

Student Affairs Division
Assessment of
2013-2014 Goals & Objectives

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Associate Vice Chancellor for Student Affairs Assessment of 2013-2014 Goals and Objectives

Goal 1: Provide opportunities for long range planning and assessment.

Objective 1.1: Complete a strategic plan for student affairs.

Strategy 1.1.1: Schedule strategic planning sessions with the Assistant Vice Chancellor for Institutional Effectiveness.

Strategy 1.1.2: Determine timeline for reporting annual goals and objectives for all departments in Student Affairs.

OBJECTIVE 1.1 UPDATE: During the fall semester, the Vice Chancellor selected committees to develop a five year strategic plan for the Student Affairs division. The workgroups included: Mission and Vision; Challenges and Influences, Data Collection, Goals and Objectives, and Marketing and Branding. A draft of the strategic plan was completed and should be finalized by fall 2014. Assessment of each department's 2013-14 goals are due May 30 and new goals, reflecting the new strategic plan, are due June 30. Goals for 2014-15 will be presented at the job performance planning session in July and will include: departmental objectives, strategies and timeline direct and indirect measures, resources needed, collaborative partners, available and comparative data, expected learning outcomes, and assessment targets, measurable outcomes and objectives.

Objective 1.2: Annual assessment of services, programs, and facilities.

Strategy 1.2.1: Update the annual assessment report by developing an assessment worksheet, an assessment strategy grid and a monthly reporting template.

Strategy 1.2.2: Review the Campus Labs contract, monitor assessment projects, and promote webinar trainings.

Strategy 1.2.3: Promote other means of assessment including focus groups, forums, benchmark surveys, etc.

OBJECTIVE 1.3 UPDATE: A six year assessment cycle was developed using CAS standards for the division. Workshops were developed and presented to the directors and assistant directors during the spring semester. Topics included: Benchmarking and an Introduction to Using CAS; Overview of CAS Standards; Assessment Cycle and Mapping; individual meeting with departments; and, Writing Student Development and Learning Outcomes. The assessment cycle

will include benchmarking, internal reviews, external reviews, and needs/satisfaction surveys.

Assessment Procedure: A variety of assessment methods 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 not renewed for 2014-15. Some departments are now using Qualtrics to collect data. Other methods of assessment used this year included: pre/post evaluations; one-on-one meetings; focus groups; feedback on comment cards; and, various needs and satisfaction surveys. All directors and assistant directors will participate in a CAS internal review process in the fall. The directors and assistant directors have signed up to participate in either the Career Center or Greek Life internal review process.

Goal 2: Update Student Affairs publications and policies.

Objective 2.1: Update the UNCP Student Handbook for 2014-15.

Strategy 2.1.1: Contact all UNCP departments to request updated information and policy changes for the next academic year.

Strategy 2.1.2: Route new/updated policies to general counsel for review. Determine if approval is required by Chancellor's Cabinet and/or the Board of Trustees.

Strategy 2.1.3: Complete the bid process to determine the printing company, cost, and deadline for the 300 desk copies.

OBJECTIVE 2.1 UPDATE: Requests for 2014-15 updates to the Student Handbook were sent to the campus community in March. The deadline for submissions was May 30. Significant updates were made in several sections of the handbook. The Vice Chancellor made the decision not to print the 300 desk copies typically reserved for RAs, SGA membership, and UNCP departments. The student handbook will be available online and updates will be posted on the Student Affairs website by August 1. There have been some complications with the online handbook because of the recent transfer to the new UNCP website. It will take some time to clean up all of the web pages. 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 2.2: Publish *Campus Connection*, the Student Affairs parent newsletter.

Strategy 2.2.1: Research topics for the parent newsletter and request submissions from other departments on campus.

Strategy 2.2.2: Design, print, post online, and mail newsletter to parents.

OBJECTIVE 2.2 UPDATE: Two editions (fall and spring) of the parent newsletters were published. The *Campus Connection* parent newsletter was mailed to parents when the student was under the age of 21. Over 2,000 parents received the newsletter. The following topics were addressed: Messages from the Chancellor and Vice Chancellor of Student Affairs; Counseling and Psychological Services; AmeriCorps Vista; Annual Native Food Ways Celebration; Supporting Your Student's Career Development; The Value of Being an Engaged Student; Emergency Ready NC App for your Smartphone; Office of Diversity and Inclusion Events; Givens Performing Arts Center Events; Campus Recreation Relocation; Parents' Weekend; Police and Public Safety updates; Student Health Insurance and Immunization Deadline updates; Important Dates to Remember; Parent Directory and listserv information; Financial Aid Deadlines; and, the Housing Agreement process for 2014-15. *Campus Connection* is posted at: www.uncp.edu/sa/newsletter/.

Assessment Procedure: Solicit feedback focus groups including: students, faculty, and staff. Meet all publishing deadlines.

Use of Assessment Data: All departments were contacted about submitting updated material for the 2014-15 student handbook. Most material was received by the May deadline. Shawnda Cummings, WIC, continues to work with the Web Publisher to design a more attractive and user friendly online version of the student handbook. The parent newsletter was mailed each semester as scheduled. Hopefully, the university will begin collecting parent email addresses so the newsletter can be sent via email. This would save printing and mailing costs. This project will be given to the new Assistant Director of Parent Services as soon as the position is filled.

Goal 3: Serve as the financial manager for three student publications and the administrative advisor to the Student Publications Board.

Objective 3.1: Monitor budgets and printing deadlines for: *The Aurochs* literary magazine; *The Pine Needle* newspaper; and, the *Indianhead* yearbook.

Strategy 3.1.1: Communicate with the faculty advisors to complete the student fee request process and submit budget proposals.

Strategy 3.1.2: Monitor the printing bid selection process, purchasing, and student employment contracts.

Strategy 3.1.3: Determine printing and distribution deadlines for all publications.

OBJECTIVE 3.1 UPDATE: *The Aurochs Literary Magazine*: The literary magazine did not request an increase in student fees for the 2013-14 academic year. The advisor did request a \$2 increase for 2014-15 which was not granted. The goal was to enlarge the number of paid staff members, order new equipment, and cover the cost of printing the publication in full color.

The Aurochs, 2014 edition, did not meet the printing deadline. The publication is scheduled to arrive on campus in late July. According to the faculty advisor, there were some delays in reorganizing the publication and securing a printer.

The Aurochs 2013 received the National Competitions: Gold Medalist Award (the highest possible award) from the Columbia Scholastic Press Association. The *Aurochs* also won three awards from the North Carolina College Media Association: First Place in Creative Nonfiction, Second Place in Poetry, and, Third Place in Fiction.

The Pine Needle Student Newspaper: The newspaper did not request a student fee increase for the 2013-14 academic year. The budget, including student fees, ad sales, and last year's carry over, provided adequate funds to cover printing costs, supplies, equipment, and student salaries. The newspaper did not request an increase for the 2014-15 academic year but was given a \$1.00 increase.

The Pine Needle is now up-to-date with the equipment used in the media industries. The computer equipment now is entirely Apple Macs and one additional workstation was added. Also, additional camera equipment was purchased to replace non-functioning equipment.

The paper published 336 pages this year, an increase of 6%, even though one fewer edition was published because of the snow days during the winter. Two of those issues had a third section, section C. The final issue of the year was a record breaking 36 pages in three sections. There were 1,272 stories and photos published in *The Pine Needle* in the print pages during Fall 2013 and Spring 2014. 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. The paper will again publish a summer edition entirely online during Summer 2014.

The paper won five awards this year. *The Pine Needle* again won, for the sixth year in a row, First Place in the American Scholastic Press Association's national contest. *The Pine Needle* also won the ASPA award for Outstanding Sports Section. In February, *The Pine Needle* won three awards in the North Carolina College Media Association's regional contest. *The Pine Needle* won

Honorable Mention in the design category, news writing category, and sports writing category.

The Indianhead Yearbook: The yearbook did not request a student fee increase for the 2013-14 academic year but \$1.00 was taken from the publication and redistributed to another department during the student fee request process in fall 2013. The advisor asked for the \$1.00 to be returned to the budget for 2014-15, and the budget was actually decreased \$10.00. The advisor has been figuring ways to print the book for only half of the cost.

The start of production was delayed due to a number of reasons but an accelerated schedule was negotiated with the printer and deadlines for the return proofs were met. Although the number of portraits decreased, the total for seniors was not significantly lower than either this year's target or last year's total. Because of staffing problems, further work on the website had to be postponed but should be up by July 2014.

The 2014 yearbooks were delivered to campus on Thursday, April 25. Distribution began on April 28 and continued during the last week of classes, exam week, and at graduate and undergraduate commencement on May 9-10. By May graduation, 84% of the total copies had been distributed. Distribution will continue during Maymester, summer sessions, and Fall 2014, as long as the supply of books lasts.

The 2013 yearbook received a Gold Medalist certificate from the Columbia Scholastic Press Association and a Best in Show. Response to the 2014 book so far, in the form of unsolicited comments received from students and faculty, has been overwhelmingly positive.

Objective 3.2: Hire qualified students to fill editor-in-chief positions.

Strategy 3.2.1: Advertise campus wide via the Brave Opportunities student employment posting process and interview the most qualified candidates.

Strategy 3.2.2: Request annual assessment and goal setting reports from the student publication advisors and editors.

OBJECTIVE 3.2 UPDATE: In March, ads were placed in the student newspaper to solicit applications for the 2014-15 editor positions. The Student Publications Board interviewed and selected the following students: *The Aurochs* literary magazine editor will be graduate student, Leona Howell. *The Pine Needle* newspaper editor will be senior, Jonathan Bym. *The Indianhead* yearbook editor will be sophomore, Robert Hamilton.

The advisors completed their assessment reports by the end of May and worked with the new student editors to develop publication goals and objectives for the 2014-15 academic year.

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 staff decided to move forward with their plans to print the first full-color issue. In order to handle the cost of full color they were very conservative in their expenditures, reduced the number of pages, and selected a less expensive grade of paper. The staff have wanted to move to full color for a while and were motivated to do so by seeing that all of the university student literary magazines produced in North Carolina are now printed in full color (for example: UNC Charlotte's *Sanskrit*, UNC Asheville's *Head Waters*, UNC Greensboro's *Coraddi*, NC State's *Windhover*, ECU's *Rebel*, Elon University's *Colonnades*, and Meredith College's *The Colton Review*).

This major change has involved the complete reorganization of the magazine's layout and design. Rather than organizing the issue by genres (poetry, artwork, creative nonfiction, and fiction), the 2014 issue juxtaposes artwork with poems, short stories, and creative nonfiction pieces and also features new design elements including page corner designs and pull quotes created with a unifying motif inspired by the 2014 cover artwork.

The Pine Needle: The reporters' work stations, the editor desks, whiteboards, and bulletin boards were rearranged to make the office more efficient and comfortable. In addition, the office was painted in the UNCP gold color with black trim and motivational posters and a Pine Needle banner were rehung. Some of the award plaques that were in the office were moved to the wall outside the office to be displayed with the rest of the award plaques allowing for wider visibility of the awards recognizing the students' work.

Staff members increased their skills and knowledge needed after graduation by producing the paper with the latest equipment used in media industries. A repainted and reorganized office provided a more comfortable and efficient workspace and resulted in the staff spending more time in the office. This year's team of students formed a strong bond that led to better communication and increased skills.

The paper also increased its use of graphic design elements to improve the visual look of the pages and enhance the content of the paper. Data visualization, a key trend in the publishing industry used to illustrate data in investigative stories, was also incorporated.

The Indianhead Yearbook: Several cost cutting measures were taken this year to deal with a decrease in student fee funding and the major cut of \$10.00 that will take place in

the 2014-15 academic year. Printing costs were reduced, without sacrificing quality, based on the distribution numbers to date.

The advisor also reduced the student employees' hours and will close the office during the summer months. Students can still pick up yearbooks at the English Department during the summer months. The yearbook staff is preparing for another move and will be relocated to Wellons Hall during the 2014-15 fall semester.

Goal 4: Provide and support opportunities for staff development and recognition.

Objective 4.1: Provide and support educational opportunities for staff members on and off campus.

Strategy 4.1.1: Schedule monthly meetings and an annual retreat with the directors and assistant directors.

Strategy 4.1.2: Encourage the staff to attend workshops hosted by Human Resources. If the budget allows, approve travel to conferences and workshops off campus.

OBJECTIVE 4.1 UPDATE: Monthly meetings were scheduled with the directors during the academic year. The meetings were hosted by the Vice Chancellor and included updates from directors, a book review, guest speakers, and the latest updates. The annual retreat was scheduled at the Regional Center in July 2013. Dr. George Kuh was the featured speaker. His presentation was based on the book, *Student Success in College*.

The departments participated in many off campus conferences and workshops to enhance staff development. A complete listing was provided to the Vice Chancellor for his review. A Student Affairs professional development workgroup was established to promote, schedule, and provide information on professional development opportunities for all staff members. Professional development opportunities will be established based on NASPA and ACPA guidelines. The professional development workgroup is working with the web publishers to develop a website for the division and will be ready for viewing by August. The workgroup is also responsible for organizing the annual awards event.

Objective 4.2: Promote the Student Affairs Employee Awards Program.

Strategy 4.2.1: Request nominations throughout the semester for all Student Affairs award categories.

Strategy 4.2.2: Schedule the annual end of the year celebration.

OBJECTIVE 5.2 UPDATE: The 2014 Student Affairs Employee Awards were presented at the End of the Year Awards Luncheon on June 3. Recipients were:

- James B. Chavis Award – Preston Swiney
- Star Awards – Justin Winans and Carol Hunt
- Program of the Year – CARE Resource Center (Community/Civic Engagement)
- New Employee Award – Karen Manzel and Rebecca Lewis
- Energizer Awards – Karen Pruet, Teresa Bryant, Herman Locklear.
- Community Service Award – Robert Canida
- Ambassador Award – M.J. Raleigh
- Bright Idea Award- Sebastian Veneziano
- Research, Publications or Grant Award: Lauren Rodefeld (Sexual Assault)

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 awards.

Use of Assessment Data: Monthly meetings 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 and attend workshops/trainings that are required for all employees including: FERPA, ADAAA, ethics, workplace harassment, etc. 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. The program has received very positive responses from the staff. The awards program was scheduled during the end of the year cookout in the UC Annex on June 3.

Office of Campus Recreation

Assessment of 2013-2014 Goals and Objectives

Goal 1: Provide a comprehensive recreation program that provides a positive platform for social interaction and wellbeing.

Objective 1.1: Provide co-ed programs and services for the university community in intramural sports, sport clubs, outdoor activities, fitness/wellness, aquatics, 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 event to be organized.

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

Strategy 1.1.4: Provide off campus programming that is recommended by students.

OBJECTIVE 1.1 UPDATE: There were 15 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, wrestling, dodge ball, Tourney Pick'em, and racquetball. The length of activity seasons was determined by the number of teams and facility availability. The number of offerings in intramurals, club sports, and fitness all increased.

Objective 1.2: Provide a comfortable and relaxed social and recreational atmosphere for student interaction.

Strategy 1.2.1: Help improve and maintain physical well-being by increasing class/seminar type health/wellness events by two a semester.

