (Student Code of Conduct) and the need for any additional changes in policy in the future.

This year, there were no cases for the Student Grievance Panel. There were also no cases heard by the Student Grievance Panel for Students with Disabilities.

Assessment Procedure: Survey students after they complete the judicial hearing and/or grievance process. Review background checks on new or readmit applicants. Review surveys on the alcohol, drug, and anger management referrals. Obtain feedback from students and judicial boards on all workshops and training sessions.

Use of Assessment Data: The data indicates that the current methods being employed by the Office of Student Conduct are being perceived by the students who go through the process as fair and allows for the opportunity for educational moments. There are very few repeat violators and even fewer who fail to complete sanctions. As such, there is no need to make any changes at this time. The office will continue to evaluate this area yearly to determine if changes are needed. Student Voice is utilized throughout the semester (usually bi-weekly) to review student responses to the survey provided after their hearing. Additionally, student feedback is reviewed after each individual contact with the staff.

Training for the CJB, CAB, and Grievance Committee will remain much the same for the next academic year. Presenters were added from CAPS for the training involving sexual assault / sexual harassment cases. This allowed the board members to be better prepared for cases of this nature. It was determined that CAPS will continue to be involved in this training in future years. Training will occur at the beginning of the Fall 2013 semester.

All Office of Student Conduct cases were completed. With the use of Maxient's Conduct Manager this year, the process was made much simpler. The database system has made the reporting of case information fast and efficient. Other members of the campus community are beginning to become comfortable with the system. Record keeping is much simpler as the database provides multiple

methods of reporting all highly detailed and when needed Maxient provides the opportunity for customized reporting.

Goal 2: Provide proactive outreach to the campus community.

Objective 2.1: Provide educational opportunities for the campus community.

Strategy 2.1.1: Develop and present programs to faculty and staff.

Strategy 2.1.2: Develop and present programs to students and student groups.

OBJECTIVE 2.1 UPDATE: Eight (8) New Student Orientation sessions were scheduled during the summer. The Director of Student Conduct provided information on Student Rights and Responsibilities and Campus Safety initiatives during parent sessions. The title of their presentation was, “Rights, Responsibilities & Resources”

Multiple (25+) presentations were made to campus groups, including freshman seminars and university faculty members. These presentations covered topics ranging from the Code of Conduct and the university judicial process, to How to Deal with Disruptive Students. Training sessions were conducted for faculty, staff, and students.

Assessment Procedure: For presentations to faculty and staff, follow up in person or in writing to determine if the presentation met the needs of the group and request any suggestions for additions to the presentations. For presentations to students, follow-up with professors in person or in writing to determine if the participants in the classes learned from the presentations.

Use of Assessment Data: The programs presented were largely successful and remained approximately the same in number compared to the previous year. These presentations were made to students in freshman seminar classes, sports teams, and to faculty and staff. For the coming year, the Office of Student Conduct will seek to further expand the number of opportunities for presentations and the topics covered. Efforts will be made to reach a larger portion of the student population to educate them regarding the Student Code of Conduct and the procedures of the Office of Student Conduct. It is hoped these proactive methods will decrease the number of violations of the Code. Other methods of assessing the level of success of future presentations will be developed next academic year.

Goal 3: Use new technologies and expand use of technologies in the

student conduct process.

Objective 3.1: Fully integrate the database, “Maxient – Conduct Manager,” into the university setting.

Strategy 3.1.1: Interest other offices and constituents (e.g. Greek Life) in using the new database for purposes of reporting incidents on and off campus incidents.

Strategy 3.1.2: Work with Greek Life and provide training to begin using the new database for reporting of all incidents.

Strategy 3.1.3: Update Maxient to include sanctions, violations, and other information specifically tailored for the Greek Life Office.

OBJECTIVE 3.1 UPDATE: The Director of Greek Life was trained in the use of the system and now uses this database to track cases and maintain a record of letters related to Greek organizations for issues handled by that office. These are not student conduct cases. The issues are related to infractions that do not also violate the Student Code of Conduct.

Trainings were held for and with the staff in Counseling and Psychological Services, Campus Police, and the chair of the Campus Judicial Board. The Police Department continues to use Maxient as the reporting mechanism for all incidents and CAPS uses the database for cases involving alcohol and other drugs. The database is also utilized for application review by the Admissions Safety Committee. The VC for Student Affairs Office utilizes the database for tracking community service performed by students who have been assigned by the courts to do so as a part of their sentence. The Campus Judicial Board uses the database for sharing case information with the members of the board and to hear cases.

Assessment Procedure: Obtain feedback from the individuals who will use the database on a day-to-day basis.

Use of Assessment Data: The Office of Student Conduct will continue to utilize technology in the processes of the office. Training for staff will continue as needed.

Those offices and constituents that have adopted the Maxient database have found that the technology assists them and is an effective tool. It was hoped that during the summer months the Office of Housing and Residence Life would also adopt the database as a part of their process for handling judicial issues that are adjudicated by their office. They were not ready to do so. The system is now fully

utilized by the EHS committee and while housing did not choose to use the system this year, it is hoped they will do so next year.

Goal 4: Continue to meet “Best Practices” related to policies and procedures.

Objective 4.1: Continue to edit and update the various policies and procedures for the Office of Student Conduct and the Admissions Safety Review Committee.

Strategy 4.1.1: Research other institutions’ information on line, in hard copy, and through personal contact with other administrators. In conjunction with individuals at UNCP, determine appropriate adjustments to the current policies.

OBJECTIVE 4.1 UPDATE: Policies are continuously reviewed by the Office of Student Conduct. Additionally, recommendations are made by other campus offices. There are often discussions with University Counsel relative to these policies and contacts and conversations with individuals at other UNC campuses to determine if changes should be made to policies. Information from national organizations, such as ASCA, is reviewed regularly to assist in determining the national “best practices” in student conduct.

Assessment Procedure: Approvals will be determined by appropriate persons and or bodies (i.e., Board of Trustees).

Use of Assessment Data: There were no large changes this year to the policies and procedures for the Office of Student Conduct. The following changes did occur:

- All policies have been reformatted as required by the Chancellors Office.
- A new policy is being created that will describe the process for expulsions.
- Policies related to the requirements described in the Violence Against Women Reauthorization Act 2013 were added to the Code of Conduct.

Student Health Services Assessment of 2012-2013 Goals and Objectives

Goal 1: Continue to provide high quality and cost effective health care services to students with a strong emphasis on prevention including, but not limited to, immunizations, health screenings, and health education.

Objective 1.1: Ensure that all students enrolled in the University meet all North Carolina immunization requirements.

Strategy 1.1.1: Update sections on N.C. immunization requirements in the student handbook, catalog, Student Health Services brochure, and Student Health Services website to include new immunization guidelines.

Strategy 1.1.2: Provide health forms and information to students at New Student Orientation regarding the N.C. immunization requirements.

Strategy 1.1.3: Send letters to non-compliant students before the 30 day deadline.

Strategy 1.1.4: Input and look up immunizations in the North Carolina Immunization Registry (NCIR).

OBJECTIVE 1.1 UPDATE: Student Health Services continues to inform students of the North Carolina immunization requirements. Health forms that were received by Student Health Services during the summer were reviewed and letters were mailed back to students who were non-compliant. At the 30 day deadline in fall 2012, there were 60 students non-compliant but these students received compliance within two weeks. In the spring 2013, there were 30 students non-compliant. These students also became compliant within two weeks. Fall numbers were down tremendously but spring numbers were slightly elevated due to the fact that Student Health Services no longer receives immunizations from the North Carolina Immunization Branch.

The immunization software program Medicat has helped track students who are due for immunizations. Student Health Services can also access the North Carolina Immunization Registry which allows a review of immunizations given throughout North Carolina. A total of 324 immunizations were given in fall 2012.

Objective 1.2: Strengthen and enhance current health educational programs/services that encourage/assist students in developing

healthy lifestyles that enhance their intellectual and personal growth and development.

Strategy 1.2.1: Provide outreach activities on health related and prevention topics in collaboration with other UNCP departments, in residence halls, Freshman Seminar classes, University Center, and at Student Health Services.

Strategy 1.2.2: Recruit, retain, and strengthen Peer Educators to participate in the Peer Educator Program (Aware).

Strategy 1.2.3: Involve Peer Educators and Nurse Educator in developing and facilitating new health education programs.

Strategy 1.2.4: Offer various health screenings, HIV screenings, STD screenings, and blood pressure screenings.

Strategy 1.2.5: Continue strong partnership with Robeson County Health Department to offer family planning clinic twice a week to female students who have completed the family planning paperwork.

Strategy 1.2.6: Annual Pembroke Day Health Fair.

Strategy 1.2.7: Health education brochures/bulletin boards in waiting area and at health programs.

OBJECTIVE 1.2 UPDATE: Student Health Services had over 8600 nurse and provider visits for the 2012-2013 year. According to survey results, over 62% of students seen by SHS made appointments.

Student Health Services continues to work with various departments on campus to provide health educational classes. Student Health Services and Counseling and Psychological Services were able to recruit over 10 Peer Educators for the year but these students were not active this past year for various reasons.

The Health Educator/Staff Nurse helped develop and implement several health education programs on campus. Sexual Responsibility Health Fair on February 12 was a success with over 100 participants. Another big program was the Native American Awareness Day in March. Several community organizations joined Student Health Services and provided free STD, HIV, and syphilis testing to over 60 students within four hours.

Students were given incentives for participation in programs. For example, door prizes, t-shirts, cups, mugs, pencils, pens, etc. Health

education programs were provided to students in the residence halls, University Center, freshman seminar classes and Student Health Services' classroom.

The Nurse Health Educator presented at 21 freshman seminar classes. The Robeson County Health Department continues to provide free HIV/syphilis screening to students twice a month. A total of 141 screenings were performed. The Robeson County Health Department also continues to offer family planning classes. A total of 14 classes were conducted with 37 students participating. Due to an increase in provider hours and limited space at Student Health Services, Robeson County Health Department was unable to continue the family planning clinic. Student Health Services also performed 61 pap smears. A total of 66 student teaching physicals were performed and a total of 457 STD (Sexual Transmitted Diseases) screenings were done. Student Health Services offered two blood drives, one on September 26 with 159 participants and one on January 23 with 60 participants. On September 19, over 44 agencies participated in the Pembroke Day Health Fair with over 2000 people in attendance.

Objective 1.3: Expand program marketing and advertising.

Strategy 1.3.1: Promote, advertise, and use social media to recruit students to engage in health promotional activities.

Strategy 1.3.2: Involve student groups and student organizations in various programs.

OBJECTIVE 1.3 UPDATE: Student Health Services programs and special events were emailed to the University Center director to advertise on the marquee outside the University Center. Posters, flyers, yard signs, and table tops were posted throughout campus. Student Life helped distribute information about special events through their Facebook page.

The SHS website was updated monthly by the office Administrative Support Associate. Some of the programs and services were advertised in the *Pine Needle*. Reminder emails were sent to students and staff.

Objective 1.4: Utilize Campus Labs to survey, evaluate, and assess programs and services.

Strategy 1.4.1: Purchase two iPads to collect survey information from students.

Strategy 1.4.2: Revise and continue distributing satisfaction surveys to students after services have been rendered and after

programs.

OBJECTIVE 1.4 UPDATE: Student Health Services continues to evaluate on-going services and programs to meet the needs of UNCP students. Student Health Services revised the Student Satisfaction Survey. Two iPads were purchased to collect survey information from students using Campus Labs. Surveys were distributed after services and the results were posted on the SHS website.

From the Patient Satisfaction Survey Campus Labs results indicated that:

- 1) Over 89% of students were very satisfied with their SHS experience.
- 2) Over 99% were confident that their interactions with SHS staff would be confidential.
- 3) 98% stated that the staff treated them with respect.
- 4) 99% stated that staff members acted professionally.
- 5) Over 90% were very satisfied with the provider.
- 6) 88% stated they were able to schedule an appointment around their schedule.

Assessment Procedure: Director will compile data on services and programs and include numbers in the annual report. The number of students and staff requesting health services and programming will be reviewed annually. The number of students requesting health screening will also be reviewed.