Strategy 1.2.2: Help develop lifetime skills in a variety of activities by providing one sports/activity instructional seminar each semester.

Strategy 1.2.3: Provide opportunities to release stress and develop better practices in use of wellness and fitness by teaming with Counseling and Testing on activity based stress relievers.

OBJECTIVE 1.2 UPDATE: Each semester, an instructional seminar/demonstration/class group exercise activity was provided to the student

body to increase fitness awareness. The increase of seminar type wellness activities during the spring semester included fitness center instructional classes and health coaching by student interns from health promotions. A partnership was established with CAPS and Student Health Services for the Health and Wellness Team.

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

Use of Assessment Data: The participation data and the staff evaluations show that the activity program changes and the fitness initiatives posted generally positive feedback and participation was much higher than in years past. There are still concerns shown by the data in regards to consistency in the fitness schedule which will be addressed in the format for next year. There is still concern about the logistics of some of the events which were held off campus for competitive sports which will be addressed with the completion of the new outdoor facility. Marketing efforts increased this year to increase visibility by creating a new “Foot Print” or “Store Front” office as well as increasing the variety of media from which we were marketing.

Goal 2: Assess and Improve current professional standards and campus wide image of Campus Recreation.

Objective 2.1: Provide multiple levels of employment and training 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 position (senior or grad level required)

Strategy 2.1.3: Provide at least two Head Official/Student Event Coordinator position (P.E. or Rec. major required)

Strategy 2.1.4: Provide new job descriptions and expectations for positions in the Fitness Center and Aquatics Area.

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

OBJECTIVE 2.1 UPDATE: All jobs available from competitive sports were advertised through the on-campus student employment system. The department was not in compliance with hiring protocols in the fitness center or the aquatics center at the beginning of the year. There were 6 officials, 3 interns, and 1 work study for Competitive Sports. There were 3 temporary, 5 contracted, and 4 work study for the Wellness Center. There were 4 contracted, 4 work study for the

Aquatics Center. There were varying levels of responsibilities in these positions as well as multiple job descriptions to include lifeguards, attendants, marketing, officials, coordinators, etc.

Objective 2.2: Re-evaluate administrative/staff practices to refine or eliminate inefficient practices.

Strategy 2.2.1: Provide access to professional development opportunities that will help administrators install best practices.

Strategy 2.2.2: Provide activity review sessions for bi-weekly.

Strategy 2.2.3: Provide defined professional appearance and behavior guidelines to both professional and student staff.

OBJECTIVE 2.2 UPDATE: There was only one professional development opportunity attended this academic year. The other opportunity was cancelled due to reallocating funds to facilitate population of the new office. All staff members were provided CPR and AED trainings at the beginning of the work process. Each individual in the Fitness Center attended the beginning of the year service training and an end of year exit evaluation. All members of the aquatics staff were required to attend monthly in-service trainings. Activity reviews were performed at staff meetings after each event.

Assessment Procedure: Focus student group surveys and staff assessment.

Use of Assessment Data: The evaluation data show that students employed with this department were engaged in the activities provided and represented the department well including an expected available employee return rate of over 75%. The data for participation showed that the employee work force will need to increase by no less than five individuals in competitive sports to facilitate activities for projected participation. Funding for extra programming staff was procured during the annual fee increase request process. With the increase of professional staff added, professional development opportunities and the funding to support it will be needed, especially in the area of facility management.

Goal 3: Improve, maintain, and plan for current and future Campus Recreation facilities to provide best and most efficient ways to serve our students.

Objective 3.1: Provide well maintained indoor and outdoor facilities.

Strategy 3.1.1 Continue forward with plans to move outdoor recreational facility from LRDA leased land to new purchased land of university.

Strategy 3.1.2: Provide detailed scheduling needs for environmental services to keep clean and groomed facilities.

OBJECTIVE 3.1 UPDATE: The purchase of additional lands to be used by intramurals to facilitate the outdoor activity schedule was made last year. This project has been underway since September and is located north of campus. The definitive location for the competitive sports field has not been confirmed with the proposal of trading space with athletics to bring programming to a more central location on campus.

Much equipment was ordered to upgrade the fitness and aquatics centers and a monthly maintenance firm was hired for the fitness facility.

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: Keep as many events on university property as possible.

Strategy 3.2.4: Re-visit program and facility supervision practices and standards to include times of operation changes.

OBJECTIVE 3.2 UPDATE: The use of off-campus facilities is not the best practice for creating the safest environment. There were no incidents regarding personal safety of students this year. All injuries were reported and documented in incident reports with Student Health Services contacted four times to provide immediate first aid to individuals. All activities or events were staffed by senior student assistants or professional staff depending on the nature of event.

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 incident report data and onsite performance evaluations show that staff responded well to injuries and adverse conditions contingent on specific training. Continued trainings for all campus recreation employees will be continued. Moving all campus recreation events on campus will provide more immediate assistance in the event of an incident. Safety issues have also required the renovation of the aquatics area and further improvements will be needed to increase ADA accessibility and overall safety of students.

Office of Campus Safety and Emergency Operations

Assessment of 2013-2014 Goals and Objectives

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

Objective 1.1: Provide campus safety training to administration, faculty and staff utilizing the Emergency Operations Plan as a guide. Topics to be covered include how to response to severe weather events, active shooter events, class cancellation, and campus closure.

Strategy 1.1.1: Provide personal presentations and training during cabinet meetings, department meetings and division meetings on such topics as personal safety measures, classroom safety and responding to major emergencies that could potentially impact the campus.

Strategy 1.1.2: Participate in business continuity exercise with the Division of Information Technology (DOIT).

OBJECTIVE 1.1 UPDATE: Meetings and presentations were conducted with several academic and non-academic departments on campus this fiscal year as it related to campus safety.

1. Monthly meetings were held with the Emergency Operations Committee (EOC) in which scenarios were provided and the Emergency Operations Plan was reviewed.
2. David Weldon, Emergency Management Coordinator for UNC Asheville, facilitated a training and exercise for the university Emergency Operations Committee. The training and exercise were designed to educate the EOC on its role during a major emergency impacting the university.
3. Regular meetings were held with the deans of each college to discuss how the academic mission of UNCP would be accomplished should a disaster occur.
4. Meetings were held with athletics coaches and staff to discuss obligations under the Clery Act.
5. Meetings were held with athletics to develop a safety plan for home football games as well as the playoff game.
6. Worked with Patrick Sterk, Assistant Athletics Director and Compliance Officer, to complete the All-Hazards Plan for Grace P. Johnson Stadium. The plan was submitted to the NCAA.
7. Meetings were held with the various offices that are housed within the DF Lowry Building (Enrollment Management, Academic Excellence, and Disability Support Services). Each area has developed a Business Continuity/Emergency Plan.

8. Worked with Dr. Stan Knick to develop the Business Continuity/Emergency Plan for the Native American Resource Center.
9. Continued to work with the Chemistry and Physics Department to improve safety procedures in labs and classroom.
10. The UNCP Campus Safety and Health Committee was re-organized. Annual meetings of the committee were held in compliance with state standards.
11. The UNCP Environmental Health and Safety Officer was re-assigned to Student Affairs and reports to the Associate Vice Chancellor for Campus Safety and Emergency Operations.

Assessment Procedure: Formal and informal feedback will be requested on the effectiveness and value of meetings and presentations.

Use of Assessment Data: Athletics had a safe, successful season with no major incidents. During one game, an elderly gentleman experienced mild heat exhaustion and it was identified that a wheel chair or evacuation chair should be available in the main football grandstand if a need arises to evacuate someone from the grandstand. The wheel chair was available for all remaining games of the season with a medic posted at the grandstand along with officers.

The winter season was extremely active this year which resulted in university closure on two occasions. Departments and areas activated plans successfully in response to the campus closures. The university re-opened without incident on both occasions.

Goal 2: Exercise the UNCP Emergency Operations Plan.

Objective 2.1: Schedule an emergency exercise centered on a total university response to an active shooter incident in order to exercise the EOP as well as evaluate the university's ability to respond to an emergency situation.

Strategy 2.1.1: Identify a vendor to facilitate the exercise that can provide an after action report noting improvement areas for the EOP as well as university operations.

Strategy 2.1.2: Participate in business continuity exercise with the Division of Information Technology (DOIT).

OBJECTIVE 2.1 UPDATE: Due to a majority of the administrative staff on campus being relatively new to their positions, the decision was made to postpone a campus wide exercise for the 2013-14 fiscal year. Training for the Emergency Operations Committee and the Chancellor's Cabinet on their roles during an emergency crisis situation did occur. Additionally, a table top exercise was held with the Division of Information Technology (DOIT) to test DOIT's emergency response plan.

Assessment Procedure: Formal and informal feedback will be requested on the effectiveness and value of exercises.

Use of Assessment Data: The university Internal Auditor and the Associate Vice Chancellor for Campus Safety and Emergency Operations participated as observers/evaluators of DOIT's tabletop exercise. The exercise was facilitated to test DOIT's emergency plan. Recommendations were made and revisions and improvements to the plan are to be made as a result of the evaluators' comments.

The UNCP Emergency Operations Plan was activated on several occasions due to an active winter season. The campus was closed on two occasions and the university's activation and utilization of the plan aided in providing communication to the campus community as well as decision-making regarding returning to full campus operations. An item that was noted for improvement was to clearly identify essential and emergency personnel on the campus.

David Weldon, Emergency Management Coordinator for UNC Asheville, facilitated a training and exercise for the university Emergency Operations Committee. The training and exercise were designed to educate the EOC on its role during a major emergency impacting the university.

Mr. Weldon also facilitated a training and exercise for the Chancellor's Cabinet. The training and exercise were designed to educate the Cabinet on its role during a major emergency impacting the university.

The Career Center

Assessment of 2013-2014 Goals and Objectives

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 2013 – 2014 plan around this review. Focus on integrating learning objectives and CAS standards into assessment process. .

OBJECTIVE 1.1 UPDATE: Completed and on-going. During the academic year, the Division of Student Affairs switched from CSO to Qualtrics to assess programs and services. Due to this change, both software programs were utilized to develop and administer 21 assessments during the school year. This is an increase from 16 assessments the year before. Some of the projects included were: Teacher Education Fair Student Evaluation Fall 2013; Grad Finale Survey Fall 2013 and Spring 2014; Career Expo Student Survey Spring 2014; Career Expo Recruiter Survey Spring 2014; PCDI session evaluations; FRS Instructor Survey; Teacher Education Fair Employer Fall 2013 and Spring 2014; and, FRS Assessment and the Post-Appointment Assessment. Incorporating learning objectives and CAS Standards is an on-going project. The Career Center staff has attended several CAS assessments training sessions to prepare for the upcoming CAS review.

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 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 1.2.2: Coordinate and sponsor Professional and Career Development Institute in spring 2014. Investigate options for recording and archiving workshops for online use.

OBJECTIVE 1.2 UPDATE: Completed and on-going. During the 2013-2014 academic year, the Career Center Staff presented to 29 Freshman Seminar classes (600+students). In addition, staff presented to 35 classes/groups/student organizations. The Career Center also hosted the Professional and Career Development Institute in April 2014. 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.

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 data revealed the need to incorporate the promotion of individual services for students including the use of *Brave Opportunities*. As with previous years, the use of the Career Center outside of presentations continues to be lower for underclassman (freshman and sophomore) than upperclassmen (juniors and seniors). Outreach is planned for the 2014-2015 academic year,

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: Completed. Funds were obtained to support the position and interviews were completed. The new AD of Employer Relations will be in place before Fall 2014.

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, share information/resources and identify possible corporate sponsorship for events.

OBJECTIVE 2.2 UPDATE: On-going. In 2013 – 2014, 803 new positions were posted to the *Brave Opportunities* system. This was a 14% increase from the previous year. There are currently a total of 5645 student and alumni active profiles in the system. In 2013 – 2014, there were a total of 729 new student profiles created in the system and 9,934 student logins.

Increasing employer visits to campus continues to be a struggle due to economic and other issues. However, with the addition of the AD of Employer Relations, outreach will be a priority in 2014-2015.

Additionally, the Career Center worked with Advancement/Corporate and Foundation relations to plan the Connect with Brave Networking event and to reach out to donors and alumni regarding event participation. This collaboration will continue in the future.

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 will continue to be a goal.

Objective 2.4: Continue to 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 136 new user accounts established and 103 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 necessitated the hiring of a new assistant director to target the employer relations person. This position will start in August 2014 and will work to increase employer and student participation in recruiting events and programs during the 2014-2015 academic year.

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

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

Strategy 3.1.1: Continue working with the Career Peers and Hawk Assistants to creatively market events and services

Strategy 3.1.2: Continue training the Career Peers and Hawk Assistants on responsible social media use, positive online image, and marketing strategies.

Strategy 3.1.3: Continue training student consultants 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. One Hawk Assistant worked in the office to develop marketing strategies to increase student participation. In addition, the Hawk Assistant planned two networking events.

The Career Center hosted two “Resume Stations” in the UC to provide alternate locations for resume critiques.

The Career Peer organization was not active this year. However, plans are in place to reconstitute the group in Fall 2014.

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: Completed and on-going. The Career Center utilized social media to market services, events, and employers recruiting on campus.

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. The Career Center staff marketed our services and presentations to groups and student organizations on campus. Several presentations were developed and geared toward specific student groups and organizations including – SGA, Public Relations, Social Work and the Office of Diversity and Inclusion

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 communication with Career Center marketing piece to faculty.

OBJECTIVE 3.4 UPDATE: Completed and on-going. The Career Center marketed events and services specific to groups on campus. Additionally, faculty members were contacted directly with information regarding event and career center services. Re-establishment of the Career Council is still under consideration.

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: Ongoing. The Career Center marketed services to commuter and satellite campuses. In addition, the commuter and transfer brunch was hosted to provide students with an opportunity to learn more about the services offered.

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, LinkedIn group, and listserv.

OBJECTIVE 3.5 UPDATE: Complete and ongoing. The Career Center marketed the use of CareerShift through social media, the Job Johnny, and classroom presentations. During the 2013-2014 academic year, there were 90 new

CareerShift accounts established by students and alumni. The Career Center collaborated with alumni to market and host events.

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 the Career Center staff. Emphasis on social media outlets as well as contact with academic departments provided an increase in the number of student informed of Career Center events and resources.

Office for Community and Civic Engagement Assessment of 2013-2014 Goals and Objectives

Goal 1: Develop innovative programs and campus experiences to expand engaged learning for students and develop students as engaged citizens to enhance student success and promote UNCP as an institution of choice.

Objective 1.1: Engage at least 25% of the full-time student enrollment in engaged learning opportunities through innovative service initiatives.

Strategy 1.1.1: Cooperate with North Carolina Campus Compact to sponsor an AmeriCorps VISTA to recruit and engage students in CCE volunteer programs.

Strategy 1.1.2: Register student volunteers through the UNCP Volunteer Opportunities online volunteer management system.

OBJECTIVE 1.1 UPDATE: Incomplete and ongoing. CCE fell short in this objective. However, CCE successfully engaged over 15% (934 of 6222) student volunteers in service opportunities. 298 volunteers were registered with the CCE office via the BraveConnect online management system during the academic year. These volunteers reported 696 service hours in direct support to CCE events and activities. The current BraveConnect reports format does not account for the number of individual volunteers who collectively reported service hours with CCE.