Use of Assessment Data: Programs and services will continue to be offered throughout the upcoming year. Marketing the programs increased the number of students who participated in various programs. Students enjoyed using the iPads for assessment of programs and services.

Goal 2. Provide students and parents with information regarding the 2012-2013 UNC System insurance plan.

Objective 2.1: Provide information to students regarding premium changes and benefit changes to the 2012-2013 insurance plan.

Strategy 2.1.1: Develop flyers, posters, post cards, banners, yard signs, and table tops to distribute campus wide.

Strategy 2.1.2: Present and distribute brochures during the New Student Orientations.

Strategy 2.1.3: Encourage students to use the student insurance web-based services to enroll and review benefits.

OBJECTIVE 2.1 UPDATE: Several official emails were sent during the year by the Vice Chancellor for Student Affairs and Student Health Services reminding students to log onto the student insurance web site to waive or enroll in the insurance plan.

Over 1200 flyers were distributed during New Student Orientation and the Director of Student Health Services presented to parents regarding changes in the new plan as well as price increases. Posters, yard signs, banners, and tabletops were posted throughout campus.

Students with school insurance for the fall 2012 was 1460 and the spring 2013 was 1189.

Objective 2.2: Provide information to students and parents on the procedure for waiving school insurance.

Strategy 2.2.1: Provide handouts during New Student Orientation to every student and parent on the waiver procedure.

Strategy 2.2.2: Enhance and improve waiver instructions on the SHS website.

Strategy 2.2.3: Send official emails from the Office of the Vice Chancellor for Student Affairs reminding students of the waiver process and deadlines.

OBJECTIVE 2.2 UPDATE: Several official emails were sent during the year by the Vice Chancellor for Student Affairs and Student Health Services reminding students to waive their insurance. Flyers were given during New Student Orientation and the Director of Student Health Services presented to parents regarding the waiver process for the insurance. Posters, banners, yard signs, and tabletops were distributed throughout campus. Step by step instructions were posted on the Student Health Services web site on how to waive school insurance. These instructions were also given to each new student during the New Student Orientation Sessions.

Assessment Procedure: Director will meet with North Carolina Association of Insurance Agents and UNC-GA to review policy and make changes as needed. The premium cost and number of students who participate in the school health insurance plan will be reviewed.

Use of Assessment Data: When considering coverage for the 2013-2014 academic year, the UNC Student Health directors, General Administration, and the North Carolina Association of Insurance Agents had to review new health care reform guidelines to develop an insurance plan that was in compliance with

these new guidelines.

Goal 3: Provide a state of the art facility for the health and wellness needs of students that contributes to their ability to continue their education.

Objective 3.1: Review designs and prepare for implementation.

Strategy 3.1.1: Work with the Office of Facilities Planning and Construction on a project design schedule.

Strategy 3.1.2: Work closely with Counseling and Testing for input on the design of the building.

Strategy 3.1.3: Attend and participate in designer meetings to review and monitor progress of the design/construction of the new building.

OBJECTIVE 3.1 UPDATE: After several meetings, a final design for the center was selected.

Assessment Procedure: Complete design and begin construction of new Student Health Services building by July 2013.

Use of Assessment Data: The committee approved the design for the new health center. Construction is currently on hold until bonds can be finalized.

Goal 4: Provide quality continuing education opportunities to the staff that complement the health services provided.

Objective 4.1: Encourage staff to build upon their nursing skills for effectively delivering quality health care and skills-based health education.

Strategy 4.1.1: Encourage continuing education and allow staff to attend in-service trainings, workshops, and conferences.

Strategy 4.1.2: Budget for staff professional opportunities.

Strategy 4.1.3: Encourage effective individual communication and team building concepts.

OBJECTIVE 4.1 UPDATE: Each nurse continues to work on attending nursing workshops when available. Each nurse is currently certified in

CPR/AED, and blood borne pathogens. Staff has received training on the North Carolina Immunization Registry, ADAAMA guidelines, immunization techniques, confidentiality, FERPA, employment laws and policies, safety and fire training, electronic medical record training, etc. The Student Health Services staff has completed several online CEU's through various medical websites. The director shared several websites and educational opportunities available to the nurses throughout the year. Money was available in the budget for staff development. The staff currently has staff development logs and is encouraged to update logs with any new professional development certificates received. Nursing staff are required to have 15 hours of CEU's every two years by the North Carolina Board of Nursing.

Assessment Procedure: Discussions with staff regarding training opportunities. Evaluate number of training sessions each staff nurse attends.

Use of Assessment Data: Staff was encouraged to seek out professional development training programs that they were interested in attending. When renewing their nursing license, the staff could look back at their professional development logs to see how many contact hours they had achieved. Director will continue to evaluate training programs.

Office of Student Involvement and Leadership Assessment of 2012-2013 Goals and Objectives

Goal 1: Expand the leadership capacity of students.

Objective 1.1: Develop and provide students, beyond the LLC, with leadership training, education, and developmental opportunities.

Strategy 1.1.1: Operationalize the Hawk Leadership Certificate program.

Strategy 1.1.2: Collaborate with faculty and/or staff to take students on leadership focused destination (Washington DC, Atlanta, Charleston, etc.) overnight trip(s).

Strategy 1.1.3: Disseminate and use the office's definition of leadership that ties to leadership theory and office and institutional missions.

OBJECTIVE 1.1 UPDATE: The OSIL was without a full staff until late October and elected to not operationalize the Hawk Leadership Certificate program for 2012-13.

In coordination with the Dean of Arts and Sciences, two faculty members, Scott Billingsley and Amy Gross, were identified to co-lead a leadership trip to Washington, DC, for 20 students over fall break, October 4-7. Destinations included a Capitol Tour, visiting Washington Mall monuments, and a variety of Smithsonian museums. Students were introduced to the Social Change Model of Leadership Development and the faculty members facilitated the experience through the lens of the model.

Whenever staff met with student groups, the office's leadership definition was provided as context.

Objective 1.2: Develop and provide student organizations with regular leadership training, education, and developmental opportunities to expand their leadership capacity in support of broader and more effective student involvement and leadership on campus.

Strategy 1.2.1: An OSIL staff member will attend a regular scheduled meeting for every student organization at least once to

share our opportunities for leadership training, education, and development and student organization support.

Strategy 1.2.2: Host and prepare both individual students and student organizations for participation in a student involvement fair and an organization officer retreat within the first 30 days of each semester.

Strategy 1.2.3: Host at least two student organization advisor training sessions per semester.

Strategy 1.2.4: Develop a student organization and leadership awards program that supports and rewards the involvement and leadership outcomes espoused by the office.

OBJECTIVE 1.2 UPDATE: Increasing student organization involvement was listed in two of the Key Performance Indicators of the Strategic Enrollment Plan Implementation team. Specifically, the KPIs were to increase fall to spring student organization involvement by 25% and increase first year student involvement in student organizations from 9.92% (entering Fall 2011) and 10.20% (entering Fall 2012) to 25% for fall 2013 matriculates. By accomplishing these targets, the intent was to impact student retention by getting students connected in the community. As such, the focus on student organizations has been and will be very important. Part of the efforts, in addition to the above objectives, will include the adoption of CollegiateLink to replace OrgSync as the student organization and student involvement management tool.

Throughout the fall semester, staff attended student organization meetings to provide members with information focused on leadership development, leadership opportunities, and general student organization support. Seventy-five (75) of 99 registered student organizations on campus were visited.

Two student organization involvement fairs were held during 2012-13 – the first in late August, the second in mid-January. The August event hosted approximately 70 student organizations, while the January event hosted approximately 50. Both events were well attended by students, who learned about the various opportunities to become engaged members of the campus community through participation in student organizations. A brief session on how student organizations should prepare for recruitment events was held during the fall Student Organization Retreat and Training in August.

No advisor training sessions were held during the 2012-13 academic year.

No formal awards program was implemented in 2012-13. An awards process is in development for 2013-14.

Assessment Procedure: Needs assessment and learning outcome data, including surveys and focus group meetings, will inform support structures, processes, and development and learning opportunities.

Use of Assessment Data: The student organization visits served as a needs assessment. Learning outcomes have not been developed as an extension of the offices learning objectives (in process summer 2013). The DC trip students completed reflective blog posts about their experience.

Goal 2: Bring awareness to weekend opportunities for students to remain on campus.

Objective 2.1: Support ACE in the development and marketing of on campus weekend programming.

Strategy 2.1.1: Encourage ACE to host on-campus programs on weekends.

OBJECTIVE 2.1 UPDATE: ACE planned and implemented programs on approximately one-third of programmable weekends (i.e. weekends not occurring on a university holiday or during dead week) and contributed at least one program per weekend to each of the Stay at Pembroke Weekends this year.

The leadership of ACE has self-identified a need for weekend programming and has created a committee chair that will coordinate weekend programming for the organization.

Objective 2.2: Coordinate campus wide effort to host two “Stay at Pembroke” weekends per semester.

Strategy 2.2.1: Identify and publicize to campus offices and organizations two weekends per semester designated for focused weekend programming.

Strategy 2.2.2: Consolidate and publicize information about events and activities occurring during the Stay at Pembroke weekends.

Strategy 2.2.3: When appropriate, shift OSIL-sponsored leadership and other programmatic opportunities to these identified weekends.

OBJECTIVE 2.2 UPDATE: The following weekends were identified for targeted weekend programming:

- October 12-14, 2012
- November 9-11, 2012
- February 22-24, 2013
- March 22-24, 2013

For each of these weekends, programs from various entities (both on and off campus) were compiled into a single list. This comprehensive list was promoted using various methods of publicity including but not limited to flyers, the OSIL website, enouncements, Twitter, and Facebook. Included below is quantitative information concerning programmatic efforts for Stay at Pembroke weekends:

Weekends	Total Programs	SA Offices Represented	OSIL Programs
10/2012	13	3 (of 13 total)	4
11/2012	10	4	4
2/2013	11	5	2
3/2013	18	4	2

The OSIL supported the Career Center's PCDI conference in years past and this year the PCDI was moved to a Stay at Pembroke weekend. The office intends to develop educational components for Stay at Pembroke weekends in the coming year.

Assessment Procedure: Needs assessment, attendance counts, and satisfaction surveys will inform effectiveness of weekend programming.

Use of Assessment Data: Feedback about weekend needs was gleaned primarily from conversations with students. With the addition on CollegiateLink, tracing attendance across the student body with the use of portable devices will be easier.

University Center and Programs Assessment of 2012-2013 Goals and Objectives

Goal 1: Create and maintain student-oriented facilities, programs, and services.

Objective 1.1: Promote programs and services.

Strategy 1.1.1: Upgrade Venus 1500 marquee to allow more graphic detail and creative content in promoting student-oriented programs and services.

Strategy 1.1.2: Utilize digital communication system, mtvU monitors, and bowling concourse monitors to promote programs and services.

Strategy 1.1.3: Market the Hawk's Nest game room.

OBJECTIVE 1.1 UPDATE: Activities, programs, and services were posted to the UC web site, on the student listserv, uploaded to the master calendar, posted on the marquee, bowling concourse, and mall monitors, portable display boards, and promoted through Facebook. The mtvU monitors located in the cafeteria were utilized to advertise campus activities. Sodexo also used the monitors to share information.

The UC marquee was replaced with a Watchfire 19mm (41" x 8'3") LED sign featuring extremely high quality, crystal-clear resolution, and exceptional electronic display ideal for all viewing distances (especially up close) and all types of passing traffic. The sign displays video, animation, graphics, custom images, and messages all in full color. This acquisition was made possible by year-end state funds. As the only marquee in the center of campus, it will change the face of marketing for the department, Student Affairs, and the campus.

Since the additional hardware acquired through Texas Digital (TD) to communicate with the Event Management System (EMS) so that programs and services could be loaded to the TD monitors did not work due to technical glitches, the equipment was returned for credit. The daily event schedules were uploaded to the monitors using the content manager in the TD hardware rather than an automated upload using EMS. The manager is previewing email announcements that include posters for inclusion on the monitors as a way to share information with the campus.