Objective 1.2: Expand engaged learning opportunities for students through education programs, trainings, labs and workshops.

Strategy 1.2.1: Develop and implement monthly education programs, training, and workshops to educate students on social, community, and civic issue

Strategy 1.2.2: Develop volunteer and service events to engage students in direct and indirect service experiences such as episodic volunteer service opportunities (i.e. canned food and clothing drives, blood drives, roadside clean-up, etc.), national service events, and days of service.

OBJECTIVE 1.2 UPDATE: Outcomes complete. The CCE office hosted 33 service events and activities of which three day of service events were coordinated with two national day of service events.

Objective 1.3: Develop campus experiences that impact student success and enhance the knowledge, skills, and understanding of students as engaged citizens.

Strategy 1.3.1: Employ students as service leaders who will gain exposure and experience as engaged responsible citizens.

Strategy 1.3.2: Student leaders will recruit student volunteers to participate in regular experiential learning programs to enhance their knowledge and understanding of becoming an engaged citizen.

OBJECTIVE 1.3 UPDATE: Outcomes complete. Student service leaders developed and conducted at least one service project in the fall and spring semesters. Over 930 student volunteers were recruited and engaged in service events. Students reported a greater awareness of local community needs, cultural awareness, and appreciation for service.

Objective 1.4: Account for student volunteer service and engagement impact in local community.

Strategy 1.4.1: Conduct volunteer orientation sessions to inform students of service opportunities, the civic engagement transcript, and tracking volunteer service hours to build a career resume.

Strategy 1.4.2: Utilize web and social media to promote, advertise, and recruit student volunteers to engage in CCE volunteer programs and events.

OBJECTIVE 1.4 UPDATE: Incomplete and ongoing. The CCE office successfully engaged over 13% student volunteers in service opportunities and 100% of the affiliated student organizations. Volunteers provided over 13,725 service hours during the academic year. CCE failed to meet the expected outcome of students to register with the CCE office for reoccurring volunteer opportunities.

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. In an effort to improve the capture of student service involvement and track volunteer service hours, we have implemented "GetConnected @UNCP" a new online volunteer management system. Our new strategic plans should include project orientations for volunteers that encourage participation in evaluation and reflection on the service experience.

Goal 2: Develop partnerships that provide resources and recognition to enhance a campus culture that fosters responsible citizenship through engaged student learning experiences.

Objective 2.1: Utilize university and exterior funded programs to enhance student development and university community engagement.

Strategy 2.1.1: Collaborate with Financial Aid to effectively utilize the federal work study program (FWSP) to engage students in community service opportunities.

Strategy 2.1.2: Cooperate with the financial aid office to recruit federal work-study (FWS) eligible students into community service programs.

Strategy 2.1.3: Cooperate with the financial aid office to obtain support through the Hawk Assistantship scholarship program.

OBJECTIVE 2.1 UPDATE: Incomplete and ongoing. CCE collaborated with Financial Aid to employ 7 of the goal of 10 federal work-study community service students. Overall, 13% of the university's FWS students participated in the program.

Objective 2.2: Collaborate with exterior service organizations to resource and support student engagement in community initiatives that enhance civic development for students.

Strategy 2.2.1: Collaborate with community organizations to sponsor and support students to engage in community service.

Strategy 2.2.2: Coordinate students to work with community organizations that provide exposure and experience for civic development.

OBJECTIVE 2.2 UPDATE: The seven FWS-CS students served over 1000 service hours at four community service sites.

Objective 2.3: Obtain recognition for the President's Higher Education Community Service Honor Roll to recognize the institution's service commitment and community involvement.

Strategy 2.3.1: Apply for the President's Higher Education Community Service Honor Roll in 2014.

OBJECTIVE 2.3 UPDATE: The 2014 President's Higher Education Community Service Honor Roll application was completed and submitted. Application results are pending until Dec 2014.

Assessment Procedure: Director will evaluate the impact of student participation in sponsored 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: Students shared post-service reflections and reported an increase in knowledge and understanding of personal service responsibility, greater awareness of community needs, along with greater appreciation of civic responsibility to meet the needs of others through volunteered service. The CCE office began implementing the GetConnected@UNCP online volunteer management system to capture student service involvement and track volunteer service hours. The management system is expected to completely roll out to students at the beginning of the Fall 2014 semester.

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: Incomplete. Proposal for the CE minor was not submitted due to research and study for the Carnegie application. Carnegie application was complete and submitted in April 2014.

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: Seven (7) percent of faculty incorporated service-learning into their courses during the 2013-14 academic year. 55 courses were offered, engaging 881 students (14% of the student body). This is the largest number of courses offered at UNCP to date. Since institutionalizing service-learning in 2011, 10% of faculty have incorporated service-learning into their courses.

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 survey, and assessments to meet community needs.

OBJECTIVE 3.3 UPDATE: Complete and ongoing. Students reflected and reported increased knowledge and understanding of community needs, the impact of volunteered service, and the human resources needed to meet community needs through service-learning experiences.

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 2013-14. The program saw increased SVL courses from 38 to 55 and growth in student enrollment in SVL courses from 650 to 881 students.

Counseling and Psychological Services

Assessment of 2013-2014 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 psychological assessment for clinical use, academic recommendations, and disability services accommodation review.

Strategy 1.1.4: Provide walk-in hours 8-10 hours per week to students for consultation, triage, and referral.

Strategy 1.1.5: Provide crisis consultation and assessment to clients of the center as well as the university community.

Strategy 1.1.6 Identify and collaborate with treatment referral sources, both local and outside of the immediate geographic area.

Strategy 1.1.7 Provide a warm, inviting, and friendly environment in the waiting and reception area. Increase 'customer satisfaction' when interacting with CAPS.

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

CARE and EHS related – 58
Consultation – 16
Counseling (On-Going) – 1516
Couples – 19
Crisis – 62¹
Intake – 380
Mandate Substance – 229
Mandated Judicial – 5
Psychiatric – 188
Therapy Groups – 8²

Walk-In – 223 ¹
TOTAL – 2704

A total of 508 unique individual students received clinical counseling services.

¹Changes were instituted this year in how students access services with the creation of walk-in hours. This reduced the number of crisis appointments, helping to better define a true “crisis” from other immediate needs. This process will be further refined in 2014-2015 with the addition of a ‘drop in’ appointment option which will allow the provider to offer a one-time full-hour session as compared to the 20-minute walk-in session.

²During the next academic year, a new effort will be made to directly place clients out of a walk-in appointment directly into a therapy group.

Psychiatric appointments increased by one-third over the previous year to again fill every appointment time available. However, these could have increased significantly more. CAPS continues to reflect the national trend and need more support (financing) for on-campus psychiatric care.

The expected increase in psychological assessment did not materialize due to the departure of the assessment coordinator in September 2013. That position has remained vacant throughout the year. A new psychologist is under contract to begin August 1.

The switch to walk-in hours has borne a copious harvest. Many more hours were added than intended (currently 8:30AM to 4:30PM five days a week). Over 30% of the first contact with students was through the walk-in services in 2013-2014. As this system continues to be expanded and refined, the expectation is that most of the first contacts will come this way and students overwhelmingly report having a positive attitude to this change.

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 services were 18.8% for anxiety, 20.8% for depression, and 10.4% for grief. In 14.5% of crisis contacts, the student indicated some level of ideations of self-harm or death. Counselor evaluations of crisis clients indicates that 57.3% of these clients had at least a minimal risk of self-injury with 16.7% of this group of clients rising to the level of needing immediate hospitalization. Just under one-half of all crisis contacts involved students who had no previous contact with CAPS.

The top two diagnosis categories of Anxiety Disorder and Depressive Disorder have remained stable over several years. Relationship Problems was replaced

by Substance Abuse in the top three. These are followed by Academic Concerns, Sexual and Physical Assault, and Self-harm/Suicidal.

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 continues to serve on the CARE Team and the Emergency Health and Safety Committee providing information and/or follow up on active cases.

Six (6) inpatient mental health providers and 12 outpatient mental health providers were added to the preferred treatment referral list spanning Scotland, Cumberland, Robeson, and Buncombe counties.

One hundred eight (108) community resources were added to the comprehensive resources list to include faith-based, domestic violence, sexual assault, health care and legal aid organization. Housing assistance resource lists were secured for Robeson, Scotland, Columbus, and Bladen Counties in collaboration with EastPointe LME.

UNCP and SRMC case managers have established a professional relationship to facilitate the timely exchange of information regarding UNCP students who have been hospitalized. The UNCP case manager also secured a protocol for contacting the Emergency Department Charge Nurse of SRMC when a student is en route for evaluation and potential hospitalization.

An anonymous survey was instituted to measure student's perception of the waiting room and intake process. Results from clients who indicated that they "Strongly Agreed" or "Moderately Agreed" with the following statements indicate a strong positive experience in the office.

The front office staff displayed warmth, friendliness, and responsiveness upon my arrival – 95%.

The waiting area was comfortable – 93%.

Intake forms and processes were clear – 95%.

I understood the information about confidentiality and my rights and responsibilities – 95%.

My counselor was able to relate to me and understand my concerns – 99%.

My issues/concerns directly affect my academic performance – 83%.

My first appointment helped them a great deal – 86%.

An evaluative measure used to track change is the Counseling Center Assessment of Psychological Problems (CCAPS). This measure is part of the Titanium software and used nation-wide to evaluate client change across the treatment process. Below is a table indicating changes over the 2013-2014 year:

Subscale	% improving one standard deviation (1SD)	% worsening one standard deviation (1SD)
Depression	75	1
Generalized Anxiety	48	2
Social Anxiety	32	0
Academic Distress	88	0
Eating Concerns	35	3
Hostility	61	2
Substance Use	50	0
Overall Distress Index	90	0

Clients are also asked to complete a survey at the end of counseling designed to evaluate counseling services, the therapeutic process, and staff. Findings from this instrument, focusing on clients who indicated either “Strongly Agreed” or “Moderately Agreed” to the statements on the instrument, are below.

- My counselor helped me make progress toward my goals – 98%.
- I have increased awareness of my personal values, beliefs, and attitudes – 85%.
- I am better able to choose environments that promote health and reduce risk – 80%.
- I learned one or more strategies that helped me cope with or solve problems – 85 %.
- I am aware of resources available to me for physical, mental, and substance abuse problems – 86%.
- I relate better to others – 74%.
- I am more likely to continue my education / stay in school – 77%.

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

Strategy 1.2.3: Provide advising, training, and learning opportunities for undergraduate students.

OBJECTIVE 1.2 UPDATE: Dr. MJ Raleigh, Director of CAPS, attended the Council for the Advancement of Standards in Higher Education (CAS) board meeting in Alexandria, VA (Nov, 2013 and April 2014). In this role, Dr. Raleigh 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. In November the CAS board elections were conducted by Dr. Raleigh and, during the April board meeting, Dr. Raleigh was asked to chair the health services CAS guideline revision committee. Throughout the academic year, she conducted several webinars for colleagues. Some of the webinars included “LGBTQ Safety on Campus”, “Changes in Title II and Supporting Suicidal Students on Campus”, and “Policy Design with Title II, Title IX, and VAWA Considerations” along with many conference/campus presentations: “Clinical Assessment and Treatment Design on College Campuses”, “Finding the Buddha Within”, “Conservation Psychology and Its Implications for Clinic”, “Environmental Leadership”. The lecture on conservation psychology was a Skype lecture for Antioch University of New England in Keene, NH.

Dr. Raleigh continues to be part of the editorial team for the Journal of Behavioral Intervention Teams (J-BIT). She wrote a chapter for a book to be published later this summer (Residence Life and Housing Emergency Response, 2014) and gave case studies for another book published earlier this spring (Faculty Guide to Disruptive Behavior, 2013).

Dr. Raleigh has also attended several workshops on supervision ethics, supervision in groups, and supervisory process in preparation for moving her supervisory license from Maryland to North Carolina in the next academic year. During the spring semester 2014, Dr. Raleigh worked with three practicum students at CAPS.

LynnDee Horne attended the Scope Conference (Oct. 2013) which addressed prevention and outreach on college campuses in the areas of sexual assault, alcohol and drug use, and suicide prevention. In January, she attended training on Interpersonal Mindfulness and went to the North Carolina Counseling Association Annual Conference. LynnDee also completed Level 1 training to be a Sure Bet counselor for the NC Problem Gambling Helpline (April 2014) as part of this year’s UNCP NC Problem Gambling Grant.

Charla Suggs - Professional Development:

- ACCA Conference – New Orleans, LA
- Yoga for Emotional Wellbeing – Greenville, NC
- Responding To Sexual Assault on College Campuses – NC State University’s Women’s Center, Raleigh, NC
- Fundamentals of Yoga in Clinical Practice – Asheville, NC
- Subtle Yoga Certification Training Modules I & II - Asheville, NC
- North Carolina Counseling Association Conference – Pinehurst, NC
- NC 2014 Clinical Update and Pharmacology Review – Raleigh NC
- ACT training – Greensboro, NC
- Virginia Center for School and Campus Safety Threat Assessment Conference – Midlothian, VA

Lauren Rodefeld - Professional Development:

- Clinical Supervision Intensive Training Program: The Ethics of Supervision
- Supervision and Mentoring: A Mind/Body Approach
- Clinical Group Supervision: The Adventure Continues
- Clinical Group Supervision: The More the Merrier.
- Clinical Supervision workshop: A Relational Approach.
- ACCA 2013 conference, New Orleans
- Interpersonal Mindfulness workshop
- ACT: Acceptance and Commitment Therapy: The Basics and Beyond.
- Changes from DSM-IV to DSM 5
- Webinar: Beyond Victim Blaming: Alcohol and Sexual Assault on Campus
- Webinar: One Movement Many Paths: LGBTQ Survivors
- Participated in the White House Listening Session for Victim Advocates, Rape Crisis Center Staff, Victim Service Providers, including Campus-based and Community Programs.

George Gressman - Professional Development:

- Changes from DSM-IV to DSM 5
- Trip to UNCW to gather comparative data on Counseling Center
- Various trainings in Drupal
- Supervisor Training for Social Work Interns
- Webinar with Dr. Irv Yalom
- Six week advanced seminar on understanding and teaching others the DSM 5

Timothy Hunt attended the ACCA Conference in New Orleans, LA, this year. Mr. Hunt continued his Transactional Analysis monthly training this year during the spring semester. He also trained in the Bonny Method of Music and Guided Imagery. Timothy attended four workshops on supervision ethics, supervision in groups, and supervision using a relational approach. He presented at three state level conferences on the topic of using Transactional Analysis with the AOD population and Transactional Analysis as a method of re-parenting one's self.

CAPS hosted graduate externs, interns, and practicum students this year. One year-long externship was held by an UNCP graduate. Four interns represented the UNCP Clinical Mental Health Counseling Program, the UNCP Social Work Program, and the FSU Counseling Psychology Program. The three practicum students were from the UNCP Clinical Mental Health Counseling Program. By having one extern and three interns present each semester, with each contributing 24 hours per week, CAPS received the equivalent of two full-time counselor positions.