The Hawk's Nest game room manager used flyers, bulletin boards, E-announcements, UC mall monitors, and the bowling lane screens to

advertise specials including tournaments (bowling, ping pong, billiards, checkers, chess, corn hole, foosball, and spades), free play times, and special events. Over 40 promotions were scheduled with an average of 16 participants for billiards tournaments; 12 participants for bowling tournaments, and an average of 75 participants for special promotions, i.e., Friday Night Lights. Free play passes were distributed at Pembroke Day, football games, and during the homecoming parade. A Facebook page was created that resulted in more likes and views from the local community than from the campus and regular customers. The manager is also exploring direct marketing techniques using the Vector Plus database marketing module. Creating a customer data base of customers and/or potential customers, the plan is to generate personalized communication via the database to promote the Hawk's Nest with the ultimate goal being to draw customers in and encourage repeat visits. The database will be tied to free play—users will be required to register in order to play for free. There are 47 customers in the database currently.

In comparing revenue generated through the Hawk's Nest, June 2012 revenue was \$513.16 and June 2013 revenue was \$1,009.06, almost doubling. The overall revenue for the year increased \$495.90. A review of bowling revenue revealed that revenue generated from fiscal year 2009 through 2013 totaled \$76,529.21. A significant amount was generated through rentals which included local community use, student organizations, and departments; however, the majority of revenue was from student bowling and bowling classes (an average of 23 classes annually). Discussions about the viability of the lanes continue.

Since implementation, bowling fees were collected through the Hawk's Nest attendants as a separate miscellaneous fee that was not included on the student's tuition/fees statement. In response to a complaint from a parent, the process for collecting bowling fees was reviewed and changed. The fee is now included on the statement and is no longer handled by the Hawk's Nest. This has resulted in a more efficient, less cumbersome process and has significantly reduced the time incurred by the manager and the faculty to remind students about payment. DoIT designed a program that can be used to produce sales reports without having to send paper copies to the Bursar's Office. With this new system, the Hawk's Nest will be able to process credit card transactions effective fall 2013.

Using the slogan, 'Be Connected...Stay Involved!: Connecting Parents to the UNCP Community,' USB chargers as an incentive to sign up, the New Student Orientation Program as a platform to recruit, as well as aggressive marketing techniques, the parents and families listserv has 265 subscribers (up from 170 in June 2012). The listserv is another tool that is used to share activities, announcements, and events.

Bike UNCP, the bike rental program available through the Information Station, was expanded to meet the student demand for this service with the purchase of twelve 26" Huffy Nel Lusso bikes, locks and helmets. From October 2012 until April 30, 2013, records show 574 bike rentals. Another popular service was the umbrella check-out (117 rentals) and free ponchos (500 since August 2012). The scriptographic booklets on hot topics, i.e., Making the Grade, etc. were also popular with 759 booklets distributed since August 2012.

In April, use of the Snoozester wake-up call service by UNCP students surpassed 200,000 all-time scheduled calls. However, with only 329 users, the cost did not justify keeping the service. There are no plans to renew the wake-up call service when the contract expires on August 31, 2013.

Traffic counters showed 624,393 patrons entered the Chavis University Center and 172,046 entered the Hawk's Nest.

Objective 1.2: Develop a University Center Enhancement Plan.

Strategy 1.2.1: Partner with professional facility planning and program management firm to conduct a facility analysis/space assessment.

Strategy 1.2.2: Establish a committee composed of faculty, staff, and students for project input.

Strategy 1.2.3: Formalize the advisory council.

Strategy 1.2.4: Work with Facilities Planning to plan projects, evaluate existing furnishings/equipment, and assess space utilization.

Strategy 1.2.5: Resurface bowling lanes; recover billiard tables; purchase bowling lane machine.

OBJECTIVE 1.2 UPDATE: The UC enhancement project was submitted as a job target for the department. The UC Enhancement Committee which is composed of staff, students, and a faculty member was established and met in October for preliminary discussions, an overview of the charge, and project scope. Some immediate needs were identified and a determination that the project needed to be completed in phases was made. In Phase I of this project, several preliminary enhancements were completed including new trash receptacles for the first floor, resurfaced dance floor, carpet replacement in an office suite, some furniture recovered, new chairs for the television kiosks, kiosk upgrades,

furniture relocations, and resets including a new layout in conference rooms 233 and 213, and an update/facelift of the flag display. The cafeteria received an extreme makeover that included new concepts, a new layout with new furniture, and sprinkling of the space.

The committee toured two campuses: UNC Wilmington in December and UNC Charlotte in January. Following the tours, participants were asked to share thoughts. The consensus was that the student centers were awesome but were not comparable to our campus. Plans were to identify peer institutions within the UNC system with recent renovations and visit those campuses, but with the hectic spring semester tours did not happen. The committee is scheduled to visit Winston-Salem State University in July. Facilities Planning staff recommended a visit to Fayetteville State University also. Other peer institutions within the UNC system comparable to UNCP include Elizabeth City State University and UNC Asheville.

The committee members have agreed to serve a dual role as members of the University Center and Programs Advisory Council which will become active in fall 2013.

In collaboration with Facilities Planning staff, a preliminary conversation was held about the project scope including the need to determine the budget and process for retaining a design firm. Phase II will include the selection of a firm to conduct a market analysis/ feasibility study and develop a scope of plan for additional enhancements to the space. A telephone interview was conducted and a proposal received from Brailsford and Dunlavey, a firm from Charlotte, North Carolina. The proposal contained an extensive menu of options with a total cost of \$59,652. Due to time constraints, a decision was made to delay pursuit of retaining the firm until fall 2013.

Repair and renovation monies were awarded to UNCP that included monies to sprinkle the remainder of the UC and replace the generator. The plan was to schedule the project during summer 2013, but due to time constraints caused by receiving monies late, Facilities Management postponed the project until summer 2014. Fortunately, the monies are earmarked for this purpose and cannot be used for anything else. Having the facility sprinkled will allow much greater flexibility in regard to the enhancement project and may well result in a renovation of the facility if monies become available and/or identified.