CAPS had an undergraduate outreach Intern for the 2013-14 academic year. She created all of the outreach programming for National Eating Disorder Awareness Week and participated in outreach events involving sexual health/responsibility, alcohol and other drugs, problem gambling, bystander intervention, suicide prevention, and sleep health. She engaged in marketing, informational programming, scheduling, and creating psycho-educational experiences for students as part of her internship requirements.

Assessment Procedure: Data generated through Titanium software and Student Voice for quantitative and qualitative analysis.

Use of Assessment Data: Data was used data from the “Intake Survey” to develop a program of walk-in hours that was hugely successful and expanded during the spring semester. A small number of group counseling opportunities was also 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 enables CAPS to see more students given the same personnel. Data continues to indicate a dire need for more psychiatric access.

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

Objective 2.1: Administer undergraduate and graduate standardized academic tests to UNCP students.

Strategy 2.1.1: Support undergraduate and graduate admissions by administering entrance assessments, i.e. SAT on campus, TOEFL, MAT.

OBJECTIVE 2.1 UPDATE: Undergraduate Admissions Testing (SAT) – 23; Undergraduate English Ability Testing (TOEFL) – 66; Undergraduate Credit by Examination (CLEP) – 13; Graduate Admissions Testing (MAT) – 154; Proctored Testing & Professional Certification Testing – 21. Total number of individuals utilizing testing services – 277.

As can be readily seen, testing continues to decrease yearly. CLEP was discontinued January 1 due to new hardware and software requirements. Testing services is financially exhausting and may become a deficit to the department in the near future. Several UNCP graduate programs have changed admissions requirements and eliminated the MAT as an entrance requirement. This will most likely result in even fewer MATs administered in the future. With so few MATs being administered as of June 30, the part-time test administrator position will be eliminated. An attempt will be made to operate with a graduate assistant who can be paid at a lower hourly rate.

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

Use of Assessment Data: Examinees 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 that the testing facility has been removed from the new Health Services Building floor plans, CAPS would more narrowly focus offerings.

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

Objective 3.1: Provide campus-wide education, support, and prevention on the issue of suicide.

Strategy 3.1.1: Offer programming that addresses LGBTQ, veterans, and Native American students increased risk of suicide.

Strategy 3.1.2: Counseling and Psychological Services will partner with the campus and community to increase awareness of counseling services and programs available for students struggling with suicidal ideation, attempts, gestures, survival, and recovery.

OBJECTIVE 3.1 UPDATE: Suicide prevention activities included a Suicide Prevention Luncheon, guest lectures in academic classes, and a suicide prevention awareness campaign. All outreaches addressed resources, counseling services, statistics, informational pamphlets, and skills to help a friend having suicidal thoughts. Three hundred and forty-one (341) students were involved in the suicide prevention efforts. Plans are to increase the focus in this critical area for the 2014-2015 academic year.

Objective 3.2: Provide campus-wide education, support, and advocacy for students who are survivors of sexual assault, sexual violence, intimate partner violence, and child sexual abuse.

Strategy 3.2.1: Increase awareness of and how to utilize the Interpersonal Violence/Sexual Assault Response Team (IV/SART) across campus and within the community.

Strategy 3.2.2: Offer programming that addresses athletes, disabled and Greek students increased risk for sexual violence.

Strategy 3.2.3: Provide sexual responsibility and violence prevention education and programming with a focus on support and advocacy for

students, both accused and victims of, sexual misconduct on campus. Provide education on bystander intervention strategies for the UNCP community.

Strategy 3.2.4: 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.

OBJECTIVE 3.2 UPDATE: During the academic year, the IV/SART committee's name was changed to SMART (Sexual Misconduct Advocacy and Resource Team). SMART committee members met throughout the academic year (2 times in the fall and 2 times in the spring). There are approximately 12 active members who serve on the committee with representation from various departments across campus. The CAPS sexual assault advocate is the committee chair and, along with other committee members, continues to engage in interdepartmental networking to increase awareness and utilization of the SMART committee. The committee created a SMART pamphlet and a SMART emergency contact and resource card to increase the campus community's awareness about SMART and resources available. In addition, CAPS staff created a Sexual Assault Survivors Packet for victims of sexual assault. The Survivor packet includes on and off campus resources, definitions and NC Laws, feelings after trauma, reporting options, and Title IX information. The next step in this project is to create a packet of information for the student accused of sexual misconduct.

At the end of the fall semester, the SMART committee met to complete a case review of sexual assault incidents reported to campus police since August 2012. Five cases were reviewed. The goal in conducting the review at this time was to train the committee in the process of a redacted file review, learn the parameters of the Title IX requirements, and create educational goals for the upcoming semester. Recommendations were made for educational programming based on the cases reviewed. The committee recommended increased programming regarding consent, programming to increase awareness about social media, and to continue targeting new students.

CAPS will be implementing *Haven: Understanding Sexual Assault* to all incoming students starting in Fall 2014. Haven is an on-line training module that is included in the Alcohol EDU's training module. Haven is interactive and designed to engage and empower students to create safe, healthy campus environments through the use of skill building techniques. Haven meets the requirements of the reauthorized Violence Against Women Act. Haven provides a comprehensive prevention education that is now required by new mandates put into place for sexual assault prevention education. In addition, a SMART committee meeting was held so members and campus stakeholders could view the demo on *Haven: Understanding Sexual Assault*. Seven committee members attended.

Lauren Rodefald attended two Robeson County Community Sexual Assault Response Team (SART) meeting. Five community members were in attendance. It has been challenging trying to accommodate all community members' schedules.

CAPS was awarded the Primary Prevention of Sexual Assault grant through the DHHS with a contract date of 8/16/13-10/31/13. Total budget for the prevention grant awarded was \$18,896. Through the prevention grant, CAPS hired two social work graduate assistants to conduct a Campus Climate Survey for both students and faculty/staff. Several outreaches were conducted and data was collected for the Fall 2013 semester. The graduate assistants were located in high traffic areas on campus to administer the student survey. The staff/faculty survey was available on-line and sent via faculty/staff emails. A total of 696 undergraduate students and a total of 123 faculty/staff completed the survey. All student participants were given Speak Up/Strong Voices Prevent Sexual Assault water bottles and key chains as part of promotional items funded by the prevention grant.

CAPS staff offered two "Bringing in the Bystander" trainings for SMART members. Eight committee members attended. CAPS staff arranged for a staff member at The Rape Crisis Center of Robeson County to facilitate an advocacy training for the SMART committee and Campus Police. Twenty (20) faculty/staff members attended the training. It has been a challenge accommodating all members' schedules for meetings and trainings. In addition, the discussion of ways to better reach the needs of sexual assault victims in the future and the direction of the SMART committee has continued.

CAPS outreach coordinator planned and executed a six-week campus-wide Red Flag silent marketing campaign to increase the UNCP campus's knowledge and awareness on bystander intervention and violence prevention. At different times during this six-week campaign, students were given information on healthy relationships, dating violence, *Circleof6* application for cellphone, and campus/community resources. Moreover, Red Flag campaign cups were given to students to increase awareness.

Two CAPS staff members attended a Train the Trainer workshop on Bringing in the Bystander which is a Bystander Intervention program developed at the University of New Hampshire. CAPS staff facilitated two Bringing in the Bystander trainings for Greek Life and for Resident Assistants and Community Directors from Housing and Residence Life. A total of 111 students attended. All attendees also completed a Pre/Post Bystander evaluation and a Campus Climate Survey. In addition, a CAPS staff member discussed sexual assault and bystander intervention in an interview for the program "Impact" for WNCP-TV. It aired in three surrounding regions on public programming TV. Furthermore, through the Sexual Assault Primary Prevention grant, CAPS collaborated with UNC Chapel Hill's Theater Delta which presented interactive skits on sexual

assault and alcohol consumption and facilitated discussion on bystander intervention and ways to intervene. There were 80 students in attendance. Finally, CAPS started the Bringing in the Bystander campaign across campus by distributing posters and table top tents with scenarios about being an active bystander. All campus eateries, all residence halls on campus, two on-campus apartment buildings and two off- campus apartment buildings were targeted. Various other campus buildings with high traffic volume such as the Jones Center, library, and bookstore were also targeted.

CAPS staff members presented a Rape Aggression Defense (RAD) seminar to equip three women's sports teams (basketball, softball, and tennis) with risk reduction strategies, increased awareness of sexual assault, and defensive techniques to employ against abduction. Thirty-eight (38) students and four coaches were in attendance. In addition, during Sexual Assault Awareness month, Rape Aggression Defense classes were offered at various times for staff and students to learn self-defense tactics. Two staff members participated. Moreover, CAPS staff members facilitated a RAD training for UNCP's Youth Start Program at the Regional Center. Finally, CAPS staff collaborated with Disability Support Services and also met with a visually impaired student to develop a sexual violence program to target disabled students. However, due to lack of participation, the program was cancelled. CAPS will continue to focus on this high risk population for future programming on prevention of sexual violence.

Lauren Rodefeld facilitated a program for Phi Kappa Tau fraternity on Risk Management: Sex and Health. Eighteen (18) students were in attendance.

LynnDee Horne provided training for the Grievance Board on how to respond and assist distressed students, specifically those that have been sexually assaulted. Twenty (20) staff and students members were present.

CAPS staff continues to collaborate with community partners. CAPS along with Rape Crisis of Robeson County, Campus Police, and Southeastern Hospital conducted a Sexual Assault Day of Action program on the UC Lawn. Approximately 120 students participated in the event and were given educational resources.

An art project was launched on three different occasions for Sexual Assault Awareness Month in which students pledged not to use their hands for hurting others. Approximately 110 students participated in this project. The two sheets with the students' pledges were displayed on campus in the quad area for two weeks to increase awareness of violence prevention.

The ground work has been laid for the peer education program for bystander intervention and sexual assault prevention. CAPS has created a name and logo for the group called B1. Furthermore, a student membership application has been developed since this is a sensitive topic of discussion. Finally, a meeting of

interest for students was held and input was gathered into creating a sustainable prevention program. A total of four students attended. The goal is to launch the recruitment and training phase of the peer education program at the beginning of the fall semester 2014.

Lauren Rodefeld continues to develop a relationship with veteran students, faculty, and staff on campus to increase support services and resources for military veterans. Ms. Rodefeld continues 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).

Lauren also attended two Veterans Task Force meetings during the 2013-2014 academic year (one in the fall and one in the spring). Approximately 12-14 representatives from various departments across campus make up the Veterans Task Force. The team continues to discuss short and long term goals. It has been a challenge to get student veterans to participate. The team evaluated the barriers in regards to reaching student veterans on campus and ways to make veteran services more user-friendly. There has also been discussion about changing the name of the veterans' task force to UNCP Military Student Advisory Group in the future. Furthermore, there has been a focus on accurately tracking and identifying the student veterans on UNCP's campus. UNCP is currently designated as a military friendly school on/in several surveys and magazines to include GI Jobs, MAE, US News and Got Your Six program.

Lauren Rodefeld has attended a total of three Student Veteran of America organization (SVA) meetings. SVA is continuously looking for ways to increase awareness of the organization and increase veteran participation. There are a total of six active SVA members. The SVA has developed a mission statement and goals for the year. Lauren continues to interact with the president of SVA and the Veteran's Campus Coordinator to build upon ideas to increase supportive services for student veterans and dependents on campus.

Ms. Rodefeld attended the first interest meeting of the Veteran Students Support Group. Five individuals were in attendance: 3 students and 2 staff. This peer group is separate than the SVA and would have different goals. The plan is to also implement this group to increase support services for student veterans on campus through peer interaction and support.

The SVA held a four-day fundraiser and veteran student awareness event downstairs in the UC called *Ask A Vet*. Lauren Rodefeld was in attendance one hour for three of the four days for extra support services and to increase awareness of CAPS services and resources available for student veterans.

Objective 3.3 Provide education and increase awareness of mental illness on campus, reduce stigma around mental health issues, and increase awareness of support resources.

Strategy 3.3.1: Offer various screenings for depression, anxiety, eating disorders, etc.

Strategy 3.3.2: Co-sponsor wellness programs with other departments and student groups on campus.

OBJECTIVE 3.3 UPDATE: Health screenings were conducted six times throughout the 2013-14 academic year. Subjects addressed were sexual assault/responsibility, anxiety, depression, PTSD, bipolar disorder, disordered eating, problem gambling behaviors, and alcohol use. Relationships with the Nursing Department and graduate Counseling and Social Work Departments were utilized to complete the screenings. Students from these programs assisted in conducting screenings related to respective fields. The results of the varied screenings were as follows:

The Campus Climate Survey was initiated through the Department of Health and Human Services Sexual Assault Prevention grant that CAPS obtained in the fall semester. The survey measures student and staff/faculty perceptions of safety, prevention programming, and bystander intervention. A total of 696 students and 123 staff/faculty members completed the survey.

Screening events for depression, anxiety, mood disorders, and PTSD attracted 586 participants. The results were as follows: 122 students were likely to have depression, 28 students met the criteria for bipolar disorder, 161 students indicated high levels of anxiety, and 43 students endorsed criteria for PTSD.

The sexual responsibility survey was administered to 41 students. Data is available and has been shared with several offices on campus.

Thirty-three (33) students participated in the disordered eating screening. One student scored at levels indicating the likelihood of the presence of an eating disorder.

A problem gambling screening was administered to 106 students. Twenty-three (23) indicated problematic gambling behaviors.

The alcohol responsibility screening was administered to 101 students. Data is available upon request.

Wellness programs were presented throughout the year in collaboration with other departments, community agencies, and student organizations to include faculty members, Student Health Services, Police and Public Safety, Student Involvement and Leadership, Campus Recreation, University Center and Programs, Greek Life, Housing and Residence Life, Diversity and Inclusion, Community and Civic Engagement, Master's programs in Counseling and Social Work, The Robeson County Humane Society, Robeson County Health

Department, Southeastern Regional Hospital, Ace, 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, sleep hygiene, suicide prevention, problem gambling, eating disorders, mental illness, campus safety, and campus policies. Formats for presenting these programs included awareness weeks, interactive presentations, theater productions, fairs, luncheons/dinners, informational and educational displays, and other engaging activities with a psycho-educational message. Approximately 5,000 students participated in these programs throughout the year.

Objective 3.4: Increase the welfare and safety of individual students and the campus community.

Strategy 3.4.1: Increase awareness on campus of the EHS/CARE Team.

Strategy 3.4.2: Assist students referred through CARE/EHS with accessing campus resources.

Strategy 3.4.3: Establish a food pantry for UNCP community members.

OBJECTIVE 3.4 UPDATE: The CARE case manager made presentations to the “go to faculty” and campus-wide Residence Advisers (RAs) that covered how to make CARE referrals electronically or via case manager contact, what types of behaviors could warrant a referral, what happens after a referral is made, and types of services available to students including emergency food assistance, campus resources, and community organizations.

A new CARE graphic was designed and approved by the CARE/EHS Committee for branding and marketing materials to be used in the upcoming academic year.

Seventy-six (76) students were referred through CARE/EHS and assisted in accessing campus and community resources – 70 through a CARE referral and 6 through the EHS committee.

Fifty-four (54) emergency food assistance bags were created and made available in CAPS for students in crisis or immediate need. This initiative was also adopted by the UNCP Office of Community and Civic Engagement (CCE) as part of their Hunger Awareness campaign and used as a service learning promotion to make bags available in the UNCP Campus/Community Food Pantry i.e., CARE Resource Center and Student Health Services.

CAPS secured a donation of canned goods from Campbell Soup Company in the amount of \$787.77 to be used for food assistance bags and the CARE Resource Center.

Thirty-three (33) emergency food assistance bags were distributed through CAPS to students in crisis or immediate need. Students were then referred to the UNCP Care Resource Center operated by CCE to explore long term solutions and extended access to food sources.

Objective 3.5: Provide education and support through outreach targeting Native American students.

Strategy 3.5.1: Network with Native American Student Organization advisor by designating a staff member to act as a liaison to collaborate on student needs.

Strategy 3.5.2: Develop relationships with local Native American leaders to gather information on perceived student needs and provide education about the resources available in CAPS.

Strategy 3.5.3: The CAPS office will develop informational/referral materials specifically targeting Native American students.

Strategy 3.5.4: CAPS will attend NASO events to develop personal connections with staff and students.

OBJECTIVE 3.5 UPDATE: CAPS will continue to develop a relationship with Native American students, faculty, and staff on campus. Timothy Hunt collaborated with several native-focused initiatives this academic year. Mr. Hunt served on the planning committee for the annual Honoring Native Foodways event that is targeted to reach the local Native American community and UNCP students during the academic year. He attended five student-led Native American Student Organization events this year. He attended two state-wide American Indian focused forums this academic year: The North Carolina Department of Public Instruction and the UNC system's first annual American Indian Faculty and Staff forum. He continues to be an active member in the Association of American Indian Faculty and Staff. Working together with them, Mr. Hunt has helped to foster dialogue and collaboration with other campus partners to start an American Indian Student Initiative. He will use this platform in the future to help train faculty and staff on the cultural aspects of Native Students and their expressed needs here at UNC-Pembroke. Timothy Hunt also collaborated with specific native community leaders such as: Derek Oxendine, Academic Advisor from the Advising Center, Leann Strickland, NASO Student Vice President, Dr. Mary Ann Jacobs, Chair and Associate Professor of the American Indian Studies Department, April Whittemore-Locklear and Bridget Dimer, Transfer Liaisons with the Transfer Transition Office: Native Americans in Professional Education, and Dr. Alfred Bryant, Director of the Southeastern American Indians Studies department. He taught the theory of Transactional Analysis in three different American Indian studies classes that are targeted to help students work with Native American families. Mr. Hunt also presented at

two different state wide conferences, the American Indian Woman of Proud Nations and the NC Indian UNITY conference.

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

Use of Assessment Data: Titanium reports, previous wellness screenings, student feedback, CCMH, and other relevant national data are used to drive outreach programs and health screenings the center prepares for the university.

According to the Center for College Mental Health report for 2013 involving more than 95,000 students, 30% have seriously considered suicide, 17% of those within the last two weeks, and 9% admitting to making an attempt. Titanium data indicated that at least 27% of CAPS clients have seriously considered suicide. Suicide is the second leading cause of death for college students. For this reason, CAPS will continue to conduct outreach events focused on suicide and suicide prevention.

The findings are from data gathered from Titanium, Wellness Survey, Illinois Rape Myth Acceptance Scale, the Community Readiness Assessment, Campus Climate Survey, and CCMH are used to drive the continued efforts to increase education and awareness of sexual assault and violence prevention through bystander intervention on campus. Titanium reports indicate that 21.3% of clients had an unwanted sexual experience; 34.1% of clients had a harassment/abusive situation; and, 25.9% of clients reported physical harm by another prior to college and 6.5% of clients reported physical harm occurred after starting college. Titanium reports also indicate that 4.9% of clients had an unwanted sexual experience within the last five years and 3.2% of clients had an unwanted sexual experience within the last year. The 2013 CCMH findings suggest approximately 19% of clients had an unwanted sexual experience. This data also indicates approximately 33.2% of clients had a harassment/abusive situation; 35.9% of clients reported having had an unwanted sexual experience within the last five years; and, 18.2% of clients had an unwanted sexual experience within the last year. Finally, according to the 2009 Wellness Survey, 6.1% have experienced sexual abuse, sexual assault, or rape.

Additionally, data from the 2010 Illinois Rape Myth Acceptance Scale indicates that:

- 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 the victim says no.
- 44.3% of male students agree with the statement that it is men's responsibility to prevent rape.

Findings from the UNCP 2012 Community Readiness Assessment show, that as a community, UNCP is in the pre-planning stage to make changes in the community regarding sexual assault. This indicates that there is clear recognition among community members that something must be done about the issue of sexual assault and that efforts must 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 originating from CAPS. The findings also show that there are identifiable leaders that are supportive and active in the implementation of efforts and that there is no problem 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.

CAPS was awarded a primary prevention sexual assault grant through the Department of Health and Human Services and administered a Campus Climate Survey to students, faculty, and staff. The goal of the Campus Climate Survey was to establish a baseline of the UNCP campus perceptions and awareness about sexual violence, campus and surrounding community safety, and bystander intervention. The findings show the following:

- 82% students and 80% faculty/staff feel confident in having skills to prevent sexual harassment by being an active bystander. Both male and female students equally feel they have the skills to prevent sexual harassment by being an active bystander; 82% males and 81.5% females.
- 44% students and 65% faculty/staff agreed that students make sexual comments to each other.
- Findings show that students feel that certain departments are accessible when they need to talk; 75% faculty/staff support, 73% counseling and psychological services, 54% administrators support, and 60% campus police support.
- 6% male and 20% females feel they are harassed once a month by students making sexual comments.
- 41% students have personally intervened to help students in trouble.
- 74% students and 56% faculty/staff feel they have a responsibility to help prevent violence or harassment on campus.
- 49% faculty/staff agree that they would like additional training to deal with harassment and support healthy relationships.

The data collected will help determine the campus culture and perceptions and guide future educational and outreach programs and create a comprehensive sexual assault prevention program.

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 (NISVS) 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. Finally, 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.

UNCP is one of 11 HBCU's and Historically Native American University campuses serving North Carolina. At a time when students are 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 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 3.2% of clients reported that they had military service and 0.2% reported that they were involved in ROTC. In addition, 1.2% of the client population reported military stress. The 2013 CCMH data suggests that 32.6% reported that their military experience included any traumatic or highly stressful experience which continues to still bother them. The Titanium and 2013 CCMH findings do not include information on tracking dependents of military affiliated students.

According to the Center for Deployment Psychology (CDP), 18% of military who return from active duty manifest symptoms of PTSD. An additional 10-15% show 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, as military members continue to serve, military suicide rates have been increasing and surpassing the rates for society at large. Over 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 801. Of the 801, 39 were active duty; 498 dependents; 194 veterans; 30 National Guard; and, 60 reservists. The Spring 2013 enrollment numbers were slightly lower than the fall. There was a total of 752 military affiliated students. Of the 752, 40 were active duty; 440 dependents; 179 veterans; 34 National Guard, and, 59 reservists. Finally, data indicates that the Fall 2013 enrollment numbers for military affiliated students had increased to 865. Of the 865, 51 were active duty; 504 were dependents; 224 were veterans; 38 were National Guard; and, 48 were reserves.

UNCP is currently designated as military friendly on/in several surveys and magazines to include GI Jobs, MAE, US News and Got Your Six program. Due to 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 the region and student veterans on campus. In addition to other points of interest and reasons, it is important to focus on this population due to 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 2013-2014 academic year, 15% of the total (5,429) 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, 8.2% of clients (488) in 2012-2013, and 7.2% of clients (374) in 2013-2014. An overview of the last four years of CAPS annual reports in Titanium found that only a total of 139 Native American students at UNC-Pembroke have used services in the past. Nationally, the 2013 Center for Collegiate Mental Health's annual report found that out of 71,126 student participants only 0.4 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.

Anxiety was targeted by screenings and stress reduction activities. From clinical evaluations in the 2013-14 school year, 48% of students endorsed that anxiety was a top concern and 49% admitted to increased stress. For the 2013-14 school year, anxiety issues were the top diagnosis within the center according to Titanium.

Depression ranked as the second top diagnoses within the center this year with 42% of students stating it was a concern, 12% ranking it as their number one concern. Twenty-six (26) percent of clients in the center had a diagnosis of depression.

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 2013-14 school year report that 18% (ranging from less than monthly to weekly) of students were unable to remember the night before due to drinking. Twenty-five (25) percent of CAPS clients drink at least 2 to 4 times per month, while 10% drink from 2 to 4 times per week. Due to this data, programming around responsible alcohol practices and screenings measuring this subject was 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 counseling center clients during 2013-14, 34% admitted to feeling out of control when they eat ranging from sometimes to

often. Sixty-seven (67) percent of students indicated that eating issues were a concern, which doubles from last year's 34%. Approximately 59% of clients stated that self-esteem was also an issue for them. This number also increased by 4%.

Sexual health and responsibility along with healthy relationships were also targeted through outreach and screening. The 2012 Sexual Responsibility Survey administered to 393 participants indicates that 26% of students have had 8 or more sexual partners. The Spring 2013 National College Health Assessment (123,078 respondents) only 55% of college students used some type of protection in their last sexual encounter. The clinical evaluation assessment for the 2012-13 academic year included several requests for more information and programming surrounding healthy relationships.

CAPS also focused on sleep hygiene with a target sleep health program. According to Titanium data, 67% of clients had sleep issues. CAPS will continue to highlight this issue in outreach efforts.

Goal 4: Reduce addictive behaviors in the student population.

Objective 4.1: Coordinate and implement the campus alcohol and other drug prevention and education efforts.

Strategy 4.1.1: 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 4.1.2: 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 4.1.3: Update, publish, and distribute official campus drug policy.

Strategy 4.1.4: Present drug and alcohol education program to all FRS1000 students.

OBJECTIVE 4.1 UPDATE: Timothy Hunt chaired three meetings with the Committee on Substance Abuse Prevention this academic school year. CSAP created and implemented the first biennial review of UNC-Pembroke's AOD services and policies. As a result of the review, Timothy met with Debbie Burgess, HR Director, and Tom Jackson, Interim Associate Vice Chancellor for Information Resources and Chief Information Officer, to implement an electronic annual Drug Free Schools compliance statement for students, staff, and faculty. Mr. Hunt attended and participated in the UNC system wide web session on alcohol and drugs during the fall semester. He also completed a review of the

Campus Clarity program, an AOD online prevention program that the UNC system may possibly use in the near future. He attended fall and spring retreats with the Safety and Health 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 of the 16 university campuses. Timothy updated the FRS 1000 series presentation this academic cycle and taught 34 classes in the 2013-2014 academic year and informed 913 incoming freshmen about the alcohol and drug policies here at UNCP. On April 15, through the efforts of Timothy Hunt and LynnDee Horne, UNC-Pembroke has been awarded \$10,000 to start a collegiate recovery community. Timothy has been working closely with Cristi Hunter from Transforming Youth Recovery regarding how to start a Collegiate Recovery Community at UNC-Pembroke. He is networking with Prospect United Methodist Church of Pembroke, NC, the UNCP Office of Community & Civic Engagement, and other AOD directors in the UNC system.

Objective 4.2: Provide assessment, education, and counseling to students with addiction.

Strategy 4.2.1: Provide consultation and referrals for drug treatment.

Strategy 4.2.2: Administer the drug assessment and Marijuana 101 program to each violator of the campus marijuana policy.

Strategy 4.2.3: Administer drug assessment and the Alcohol Edu for Sanctions Program to each violator of the campus alcohol policy.

Strategy 4.2.4: Provide assessment and education to the student population on problem gambling behaviors.

OBJECTIVE 4.2 UPDATE: During the 2013-2014 academic year, CAPS team of graduate level counselor interns and fully licensed counselors assessed and counseled over 113 mandated alcohol and other drug students. 969 first year UNC-Pembroke students completed all three AlcoholEdu modules.

UNCP received the NC Problem Gambling grant for the 2012-13 academic 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.

For the third year, CAPS has received the NC Problem Gambling Grant award for \$5,000. This money is utilized for data collection, promotion of the helpline and other local resources, and CAPS services. Several outreaches were conducted and data was collected for the 2013-14 school year. Approximately 1,600 students participated in these outreaches. Two clinicians attended the Sure Bet 1 training and received certification to become NC Problem Gambling counseling providers for the state. This was part of the grant's initiatives.

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 2014 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.

CAPS was awarded a grant for the second year in a row for problem gambling. A screening was done for problem gambling and the NC Problem Gambling Helpline was promoted. Currently, screening results are being utilized to determine the scope of the issue at UNCP but 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 US have a serious gambling problem according to the 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. Additionally, approximately 3,000 campus and community members were served by this grant over the 2013-14 school year in some capacity.

Other Noteworthy Mentions for the Center:

CAPS participated in campus activities to include Welcome Week events, freshman orientations for the spring and fall semesters, and tailgating.

LynnDee Horne served on several committees throughout the school year to include the Mission and Vision Strategic Planning Committee, the Committee for Substance Abuse Prevention, the Student Affairs Program Planning Committee, and the Student Affairs Health and Wellness Committee. She is the advisor for two student groups on campus.

MJ Raleigh worked with the Office of Diversity and Inclusion along with the Office of Disability Services to create the 'Seat at the Table' panel event during women's history

month. The program was a success for all involved and the team has been asked to organize this event annually. MJ is a member of the professional development, health and wellness, DSS review, and EHS committees. During the spring semester, MJ was privileged to work with Dr. Lisa Schaeffer to train the Student Affairs directors in CAS guidelines, benchmarking methods, and strategic planning in preparation of the new division assessment protocol that will be launched Fall 2014.

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Office of Diversity and Inclusion Assessment of 2013-2014 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 foster a community of multicultural competence and cultural awareness.

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

Strategy 1.1.2: 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 1.1.3: Have cultural dialogue forums/sessions for the university community but focus on the student's developmental process.

Strategy 1.1.4: Utilize the Diversity Committee for Communities of Interest to assist in promoting, educating, and celebrating diversity.

OBJECTIVE 1.1 UPDATE: Completed and ongoing. Added to the 2014-2015 goals.

The 5th annual Native Food Ways program brought together approximately 200 students, faculty/staff, and community guests to celebrate with UNCP the Native American Heritage Month. Although the attendance was lower than last year, the committee stayed true to the program's 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.

ODI partnered with Dr. Dandan Liu (Professor, Mass Communications) and her Public Relations 4600 course in developing the “I Am Diverse” campaign. This campaign spanned over an entire semester and ended with a weeklong series of events that addressed diversity, inclusion, and cultural awareness. One pivotal outcome of the campaign was the creation of the first Diversity Club, where 48 students signed up to join. During the spring 2014 semester, several members presented at ODI events/programs.

The 6th annual Social Justice Symposium heralded in 275 students, faculty, staff, and community partners, as presenters addressed the issues of homelessness and hunger. The attendance came very close to doubling last year’s attendance. This year’s symposium was an excellent collaboration between Community and Civic Engagement and the Sociology and Criminal Justice Department.