Bowling lanes were resurfaced with polyurethane in August 2012 and a Kegel Crossfire lane machine that strips, oils, and polishes simultaneously was purchased. The machine has reduced the time required for maintenance by the mechanic. Billiards tables are scheduled for

resurfacing and maintenance this summer. In response to student demand, another foosball table was set up.

Objective 1.3: Provide student focused programs and activities.

Strategy 1.3.1: Provide student activities during tailgating at home football games.

Strategy 1.3.2: Have student-oriented events that faculty and staff can participate in also in support of the 5th anniversary of the UC Annex, 25th anniversary of the James B. Chavis University Center, and the 125th anniversary of UNC Pembroke.

Strategy 1.3.3: Plan and execute one weekend program per semester in support of the Student Affairs initiative to increase weekend programming for students.

OBJECTIVE 1.3 UPDATE: More deliberative programming has been a focus this year. University Center and Programs staff participated in the Stay at Pembroke weekend events. Activities included spin art t-shirts, photo booths, crafts, and other activities that included free play in the Hawk's Nest game room. During tailgating at home football games, the University Center and Programs Office gave out freebies to tailgaters. As part of the 125th anniversary celebration, the department celebrated the 25th anniversary of the James B. Chavis University Center and the 5th anniversary of the UC Annex. The program was touted as one of the premier pieces of the year. One of the most successful programs coordinated by the staff was the 2012 Homecoming parade. The parade was the largest in UNCP history with over 76 entries including five marching bands and well over 2,000 spectators. The program was recognized at the Student Affairs end-of-year celebration as the Program of the Year for School Spirit.

In collaboration with the Student Government Association, Facilities Operations, and Sodexo, UC and Programs hosted the annual Earth Day celebration which included an inaugural Trash the Campus awareness campaign, unveiling of the new recycle containers, do-it-yourself repurposed bowling balls and pins craft, potted plants, and a how green are you quiz (78 survey participants) with prizes awarded to participants based on the results. Facilities Operations' plan to include a vendor, Community Recycling, which is an environmentally conscious textile recycling company that collects unwanted textile, was not successful.

An initiative to promote community events to the campus was addressed. Using monitors and the marquee, staff made a conscious effort to plug community events. An initial meeting was held with other UNCP staff to

identify other ways to engage with the community, i.e., dedicated bulletin board and/or display case were options discussed. To support community events and encourage student participation, UC and Programs in collaboration with a community partner, Greensky Records, was a sponsor of the Peace in the Park concert series in the Pembroke Town Park each Thursday in September and April to promote violence awareness. Fireset, a group composed of UNCP students, performed as well as other entertainers.

The USA Today collegiate readership program will be renewed based on the response of users. While there is no tangible value, the opportunity to expound student's civic engagement and knowledge of local and national events makes it a worthwhile program. As an extension of the readership program, initially implemented by Housing and Residence Life, 14,383 newspapers were picked up (through 2/24/13) from the University Center. Newspaper consumption by UC location was 56.74% at the UC front entrance and 43% at Bert's. Total expense by location was \$2,041.24 at Bert's and \$2,892.99 at the UC front entrance. Average daily readership was 48 for the Fayetteville Observer, 42 for USA Today and 54 for The Robesonian.

The bowling league was revitalized in fall 2012 with six teams. Attempts to challenge Fayetteville State University with a Two Rivers Classic in bowling were not successful. The billiards team participated in the ACUI Regional Recreation Billiards Tournament where all five players finished in the top ten and two players were invited to the national tournament in Arizona.

Objective 1.4: Offer a centralized year round shuttle service.

Strategy 1.4.1: Streamline the shuttle service procedures.

Strategy 1.4.2: Request funding for year round shuttle service.

OBJECTIVE 1.4 UPDATE: The shuttle service was not expanded to include a summer schedule. While non-state dollars are typically awarded to help subsidize the cost of the shuttle service, funds awarded were drastically reduced with only \$1,000 allotted. To put that into perspective, in the fall semester alone, we spent \$1,540 for the shuttle service. With savings from the non-renewal of the wake-up call service, plans are to expand the semester shuttle service by adding one additional weekly transport in response to the student's request. From August 2012 until May 2013, the shuttle schedule included 62 transports with 394 total participants.

Objective 1.5: Provide accessible, safe, and sufficient facilities, space, and equipment.

Strategy 1.5.1: Utilize the Facilities Reservation System to maintain an adequate inventory of equipment and ensure efficient use of all University Center space.

OBJECTIVE 1.5 UPDATE: The Facilities Reservation System (FRS), which is UNCP's event management system, has allowed for accurate reporting and documentation of room utilization. For the University Center and University Center Annex spaces, there were a total of 3,149 bookings (2543 for UC & 606 for UC Annex) from July 1, 2012 through June 30, 2013. Total utilization for all facilities reserved through FRS was 8,237.

A glitch in the system was discovered related to compatibility with JAWS, a screen reader software that assists students with visual impairments. In collaboration with DoIT, Dean Evans and Associates and Disability Support Services, troubleshooting revealed that UNCP needs an updated version of JAWS which is a summer 2013 project.

Objective 1.6: Ensure the Miss UNCP Pageant honors the personal commitment and talent of outstanding UNCP women and their continuing education.

Strategy 1.6.1: Initiate an in-depth review and campus dialogue on appropriateness of the pageant being a preliminary to Miss North Carolina.

Strategy 1.6.2: Upon completion of 1.6.1 and a decision to continue the program without the Miss North Carolina franchise, create and/or increase platform, academic, service orientation, and leadership capacity components of pageant.

Strategy 1.6.3: Requirements for participation are reviewed and changed including raising the grade point average from 2.0 to 2.3 and increasing scholarship amounts to encourage more segments of the UNCP population to participate.

OBJECTIVE 1.6 UPDATE: After careful review, discussion, and consideration, the Miss UNCP committee along with the Interim Vice Chancellor for Student Affairs and the Chancellor decided not to renew the franchise agreement with the Miss North Carolina Organization due to the costs and time commitment associated with participation. With this change, Miss UNCP can focus more on promoting the university and platform through appearances and attending/participating in university and community activities and events.

The Miss UNCP Committee met to discuss areas of competition and qualifications to compete. Several changes were made including: 1) Increased the age range to 26 to allow graduate students to participate; 2) Raised the GPA to 2.5 to be comparable with other ambassadors such as SGA officers; 3) Changed percentages for some areas of competition, specifically private interview and evening wear; 4) Dropped swimwear and replaced it with casual wear; and, 5) Added a student vote category. Also, although not required, contestants were encouraged to seek student organization sponsors. Due to time constraints, the student vote was not used.

Scholarship amounts were increased including an award for non-finalists. The winner received a \$2,000 scholarship, the first runner-up a \$750 scholarship, second runner-up a \$500 scholarship and the non-finalist contestants \$100. There were 7 contestants.

Assessment Procedures: Utilizing Campus Labs, Qualtrics and other assessment tools (including focus groups, one-on-one conversations, suggestion forms, committee and council response), program participants and patrons will be surveyed for feedback to determine what programs, services and facility upgrades are needed to improve the overall department; review and compilation of data for inclusion in annual reports; conduct a progress evaluation with Facilities Planning; review inventory of equipment and furnishings to determine replacement needs.

Use of Assessment Data: University Center and Programs is dedicated to providing facilities, programs, and services that meet the needs of UNCP students first and foremost but also faculty, staff, and visitors. The department mission focuses on connecting these entities with the ultimate goal of community building. The facilities, programs, and services provided are intentional to accomplishing this. The feedback received through informal conversations and formal assessment methods such as focus groups, surveys, and suggestion forms are all means used to evaluate programs, services, and facilities.

Some of the changes implemented include:

- 1) The bicycle and umbrella check-out procedure was changed so that students could give the BravesOne card to the attendant on duty, have the card scanned, retrieve a bike/umbrella, and use the card elsewhere on campus. Prior to this procedure, student's cards were held until the bike/umbrella was returned. Students complained about having to leave the card and being unable to use card-required services elsewhere on campus.
- 2) Facility users indicated that wireless in the facility was not sufficient to support usage. A vendor was contracted to conduct a WLAN site survey

- to determine density, signal strength, and identify areas for additional access points, etc. The survey revealed that the following components were needed and will be installed throughout the Chavis UC and UC Annex: 26 Cisco 2602I Series Access Points connected to the provided Ethernet network; 4 Cisco 2602E Series Access Points connected to the provided Ethernet network; and 16 dipole antennas mounted directly to 4 Access Points.
- 3) In response to student inquiry, the qualifications for the Miss UNCP Scholarship Pageant were changed so that graduate students could participate and be eligible for scholarship monies. To complement the purpose of the pageant, which is to honor the personal commitment and talent of outstanding UNCP women and their ultimate goal of continuing education, the grade point average was raised from 2.0 to 2.5 which is comparable to other leadership positions such as Student Government.
 - 4) The lost and found process was changed for BravesOne cards. Rather than returning unclaimed cards to Business Services every two weeks, cards are returned immediately if the student can't be reached. This process prevents students from having to purchase a replacement card. When the cards are available at the BravesOne Card office when students go to get a replacement, the attendant can first check to see if the student's card has been returned and possibly save the student the card replacement costs.
 - 5) A review of Snoozester, the wake-up call/reminder service, revealed that the service was cost prohibitive--for the small number of students using the service. A decision was made not to renew the contract when it expires in August 2013.
 - 6) A low subscriber number for the parents and families listserv resulted in a reassessment of marketing strategies. Rather than using a grand prize as an incentive that would result in only one person reaping the benefit, a decision was made to provide an incentive for all subscribers who register onsite--USB car chargers. New Student Orientation and Student Involvement and Leadership staff are promoting the service in parent sessions encouraging signups. UC and Programs staff set up laptops for onsite registration at all orientation sessions.
 - 7) The flag display had morphed from the original intent which was to hang flags that represent the current international student population and with plans to graduate from UNCP. The display was reduced from 49 flags to 25.

Other enhancements included:

- 1) Acquisition of new LED marquee for UC front lawn that features full color, graphics, animation, and video. The one feature that is most attractive and will result in the most up-to-date information is the scheduler. Using the scheduler, the operator can assign run/removal dates for each message which does away with out-of-date messages.

- 2) Two Braves boards for advertising/marketing/promotions were installed on each end of campus in high traffic areas. Student Affairs staff housed near the boards will be provided keys to post and allow others to post in the lockable boards.
- 3) Hawk's Nest projects that had immediate impact included the acquisition of the Kegel Crossfire lane machine that significantly reduced lane maintenance time and the installation of security cameras throughout the area.
- 4) In response to a parent complaint about the process used to assess and collect bowling fees, UC and Programs staff and the Bursar's Office determined that fees could be included and collected as part of the tuition/fee process. This has resulted in a more efficient, less cumbersome process and has significantly reduced the time incurred by the manager and the faculty to remind students about payment.

The audio visual project that was initialized in 2011-12 has not been finalized. Several punch-list items remain including podium modifications, recessed wall audio panel in UC 213, and a solution for the annex sound box. The Extron controllers were activated and are live. Issues with the server may be addressed with a solution proposed by DoIT to replace the thin clients with the Sampson 24" Zero Client Horizons View infrastructure using PC over IP protocol.

Goal 2: Implement Phase II of the Event Management System (EMS).

Objective 2.1: Identified facilities will be brought online.

Strategy 2.1.1: Meet with other facility managers to determine who would benefit from being added to EMS.

OBJECTIVE 2.1 UPDATE: There are 11 facilities configured in the Event Management System and 306 FRS users. Additional facilities have been identified for inclusion and are in the process of being added. This will continue into the 2013-2014 goals. Training sessions were offered monthly for new users as part of the Human Resources training modules. The sessions were presented by Teresa Bryant, Administrative Support Specialist. Between July 2012 and June 2013, 117 participants received training. Version 4.0 EMS software was installed. The upgrade provided increased notifications automation, EMS for Outlook evolution, and a more user-friendly interface, etc.

The Multicultural and Minority Affairs conference room was added into EMS/FRS. Training was provided to the OMMA staff. UC and Programs staff met with math and computer science staff to discuss adding a lab to EMS/FRS; still in the process of configuration.

Objective 2.2: Utilize the EMS software to manage vehicle reservations.