The student led planning committee for the 2nd Annual Diversity and Leadership Summit held in April produced an engaged summit. The summit was framed around the concept of students preparing for the future. This year, the committee decided to reduce the number of breakout sessions to approximately seven as compared to 20 from last year. This decision was based on last year’s survey results. Around 45 students, staff, and visiting university guests were welcomed to this event. On a very positive note, the planning committee raised over \$5,000 in sponsorships which was a \$2,000 increase from the 2013 Summit.

The 10th annual Dr. Martin Luther King, Jr. program was co-sponsored between the Office for Diversity and Inclusion and Housing and Residence Life. UNCP Alumnus, Latif Darden, served as the keynote speaker while Dr. Willie McNeill, Professor in the School of Education, gave an outstanding oral rendition of Dr. King’s I Have a Dream speech to over 100 individuals in attendance (50% more than 2013). As part of this year’s program, the fourth Dr. Collie Coleman Scholarship was presented to UNCP student, Ms. Kayla Caldwell.

The 7th annual African-American Read In: A Literacy Program which is part of the 25th 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 engaged over 400 participants. A final report was sent to the National Council of Teachers of English outlining the success of UNCP’s program.

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 2013-2014 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 which were addressed in 2012-2013.

- Better advertising.
- 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 (this has been addressed and rectified).

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: Further enhance the BEAD (Brave Educators Advocating for Diversity Program).

Strategy 2.1.1: Recruit eligible 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. This year, a student BEAD coordinator was hired to assist in handling the number of requests during the fall 2013 semester. Between the Director of ODI and the five student diversity educators, 18 class presentations were made to approximately 280 students. Enhancement of the BEAD program was completed and is on-going and will be added to 2014–2015 goals for further development. Education sessions were completed and are on-going and will be added to 2014–2015 goals for further development. An assessment instrument was developed to capture valuable feedback and will be utilized in the 2014-2015 goals.

Objective 2.2: Develop a Minority Male Mentoring program.

Strategy 2.2.1: Recruit incoming freshmen and returning students and university employees into the program.

Strategy 2.2.2: Create an assessment instrument (survey) that will allow for feedback.

OBJECTIVE 2.2 UPDATE: Fifteen undergraduate and two graduate students became part of UNCP's first Male Student Success Initiative/Program (B2B) during spring 2014. These members participated in an orientation session held by Dr. Bledsoe, CEO of SAAB (Student African-American Brotherhood). To date, the Executive Committee (15 undergraduate students) have developed a strategic plan with six standing committees in order to further the mission and vision of the 24 member chapter. Enhancements to the B2B initiative will be added to 2014–2015 goals for further development. An assessment instrument was developed by SAAB and will be administered during 2014-2015 to capture valuable feedback.

Assessment Procedure: Director and staff advisors will evaluate the B2B chapter's progress.

Use of Assessment Data: Assessment measures used during 2013-2014 primarily consisted of surveys submitted by faculty courses in which presentations were made. The feedback was taken into consideration and will be utilized for the 2014-2015 programming season. Primary improvements and suggestions included:

- Have presenters from other race, culture, background mixed in. It would bring more credibility.
- More group activities.
- More time for discussion.
- Presenters need to control their bias on specific topics.

Objective 2.3: Collaborate with other offices to sponsor a welcome back cultural festival at the beginning of each fall semester that would highlight the importance of UNCP's ethnic diverse populations.

Strategy 2.3.1: Create a positive and welcoming environment primarily for incoming students of color, but emphasize the importance of inclusiveness.

OBJECTIVE 2.3 UPDATE: As part of UNCP's Welcome Week, ODI collaborated with the Advising Center and Sodexo to host "Exploring Your Brave Nation" multicultural fest. Exploring Your Brave Nation welcomed new and returning students to an array of food and cultural performances. It also allowed students to experience the meaning of cultural diversity. Enhancements to the Exploring Your Brave Nation event will be added to 2014–2015 goals for further development. An assessment instrument developed by the planning committee will be administered during 2014-2015 to capture valuable feedback.

Assessment Procedure: Director and program staff will recruit and evaluate the BEAD program and cultural festival with support from the Diversity Community for Communities of Interest and the OMMA team.

Use of Assessment Data: Assessment measures used during 2013-2014 primarily consisted of surveys submitted by faculty courses in which presentations were made. The feedback was taken into consideration and will be utilized for the 2014-2015 programming season. Primary improvements and suggestions included:

- Have presenters from other race, culture, background mixed in. It would bring more credibility.
- More group activities.
- More time for discussion.
- Presenters need to control their bias on specific topics.
- More cultural presentations.

Goal 3: Develop and administer a campus diversity climate 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 faculty, staff, and students to complete during the fall semester.

Strategy 3.1.1: Administer the survey via the Office of Institutional Effectiveness' Qualtrics online system.

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

OBJECTIVE 3.1 UPDATE: Based on the recommendations of the Diversity Committee for Communities of Interests and several other university colleagues, a Campus Climate survey was developed to assess UNCP employee (faculty/staff) perceptions on diversity, cultural sensitivity, and inclusion. Campus Labs assisted in the creation of the survey which was administered in fall 2013 to over 923 employees with 229 completed surveys. A diversity climate survey will be added to the 2014-2015 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: Assessment measures used during 2013-2014 were based on the survey results. The feedback/results were taken into consideration and will be addressed by the appropriate offices. Any feedback that can be addressed by Diversity and Inclusion will be included in the 2014-2015 programming season. Primary improvements and suggestions included:

- Diversity of thought is severely lacking and display of ideas that don't match popular opinion is often not tolerated. This is ironic given the supposition to embrace "academic freedom."
- As an old white male, I will never feel included in all of this and it is clearly NOT for me but I understand that UNCP is doing a good job in this
- Diversity itself is a great teacher for those willing to expose themselves to those lessons. If the university promoted the value of diversity and how easy it is to find on this campus, maybe it would encourage students, faculty/staff, and the community to explore the differences that make us great and unique.
- UNCP enjoys TALKING ABOUT being a "diverse" institution, and promoting our ethnically diverse student body. However, we do NOT demonstrate a commitment to diversity in a number of ways, including: adding a diversity requirement to the core/Gen Ed curriculum (voted down several years ago by Faculty Senate), nor by having a specific unit dedicated to American Indian Students, nor by ACTIVELY recruiting faculty of color and creating a supportive environment to RETAIN them. We also do not have a vocally supportive administration that supports GLBT students. It also seems that all "diversity" work on our campus is expected to be done by ODI, rather than having this a campus-wide collaborative effort that is vigorously and consistently visible through a variety of programs and activities.
- The commitment is not evident at the senior administrative level. There should be a Chief Diversity Officer on campus and diversity education should be a requirement for all students. None of these things are happening at UNCP.

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

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. Will add to the 2014-2015 goals. Graduate Assistant provided support in carrying out the mission, vision, through the offices programs and services.

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: Assessment measures used during 2013-2014 were based on observation and direct contact. Feedback received from the Graduate Assistant will be taken into consideration when hiring a Graduate Assistant for the 2014-2015 academic year. Primary improvements, suggestions, and benefits included:

- Provide GA with a position description, outlining expectations on both parties.
- Hire someone with computer skills.
- Willing to take on leadership roles but with a little hesitancy.

Office of Greek Life

Assessment of 2013-2014 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 in partnership with the Office of Student Involvement and Leadership.

Strategy 1.1.3: Provide scholarships and enable students to apply for national scholarships to attend The Undergraduate Interfraternity Institute, during summer 2014. Provide the opportunity for at least four students to attend the Association for Fraternal Leadership and Values Central Fraternal Leadership Conference in spring 2014.

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 than the previous continues. In Fall 2013, a Hazing Prevention Program was held where students played hazing jeopardy on teams. Also held second New Member convocation in collaboration with Rise Partnerships where our organizations focused on being values driven organizations and the future of their organizations. All members from Fall 2013 were able to spend a day together working towards their fraternal values and common community goals. The 2nd annual NPHC Forum was held to educate the campus and community about historically African American fraternities and sororities. The first Native American and Latin Greek Forum was also held to help educate the campus and community about Hok Nosai and multicultural Greek organizations. Partnering with Counseling and Psychological Services provided an opportunity to have several organizations participate in a bystander intervention program. Phired Up Productions was brought on campus to work specifically on educating IFC and PanHellenic organizations on values-based recruiting.

The organizations also continue to be involved in officer training with Student

Involvement and Leadership with collaboration from the Office of Greek Life. A wide variety of topics were covered ranging from social media responsibility, to risk management.

Unfortunately, only part of Strategy 1.1.3 was met this year. Due to budget Constraints, the ability to offer scholarships to send students to UIFI was not possible. The Greek Life Office has had to weigh the benefit of sending a few students to UIFI verses 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.

Five students traveled to AFLV/NBGLC in Indianapolis, IN. The students brought back many ideas to their councils and the Greek community and truly valued the experience.

AGC meetings continued and students served on the board in executive roles with an increase in executive roles this year.

Advisor meetings continue as a group and on a one-on-one basis. During the summer, myself and the advisors are meeting in late June to strengthen the fraternity and sorority community for Fall 2014.

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. Presidents have the ability to schedule as many meetings as they would like and as always communication is a two-way street.

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 the advisors are volunteers and

accommodates their schedule as much as possible to fit what the advisors may need. Advisors have the Office of Greek Life contact information and are encouraged to seek information and clarification at any time.

This was the third year for the Greek Gala and awards process with 13 applicants, one more than the previous year. The judges did not award Fraternity of the Year due to the judges not feeling that there was a good enough fit for the title (there was only one fraternity that applied). Organizations are invested in the program and lack of applications is correlated to lack of interest in taking the time to write the essays. Application availability was increased to three months but it made little difference in submissions. Due to the growing size of Greek Life membership, it was not possible to accommodate all members for the Greek Gala. Due to this difficulty this year, each organization was given a limited number of members to attend. Sodexo was a great partner and provided a delicious affordable dinner.

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 and attendance at ACPA.

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 did attend AFA and attended several sessions that were used when brought back to UNCP; specifically, any issues which arose regarding NPHC organizations, their intake processes, and member presentations. Due to budget constraints, the director was unable to attend ACPA, IFI, and other professional development opportunities this year.

The director was a Cluster Facilitator for UNCP's LeaderShape in May 2014. Due to budget constraints, the director was unable to apply to be a facilitator at UIFI as they do not cover travel costs.

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, the education of students who are looking for a strong change in their community is possible. There will be a continuation to strive to push towards more travel and conference opportunities. Assessment strategies need to strongly improve. This will provide evidence that Greek Life is striving to prove that education and learning is occurring. Partnerships with alumni and councils, faculty/staff, and Greek students are ever increasing and it is apparent that the education about the higher purpose of fraternal membership is becoming more 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 advising center 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 advising/first year experience/orientation. Greek Life has been very involved with orientation and very involved on the Facebook groups for the incoming freshman classes as begun in admissions. With orientation changing, Greek Life has been very present encouraging and supporting them through the transition to overnight orientations. Many of the orientation leaders are members of organizations and the director spoke with the orientation leaders to educate them about Greek Life before overnight orientations began.

Social media outreach continues to be strong and marketing will continue to be a main focus in the Fall 2014 semester. Yearly outreach continues through printed materials primarily at the beginning of the semester and welcoming students by working the welcome tents.

Collaboration continues for the Greek Day of service with Community Service and Civic Engagement and with Housing and Residence Life for the Homecoming Chalking Spirit Contest. Improvement can always be made in this area and work has already begun on this for Fall 2014 semester.

A better job of notifying faculty and staff of Greek Life events was done this year but improvement is still needed. There was better attendance from faculty and staff at events this year and more individuals willing to take on advisory roles.

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

Strategy 2.3.1: Continue to build collaborative partnerships with the Advising Center 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 5%.

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. There was a table at every freshmen orientation to help students become knowledgeable about Greek Life and ask any questions they had. Members became orientation leaders to begin discussing membership with the individuals with whom they had built relationships.

In Fall 2013, Phired Up Productions who have proven through their assessment that they can improve fraternities and sororities recruitment efforts was brought to campus. They worked with the PHC and IFC fraternities and consulted with them as a large group and as individual organizations. PanHellenic also voted to move their recruitment process to a week for Fall 2014 in order to stress the focus on academics and balance. The first Native American and Latin Greek Forum was held. NPHC held an NPHC Forum and an NPHC Informational and Showcase this past Fall 2013. There was also heavy education with NPHC students regarding changes in their organizations regarding language and best practices. A large amount of time has been spent with NPHC focusing on conversation

skills in regards to information for membership and how to educate the student population in the best way possible.

All Marketing materials were distributed this year. It was great to have paper marketing and electronic. A postcard was also developed with all of the organizations listed on one side for when events are not occurring. Recently, a quarterly newsletter for Greek Life was initiated to which each organization can submit articles.

The goal was to grow the Greek Life population by at least 5% but the population remained the same. Unfortunately, while two new organizations were gained (Alpha Sigma Alpha and Alpha Phi Alpha), two were also lost. The IFC fraternities did not recruit well during the spring semester which also caused numbers to change. Recruitment will continue to be a focus as the office moves forward.

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 will result in employing recruitment experts again potentially if the funds are available. Focus will also be on Intake practices in Fall 2014. This information will be used to continue the same practices that worked in the fall including new programs like the Native American and Latin Greek Forum, a new program that drove large interest. This information will also be used for our areas of weakness to identify partnerships and focus on faculty and staff partnership and outreach. A focus will continue on areas of weakness with organizations in terms of conversation skills, communicating the message of their organizations, and what message they want their organization to send to the campus community. With hard work during the fall semester, expectations will be exceeded but they need to want to grow as organizations. More ways to add organizations in the fall will also be investigated.

Housing and Residence Life

Assessment of 2013-2014 Goals and Objectives

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

Objective 1.1: Identify renovation and special projects for existing student housing facilities.

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

Strategy 1.2.1: Work with the offices of Facilities Operations and Planning and Construction to access services for proposed renovation and construction projects.

Strategy 1.3.1: Develop a three year renovation and repairs plan for the campus residential communities.

OBJECTIVE 1.1 UPDATE: Communication with students groups, Residence Hall Association, Resident Advisors, housekeeping staff, and maintenance staff revealed issues with HVAC, roofs on buildings, student bathrooms, and worn furniture.

Assessment Procedure: Complete renovations by the end of June 2014.

Use of Assessment Data: New sofas and lounge chairs were purchased at a cost of \$136,400 for Courtyard Apartments and Village Apartments. Delivery date is scheduled for mid-July. In addition, seven 2.5 ton HVAC units were purchased and installed for Courtyard Apartments and two for Village Apartments.

It has been determined that some departments in Student Affairs need addition office space. Housing and Residence Life will relocate to the lobby area and second floor in Belk Hall. Jenkins-Peers Architects was selected as the architect. The renovation and office relocation is expected prior to the beginning of 2014 fall semester.

The following schedule for renovations and special projects was identified for subsequent years.

2014-15

- Bathroom renovations for Belk Hall.
- Renovate each floor in Belk Hall to provide chapter room and food preparation area for sorority housing.
- Roof repair or replacement on two buildings at Courtyard Apartments.