Strategy 2.2.1: Launch pilot for UC vehicle reservations.

Strategy 2.2.2: Implementation of campus-wide vehicle reservations through EMS.

OBJECTIVE 2.2 UPDATE: The UC vehicle fleet which consists of a 12 passenger shuttle bus and two 10-passenger vans has been added into EMS/FRS. Web users were given access to the web process template and are successfully requesting usage through FRS. UC vehicle reservations conducted through FRS is a pilot test. Due to personnel turnover in Facilities Operations Motor Pool department, campus-wide vehicle reservations were not configured.

Assessment Procedures: Established policies/procedures; accuracy of room assignments; implementation of computerized scheduling.

Use of Assessment Data: In response to inquiries from external groups, the Facility Use Policy for External Groups was reviewed and updated. At the request of Chancellor Carter, protocol standards were established in the form of a form letter that explains to external groups the reason for the requirements established to govern rentals, i.e., costs incurred, certificate of liability insurance, limitations on usage, etc. Also, an event checklist for external groups was created and uploaded to the resources tab in the Facilities Reservation System.

A UNCP Facility Use Policy is needed to guide the campus in protocol for reserving facilities and to ensure that the Division of Student Affairs is aware of events that are happening on campus as well as when facilities are in use. This policy would also ensure consistency for all facility usage across campus. Another option that may need to be considered is priority use and the adoption of a Student Affairs Space Scheduling Policy since currently no tier exists and usage of most facilities is on a first-come, first-serve basis. With the Facilities Reservation System, more departments are taking advantage of the ability to reserve space one year in advance presenting challenges for last-minute schedulers to find available space. With the budget crunch, another consideration is to look at charging departments to use student fee-funded facilities.

A review of facility reservation procedures revealed some loopholes that will be addressed with input from the offices of Greek Life, Student Involvement and Leadership, and DoIT including processing of fundraiser requests, security at events, event request notifications, event coverage policy, advisor approval of and attendance at events, a review of the solicitation policy, and audio-visual notifications.

The number of facility requests for the UC and Programs facilities are impacted by the coordination of setups and the lack of an evening setup crew. Staff had discussions regarding the heavy use of the annex and how to accommodate the many requests. With the approval of Chancellor Carter, the UC lounge will be available for programming during building operating hours effective fall 2013. Prior to, the facility was only available for programming after 5pm. Utilizing the UC lounge for programming throughout the day may alleviate some of the demand for the annex. However, the issue of accommodating the various setup requests for the annex will still limit space utilization. The challenges are 1) how to accommodate all the setup requests and 2) addressing the gamers takeover of the space. These issues were shared with the Vice Chancellor for Student Affairs/cabinet for possible solutions.

Hours for the Chavis University Center were reviewed and a decision was made to change the hours. A review of usage statistics for the computer lab revealed that very few students use the lab after 2:00am. In fact, between 2:00am and 7:00am, average daily usage was one to two students. Also, data did not reveal an increase in usage immediately following the close of the library which was expected. Based on these statistics and with the endorsement of DoIT and approval of Chancellor Carter and Provost Kitts, the computer lab hours were amended to mirror the building hours, closing at 2:00am daily. These hours are effective with fall 2013. Best practices dictate that the Information Station be staffed when the facility is open. To address this and stay within budget constraints, the compromise is to have the Information Station open until game room attendants come on duty at 3pm on Saturday and Sunday. The building manager assigned to cover the 2:00am-7:00am hours will be reassigned to cover the additional hours of operation of the Information Station which will open on Saturday and Sunday effective fall 2013.

To improve the process used for UC vehicle reservations, including eliminating double bookings, etc., a pilot test was established. Vehicles were configured in the event management system, a group of users were given access, and the process was evaluated for two months. The process was rated and a determination made to give access to all web users.

Due to an increase in maintenance costs, mileage and age of the vehicle, as well as concern for it being a reliable mode of transportation, the decision was made to restrict usage of the UC owned 1995 van to local trips—within 25 miles.

Providing user support for the Facilities Reservation System, staff spent an excessive amount of time on phone support and physical trips to offices. A request was made to DoIT for access to Real VNC Remote Access, a remote control application. Using RealVNC increased efficiency and response time by removing the need for extensive phone support and/or office visits.

Academic scheduling in FRS is expected to be available for faculty classroom scheduling for spring 2014. This will be possible only if the Registrar's Office configures classrooms, a task that was supposed to be completed by January 31, 2013. According to Les Davidson, DoIT has been tasked by the provost to expedite the process.

The Regional Center facility configurations were completed as part of Phase I, but the launch was delayed due to personnel issues. According to Cammie Hunt, the process will move forward once a director for the center is hired.

Facility enhancements included a rearrangement of conference rooms 213 and 233 in response to ADAAA concerns; reassignment of UC annex 206 to be used as a conference space following the relocation of the Veteran's Assistance Office; and, the acquisition of bistro tables and chairs for the annex assembly room.

Goal 3: Further develop the University Center assessment plan.

Objective 3.1: Utilize Campus Labs to survey, evaluate, and assess programs, services, and facilities.

Strategy 3.1.1: Assess satisfaction with facility and event services, motor fleet, game room, and the Information Station and assess perceptions about the University Center experience.

OBJECTIVE 3.1 UPDATE: Staff participated in Qualtrics and Campus Labs training. Qualtrics was deemed user friendly, and with the on-campus support available through the Office of Institutional Effectiveness, was the more attractive mode of assessment. Qualtrics was used to create the green survey used at the Earth Day celebration. Other surveys included the Event Services satisfaction survey and a survey for shuttle users. The Hawk's Nest conducted informal surveys for feedback on what students want. Responses varied but the most common response was darts, snooker billiard table, more Xbox video games, and PlayStation 3. Students also indicated a desire for a gaming space inside the game room, perhaps even bringing back the arcade games.

Assessment Procedure: Enhancement of facilities and services; the expansion of services and programs offered; survey results.

Use of Assessment Data: The one area that no formal assessment was done was for programming. Recognizing that assessment is a weakness of the department, as shared in the SWOT Analysis completed this summer, assessment will be a more intentional focus in 2013-14.