- Replace up to 16 HVAC units, 15 refrigerators, 10 hot water heaters, and 10 washer and dryers at Courtyard Apartments.
- Replace up to 10 HVAC units, 10 refrigerators, and 10 hot water heaters at Village Apartments .
- Grout 119 bathroom floors in Cypress Hall.

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- Bathroom renovations for North Hall.
- Replace hallway carpet at Oak Hall.
- Roof repair or replacement on two buildings at Courtyard Apartments.
- Replace up to 16 HVAC units, 15 refrigerators, 10 hot water heaters, and 10 washer and dryers at Courtyard Apartments.
- Replace up to 10 HVAC units, 10 refrigerators and 10 hot water heaters at Village Apartments.
- Replacement rotted wood window frames at Village Apartments.

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- Roof repair or replacement on two buildings at Courtyard Apartments.
- Replace up to 16 HVAC units, 15 refrigerators, 10 hot water heaters, and 10 washer and dryers at Courtyard Apartments.
- Replace up to 10 HVAC units, 10 refrigerators, and 10 hot water heaters at Village Apartments.
- Replace sofas and lounge chairs in Cypress Hall and Pine Hall.
- Replace hallway carpet at Cypress Hall.

Objective 1.2: Determine interest and feasibility in establishing an on-campus residential community for sororities.

Strategy 1.2.1: In collaboration with the Director of Greek Life, meet with Greek members to determine interest and needs.

OBJECTIVE 1.2 UPDATE: In September, Housing and Residence Life met with the Director of Greek Life to discuss establishing the on-campus residential community for sororities. The Greek director determined a conversation would be held with the sororities in the PanHellenic Council. The Director of Greek Life met with members of the PanHellenic Council and toured Belk Hall. The four chapters were interested in each sorority taking a floor for their chapter if the university renovated bathrooms, removed walls in three student rooms which would be used as a chapter/study room, and provided an area for food preparation and refrigeration. On October 28, the two departments met with UNCP Facilities Planning and Construction to identify a cost estimate. In December, UNCP contracted with Jenkins-Peer Architects for concept planning services and in February a designer fee of \$71,050 was negotiated. In March, Facilities Planning and Construction was advised by the Project Architect during the code review that both Belk Hall and North Hall were non-compliant with the applicable Building Code. A meeting was scheduled with the State Construction

Office to review the situation and to establish a plan of action to correct the compliant issue. The plan requires bringing the halls into compliance prior to any other work being performed.

Assessment Procedure: Evaluate interest.

Use of Assessment Data: Fire protection separation by extending all unit walls to the underside of the deck, fire caulk to the walls, and removal of possible asbestos must be completed. The estimated construction cost for code compliance for each building is \$206,000. The plan is to bring North Hall into compliance, then Belk Hall, and then complete the bathroom renovations. The establishment of an on-campus residential community for the sororities in PanHellenic Council has been delayed for at least one year.

Goal 2: Conduct survey of residential students relative to services and programs provided.

Objective 2.1: Measure residential students overall perceptions and satisfaction with the staff and services.

Strategy 2.1.1: Compile a list of survey questions to effectively measure perceptions and satisfaction of residential students with the staff and services provided.

OBJECTIVE 2.1 UPDATE: The Residence Hall Association surveyed various schools in the UNC system to review their visitation and sign-in policies. In addition, meetings were held with students to review their satisfaction with the staff and services provided. Expanding the recycling program was identified as an area for improvement.

Assessment Procedure: Survey residential students.

Use of Assessment Data: A final meeting for the 2013-14 academic year was held with the Residence Hall Association on April 30, 2014, to review their survey information and their request to modify the visitation policy. After discussion, the recommendation was to change Oak Hall to open visitation similar to Cypress Hall and have Pine Hall, North Hall, and Belk Hall remain the same. The RHA's reason to keep Pine Hall, North Hall and Belk Hall the same was due to these communities being predominately freshmen halls. When discussing the need to extend the weekend visitation from 2am until 3am, the RHA was not in favor of extending.

The department collaborated with the Director of Sustainability to begin providing single stream recycle containers in each student room and, for the lobby areas, a container for electronics and batteries, ink cartridges, plastic bags, and clothes and shoes. Due to

the cost of providing single stream containers in over 1400 student rooms, it was determined to purchase and provide over a two year period.

Goal 3: Provide qualified staff to provide quality service to the university community, guests, and visitors to campus.

Objective 3.1: Provide professional development opportunities for departmental staff.

Strategy 3.1.1: Involve the staff in innovative and interactive job training and development.

Strategy 3.1.2: Research staff development opportunities from workshops and conferences.

OBJECTIVE 3.1 UPDATE: The Residence Life staff which includes Student Services Specialists, Resident Advisors, and Resident Directors participated in the department's annual staff development training which included interactive workshops and dynamic presenters from across several disciplines. In addition, staff participated in various in-service trainings throughout the year that ranged from procedural training and specific job related to staff enrichment trainings. Trainings were delivered via face-to-face and web-based methods.

Assessment Procedure: Staff performance evaluations and training evaluations.

Use of Assessment Data: Assessment data regarding training effectiveness was obtained by focus group and employee feedback comprised of six Community Directors produced the following comments:

- They found the trainings they were involved in were informative and relative to their role as supervisors.
- Trainings they participated in were largely procedural.
- Difficult finding time away from daily rigor to participate in trainings.
- Need more opportunities for training with colleagues within the same discipline.

Overall the data showed that training did increase the knowledge and skill set of staff participants and met goal objective.

Goal 4: Provide educational and developmental programming opportunities for residential students

Objective 4.1: Develop programming relative to issues that are prevalent on a college campus

Strategy 4.1.1: Research programming topics utilizing available resources that correlate with national and other widely recognized observances and topics which have social and educational relevance.

OBJECTIVE 4.1 UPDATE: This year, there were 42 Living and Learning Programs, 6 Signature Community Programs, 12 programs conducted by Residence Hall Councils, 1 RHA signature program, and 30 programs per semester per residential community. The determination of what the variety and scope of programming was devised from internet research on topics and trends related to college students, residence life publications and websites, and student programming needs survey research.

Assessment Procedure: Use attendance sheet during each program and use survey instruments.

Use of Assessment Data: Results from survey conducted with residential students and program participants. Students were asked to respond to the following related to the programs they participated in:

	Yes	Somewhat	No
• Program objectives were met	68%	26%	2%
• I gained greater knowledge/incite	52%	36%	6%
• Program helped to develop/improve my critical thinking skills	38%	33%	23%
• Overall I was satisfied with program offerings	65%	20%	10%

Based on data, both the objective and the expected outcomes were met when favorable responses are combined.

Goal 5: Provide students and staff with the latest technology.

Objective 5.1: Identify and determine departmental needs to improve technological services.

Strategy 5.1.1: Research available software products, upgrades to existing software, and communicate needs to vendors.

OBJECTIVE 5.1 UPDATE: Upgrades in the past to Odyssey HMS have been performed in production mode. In discussion with Dolt, an Odyssey HMS test system needs to be installed to protect current records. Upgrades to allow new applicants to pay their deposit on-line and submit an electronic housing application is needed. A change to the keyless entry system for the residential communities is needed. The upgrades will save the staff time with entering an issue number for a new card and should require a quicker response for support.

Assessment Procedure: Complete installation and/or upgrades to software.

Use of Assessment Data: In coordination with CBORD , Dolt and Housing and Residence Life, a HMS test system was installed. This system fully mirrored the production system and interfaced with Banner Test. This system was significant in assisting in developing interfaces for HMS outstanding online deposit, automating the transfer of photos from PCS to HMS, and testing upgrades to the HMS-Banner interface.

The implementation of the HMS financial transitions module takes advantage of labor savings for staff. Solutions are being found that satisfy the needs of Housing, Dolt, and the Bursar's Office in reference to the functionality of storing deposits and the degree to which housing would be exposed to an audit. Housing will become more proactive in engaging these departments to assure the project is completed this summer.

WAPAC is the keyless entry system for the residential communities. It has been determined that a replacement product be selected and implemented to HMS. This will be researched and implemented in the upcoming months.

Police and Public Safety Assessment of 2013-2014 Goals and Objectives

Goal 1: Strengthen departmental internal communications.

Objective 1.1: Increase the quality and quantity of information sharing within the department.

Strategy 1.1.1: Improve information sharing system between supervisors, investigative units, and field officers.

Strategy 1.1.2: Utilize existing technology (Police Pak) to document progress on incidents and investigations.

Strategy 1.1.3: Improve utilization of departmental use of technology i.e. police listserv, webmail, Maxient, and Police Pak for communication and information gathering.

Strategy 1.1.4: Develop a fixed schedule for monthly supervisor and departmental meetings

OBJECTIVE 1.1 UPDATE: Employees were encouraged to become involved in all aspects of the department's operation by providing their thoughts on improvements, innovative ideas, use of technology, and issues impacting the department. The chain of command became receptive and opens to the flow of information between officers and supervisors.

Assessment Procedure: Monitor event schedules to ensure supervisor are providing coverage for special events and programming.

Use of Assessment Data: Input provided and information sharing ensures the department is operating toward the same goals and objectives. Information dissemination from supervisors to officers by departmental meetings and shift briefings ensured event coverage and officers awareness of campus activities and events.

Goal 2: Advance Clery Act reporting capabilities through training and technological enhancements.

Objective 2.1: Efficiently gather and report on Clery Act data for the university.

Strategy 2.1.1: Build upon or replace existing systems of maintaining Clery statistics to increase efficiency.

OBJECTIVE 2.1 UPDATE: The department's Records Officer maintains monthly Clery statistics with the assistance of software programs such as Maxient and Police Pak. These statistics can be identified and maintained for departmental information and monthly reporting to Brent Herron at UNC General Administration.

Objective 2.2: Strengthen relationships within the UNCP community who are responsible for Clery Act reporting data.

Strategy 2.2.1: Review and develop a formatted training program for the UNCP community and a means to gauge participants in the knowledge gained.

Strategy 2.2.2: Use technology to capture and quantify data from those responsible for Clery Act reporting data within the UNCP community.

OBJECTIVE 2.2 UPDATE: The department identified all Campus Security Authorities on the UNCP campus and, with the development of PowerPoint presentations designed to provide direction to each CSA according to their duty and responsibility, instructed them on the proper procedure to report incidents according to the Clery Act

Assessment Procedure: Monthly review of Clery statistics and ensuring Campus Security Authorities are properly trained in accordance to the Clery Act.

Use of Assessment Data: Monthly review of Clery statistics and the preparation of these statistics to be forwarded to General Administration for review and reports provided from Campus Security Authorities are properly identified according to Clery.

Goal 3: Improve officer excellence through advanced training and equipment upgrades.

Objective 3.1: Seek and provide advanced and specialized training and equipment for members of the department.

Strategy 3.1.1: The department will query and catalog county, state, and federal agencies to ascertain the most advanced training for its members.

Strategy 3.1.2: Develop a process for the rotation and upgrading of all department and personal equipment.

OBJECTIVE 3.1 UPDATE: All officers certified by North Carolina Justice and Standards are responsible for the following training activities:

- Insure all applicable mandated training requirements, as set forth by the State of North Carolina, are met.
- Manage and maintain departmental training records and equipment.
- Complete Field Training Program.
- Schedule Law Enforcement In-Service Training.
- Approve and schedule specialized training.
- Plan and develop training program.
- Assist in the selection of instructors.
- Evaluate departmental training needs and equipment needs in the performance of duties.
- Coordinate all training conducted within and outside the department.
- Maintain liaisons with federal, state, local, and private agencies in training matters.

Assessment Procedure: Monitor officer trainings to ensure that officers are taking full advantage of training offered. Officer should be able to exhibit the acquired training to the benefit of the department and university

Use of Assessment Data: Input regarding training programs, developmental and training needs, as well as the evaluation of training. Officer should be able to exhibit the acquired training to the benefit of the department and university

The process of evaluating, updating, and revising training programs is continuous. This process is performed by the director/chief and the training officer with information received from the resources listed above.

Office of Student Conduct

Assessment of 2013-2014 Goals and Objectives

The Director of Student Conduct resigned his position in March 2013; therefore, an assessment will not be included for the 2013-14 academic year.

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.

n knowledge regarding making better decisions. Few students will repeat violations.

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

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 1.3: 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 1.4: 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.

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: Evaluate learning outcomes. Report increases in judicial violations and implement suggestions from surveys and focus groups. Enhance safety efforts on campus.

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.

Assessment Procedure: For presentations to faculty and staff, follow up in person or in writing to determine if the presentation meet 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 data collected will be used to adjust and strengthen the respective presentation and will also be used to determine if other similar presentations should be made in the future.

Goal 3: Continue to meet “Best Practices” related to policies and procedures.

Objective 3.1: Continue to edit and update the various policies and procedures for the Office of Student Conduct and the Admissions Safety Review Committee.

Strategy 3.1.1: 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.

Assessment Procedure: Approvals will be determined by appropriate persons and or bodies (i.e., Board of Trustees).

Use of Assessment Data: Based on recommendations and approvals from the appropriate persons/bodies, changes will be made to the current policies and procedures and these will be published in the appropriate documents.

Student Health Services Assessment of 2013-2014 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, affordable health care services, health screenings, and health education.

Objective 1.1 Hire a Nurse Practitioner to work 10 months per year (August-May) beginning with the fall/spring 2013-14.

Strategies 1.1.1: Recruit individual with relevant work experiences, personal skills, competencies, and professional credentials.

Strategy 1.1.2: Hire a qualified North Carolina approved nurse practitioner.

OBJECTIVE 1.1 UPDATE: After several interviews with highly qualified nurse Practitioners, SHS offered the position to Crystal Moore FNP. Crystal worked the previous academic year with SHS for 8 hours per week. She has six years of experience as a Nurse Practitioner and her start date was September 30, 2013. She will work 10 months per year (August 1-May 31).

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 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 7,000 nurse and provider visits for the 2013-2014 year. According to survey results, over 64% of students seen by SHS made appointments. This is up 2% from last year.

Student Health Services continues to work with various departments on campus to provide health educational classes. The health educator/staff nurse provided over 40 classes during the academic year. The programs were provided to students in the Residence Halls, University Center, Freshman Seminar classes, and in several classrooms.

The Sexual Responsibility Health Fair on February 20 was a huge success with over 100 participates and over 60 students received free HIV/syphilis testing. Another big program was the Native American HIV Awareness Day in March. Several community organizations joined Student Health and provided free STD, HIV, and syphilis testing to over 50 students within three hours.

The Robeson County Health Department continues to provide free HIV/syphilis screening to students twice a month. A total of 159 screenings was performed.

A total of 59 student-teaching physicals were performed and a total of 674 STD (Sexual Transmitted Diseases) screenings were done. Student Health Services offered two blood drives, one on September 11 with 153 participants and one on January 22 with 62 participants. On October 2, over 34 agencies participated in the Pembroke Day Health Fair with over 2,000 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 Senior Director of University Center and Programs to advertise on the marquee outside the University Center. Posters, flyers, yard signs, and table tops were posted throughout campus for various events. Student groups and organizations helped with advertising blood drives and Resident Life Living and Learning programs.

The SHS website was updated monthly by the Administrative Support Associate. Some of the programs and services were advertised in the Pine Needle and by E-announcements. Reminder emails were also sent to staff and students.

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 N.C. Immunization Requirements and the 2013-2014 UNC System insurance plan.

Objective 2.1: Ensure that all students enrolled in the university meet all North Carolina Immunization Requirements.

Strategy 2.1.1: 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 2.1.2: Provide health forms and information to students at New Student Orientation regarding the N.C. immunization requirements.

Strategy 2.1.3: Send letters to non-compliant students before the 30-day deadline.

Strategy 2.1.4: Input and look up immunizations in the North Carolina Immunization Registry (NCIR).

OBJECTIVE 2.1 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 to students who were non-compliant. At the 30 day deadline in fall 2013, there were 58 students non-compliant but these students received compliance within two weeks. In the spring 2014, there were 14 students non-compliant. All of these with one exception became compliant within two weeks. Fall and spring numbers were down compared to last year.

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 us to review and print copies of immunizations given throughout North Carolina.

Objective 2.2: Provide information to students regarding premium changes and benefit changes to the 2013-2014 insurance plan.

Strategy 2.2.1: Develop flyers, posters, post cards, yard signs, and tabletops to distribute campus wide.

Strategy 2.2.2: Present and handout brochures during the new student orientations.

Strategy 2.2.3: Encourage students to use the student insurance web-based services to enroll and review benefits.

OBJECTIVE 2.2 UPDATE: Several official emails were sent during the year by the Vice Chancellor for Student Affairs Office and Student Health Services reminding students to log onto the student insurance web site to waive or enroll in the insurance plan.

Over 1,200 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 decrease. Posters, yard signs, banners, and tabletops were posted throughout campus.

Students with school insurance for the fall 2013 were 1,374 and the spring 2014 was 1,182.

Objective 2.3: Provide information to students and parents on the procedure for waiving school insurance.

Strategy 2.3.1: Provide handouts during New Student Orientation to every student and parent on the waiver procedure.

Strategy 2.3.2: Enhance and improve waiver instructions on the SHS website.

Strategy 2.3.3: Send official emails from the Vice Chancellor for Student Affairs office reminding students of the waiver process and deadlines.

OBJECTIVE 2.3 UPDATE: Several official emails were sent during the year by the Vice Chancellor for Student Affairs Office 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.

Objective 2.4: Provide training to UNCP Student Health staff regarding the new insurance plan.

Strategy 2.4.1: Provide in service to staff on new enhancements and web base services available to students and to staff.

OBJECTIVE 2.4 UPDATE: The Director of Student Health Services conducted a training session with all Student Health Services staff informing them of the new insurance plan and carrier. A flyer with changes in the plan compared to the previous plan was posted on the staff bulletin board for easy access when receiving phone calls from students and parents.

Assessment Procedure: Director will meet with North Carolina Association of Insurance Agents and UNC-GA to review the 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 insurance coverage for the 2014-2015 academic year, the UNC Student Health Directors, General Administration, and the North Carolina Association of Insurance Agents had to review the health care reform guidelines to develop an insurance plan that was in compliance with these new guidelines. Staff will continue to use the North Carolina Immunization Registry to access immunization records.

Goal 3: Utilize the patient satisfaction survey as an assessment tool that will focus on students' feelings regarding health services.

Objective 3.1: Utilize Campus Labs to survey, evaluate, and assess services, programs and etc.

Strategy 3.1.1: Continue developing program evaluation surveys through Campus Labs.

Strategy 3.1.2: Revise and continue distributing satisfaction surveys to students after services have been rendered and after programs.

Strategy 3.1.3: Use Campus Labs analysis to assess quality of

programming and services.

OBJECTIVE 3.1 UPDATE: Student Health Services continues to evaluate on-going services and programs to meet the needs of UNCP students. Student Health Services reviewed the Student Satisfaction Survey. Campus Labs was used in the spring semester to collect survey information and then the contract ended so now we are using Qualtrics to collect our survey information. Surveys were distributed after services and the results were posted on the SHS website.

From the Student Satisfaction Survey, results indicated that:

- 1) Over 92% 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) 98% stated that the staff members acted professionally.
- 5) 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 screenings will also be reviewed.

Use of Assessment Data: Student Health Services will continue to collect student surveys after each visit and will also start collecting survey data after programming.

Goal 4: Support the personal and professional development of the staff to 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, online training and conferences.

Strategy 4.1.2: Budget and allow time 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 also received training on the ADAAA guidelines, FERRA, safety and fire training, immunization techniques, confidentially electronic medical records, etc. The Student Health Services staff has completed several online CEUs 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 CEUs every two years by the North Carolina Board of Nursing. The director and health educator attended the SCHA conference in March. Plans for next year are to include more staff in the SCHA conference since it will be held at UNC-Charlotte.

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 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 achieved. The director will continue to evaluate training programs.

Office of Student Involvement and Leadership Assessment of 2013-2014 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 Emerging Leader 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: Present an 'adventure leadership' program to include a mix of outdoor-type experiences – rock climbing, white water rafting, sailing, ropes course, etc..

Strategy 1.1.4: Disseminate and use the office's definition of leadership that ties to leadership theory and office and institutional missions.

OBJECTIVE 1.1 UPDATE: In Fall 2013, 20 students participated in an Emerging Leader program. The EL program paralleled the Leadership LLC leadership seminars in length and content. Three LLC graduates served as student coordinators/mentors for the program with the direction of OSIL staff.

A follow up to the successful 2012 #UNCPinDC trip was planned for fall break 2013. Unfortunately, the US government shut down and all planned destinations were closed. The office has the logistics in place to proceed with another trip in fall 2014.

In partnership with Campus Recreation the office presented the following Adventure Leadership Seminars:

- White Water Rafting at the US National Whitewater Center
- Indoor Rock Climbing in Fayetteville
- Skydiving in Raeford
- Canoeing in Lumberton
- Zipline Adventure in Fayetteville

2014-15 will include enhanced learning outcomes and additional destinations (i.e. sailing, camping, hiking, etc.)

The office needs to develop a better approach to sharing leadership language beyond the borders of office programs.

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: Host and prepare both individual students and student organizations for participation in a student involvement fair within the first 30 days of each semester.

Strategy 1.2.2: Host at least two student organization member/office training sessions per semester.

Strategy 1.2.3: Develop interactive support structures for student organization advisors.

Strategy 1.2.4: Implement a student organization and leadership awards program that supports and rewards the involvement and leadership outcomes espoused by the office.

OBJECTIVE 1.2 UPDATE: Beyond the planned, yet not fully functional, adoption of CollegiateLink, student organization support initiatives were poorly executed in 2013-14. The Assistant Director responsible for student organizations eventually left the university in mid-October and many organization programs had to be minimized as a result. The position will be filled beginning June 23, 2014.

Two student organization Involvement Fairs were held during 2013-14 – the first in late August, the second in mid-January. Both events were well attended by students.

The Student Organization Office retreat was envisioned as a Leadership Institute for the spring. No event was held in the fall.

Two advisor training sessions were held in the spring.

No formal awards program was implemented again in 2013-14. The Chancellor's Cup process was postponed until Fall 2014.

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: While not formally assessed, learning outcomes informed the development of leadership programs.

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 contributed at least one program per weekend to each of the #BraveNation Celebration weekends this year in addition to other weekend programming.

Objective 2.2: Coordinate three Weekends @ Pembroke per semester.

Strategy 2.2.1: Collaborate with other offices on campus to create an ensemble of opportunities.

Strategy 2.2.2: Consolidate and publicize information about events and activities occurring during the Weekends @ Pembroke.

Strategy 2.2.3: When appropriate, shift OSIL-sponsored leadership and other programmatic opportunities to these identified weekends.

OBJECTIVE 2.2 UPDATE: At the direction of the Vice Chancellor, Weekends @ Pembroke was rebranded to #BraveNation Celebration Weekends and the number of weekends was doubled. The Division of Student Affairs developed collaborative planning meetings to share programming responsibility across the division for the weekends.

The OSIL webpage hosted a schedule of events for each weekend and events were included in E-announcements and office A-frames around campus.

An RSS feed searching for a designated hashtag (#BNC) in EMS events has been established. When fully adopted, the RSS feed will make the #BraveNation Celebration Weekend schedule more dynamic as other offices begin using the tag to identify their events.

Assessment Procedure: Needs assessment, attendance counts, and satisfaction surveys will inform effectiveness of weekend programming.

Use of Assessment Data: Weekends were primary discussion topics at the collaboration meetings and dates gleaned from students were discussed and implemented moving forward each weekend.

University Center and Programs Assessment of 2013-2014 Goals and Objectives

Goal 1: Provide and continually review student center programs and services in order to meet the needs of the student/campus community and identify potential changes and enhancements.

Objective 1.1: Provide a comprehensive slate of programs and services that are student-centered and appeal to a wider audience which will increase traffic, tradition, and pride in the student center.

Strategy 1.1.1: Plan and execute one weekend program per semester in the JBCUC in support of the Student Affairs initiative to increase weekend programming for students.

Strategy 1.1.2: Incorporate the UC and Programs brand on all promotional materials and other communications (including email, etc.)

OBJECTIVE 1.1 UPDATE: Rebranded a signature program for the Hawk's Nest game room, Friday Night Lights, to coincide with the #BraveNation Celebration weekends in the spring and fall semesters rather than as a second-Friday program and, as a result, participation in this program increased from approximately 85 to 125.

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., Bowling Blast. Free play passes were distributed at Pembroke Day and during the homecoming parade to encourage community participation.

The inaugural new signature program, Wind Down Wednesday, was a huge hit with approximately 300 students participating in the carnival themed event. The second installment was even more successful with approximately 350 participants.

Marketing efforts for all events included flyers, bulletin boards, Brave boards, E-announcements, sandwich boards, exterior marquee, UC mall monitors, and the bowling lane screens. A targeted marketing effort for homecoming events to advertise specials including tournaments (bowling, ping pong, billiards, checkers, chess, foosball, and spades), free play times, and special events for homecoming week helped boost numbers. The UC and Programs brand—logo or word mark—was used on all promotions. A marketing lead time standard of two weeks was established for the department.

After a restructure of the Miss UNCP Scholarship Pageant the previous year, which included an increase in the grade point average to 2.5, the pageant was postponed due to applicants not qualifying. The committee was asked to revisit the requirements for the pageant. The consensus of the group was that the majority of the guidelines were reasonable. A benchmark survey was conducted of other UNC system schools to determine if schools had a pageant and what the qualifications were. Pending a final review in summer 2014, the pageant will be held in the fall.

Traffic counters showed 220,512 patrons entered the Chavis University Center and 73,730 entered the Hawk's Nest. The Hawk's Nest staff made a concerted effort to increase traffic. Vector Plus was used for group reservations and further development of the customer database which resulted in better organization and effective use of the facility. For example, more than one group was able to reserve lanes on the same day rather than having to schedule in advance.

Nineteen bowling classes were taught in the Hawk's Nest with 272 registered students.

From August 2013 until May 30, 2014, records show there were 546 bike rentals. Another popular service was the umbrella check-out (106 rentals) and free ponchos (400 since May 2014). The scriptographic booklets on hot topics, i.e., Making the Grade, etc. were also popular with 850 booklets distributed since May 2014.

The USA Today Readership Program continues to be popular with 16,339 copies of newspapers picked up: USA Today (5,287), The Robesonian (5,243), and The Fayetteville Observer (5,809).

The shuttle service was expanded to include one additional weekly transport in response to student requests. While in the past, non-state dollars were allotted to help subsidize the cost of the shuttle service, no funds were awarded this year. To put that into perspective, in the fall semester alone, we spent \$1,280 for the shuttle service. From August 2013 until May 2014, the shuttle schedule included 78 transports with 511 total participants.

The Division of Student Affairs made a commitment to parents and families by hiring an Assistant Director of Parent and Family Services to coordinate the UNCP parents program. The goal is to create a comprehensive program that is centrally located and promotes a positive relationship between UNCP and parents and families. The mission is to connect, inform, and support parents and families of UNCP students and help them become partners with the university in the education and development of every student.

Objective 1.2: Create a positive and collaborative campus climate by strengthening existing ties, identifying and implementing new and

intentional collaborative opportunities with other departments and organizations within Student Affairs.

Strategy 1.2.1: Collaborate with the Office of Greek Life to offer the Welcome Wagon activities on the first two days of classes.

Strategy 1.2.2: Develop a stronger working relationship with the Association of Campus Entertainment through the co-sponsorship of Hump Day activities.

OBJECTIVE 1.2 UPDATE: A concerted effort to focus on collaboration throughout the division resulted in a committee charged to look at ways to co-create and collaborate. The work of the committee was consistent but not as productive as needed. While intentional collaboration is happening within the division between departments, there is little division-wide collaboration. Collaborative efforts included the Welcome Wagon tents, a Glow Party, Parents Weekend activities, and #BraveNation Celebrations. The most successful of these that were a combination of co-creation and collaboration was the welcome tents and glow party.

UC and Programs collaborated with New Student Orientation, Greek Life, Campus Police, and Residence Life on freshmen move-in by assisting students/parents with transports and providing water.

The Hawk's Nest collaborated with Campus Recreation to have a summer bowling league. The bowling league participants during the summer then joined the fall semester bowling league which in turn made the league more competitive. The Hawk's Nest also co-sponsored many events with the Office of Student Involvement and Leadership including summer free play on Wednesdays and free play during the #BraveNation Celebration weekends. The Association of Campus Entertainment reserved the game room more this year than previous years; however, the co-sponsorship of Hump Day needs a better approach. Collaboration efforts with the Lumbee Games was not successful.

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 and services meet the needs of students and identify any that need to be eliminated; review and compilation of data for inclusion in annual reports; progress evaluations conducted in conjunction with Facilities Management; policy assessment and customer satisfaction reviews.

Use of Assessment Data: To improve the overall quality of programs and services, increase student engagement, and contribute to student success, a Move-In Committee was established to improve the process for summer 2014. Collaborative efforts were primarily discussed in the collaboration meetings. The division goal for 2014-15 will be

to use the bi-weekly collaboration meetings to actively co-create and plan events. This may result in fewer programs but more quality programs.

Friday Night Lights was discontinued as a stand-alone program and combined with #BraveNation Celebration weekends. While participation numbers were good, the intent for 2014-15 is to offer more quality programs which may dictate fewer programs but boost participation numbers. Participation numbers will inform program planning for 2014-15.

Goal 2: Support the design, development, programmatic and aesthetic enhancement of the James B. Chavis University Center to promote engagement, improve student life on campus, and ensure that the student center continues to evolve into the principal campus gathering place.

Objective 2.1: Develop a comprehensive project scope that assists with the effective planning of facilities, process improvements and communication of facility enhancement plans.

Strategy 2.1.1: Visit other campus student centers for ideas and develop a phased action plan for implementation of recommendations based on site visits.

Strategy 2.1.2: Collaborate with Facilities Management Office to plan the enhancement project, assess space utilization, and improve processes.

Objective 2.2: Conduct a detailed market analysis of the center to determine what facility enhancements can be made that will improve the facility and encourage students and student organizations to use the facility.

Strategy 2.2.1: Partner with professional facility planning and program management firm to conduct a facility analysis/space assessment.

OBJECTIVE 2.1 and 2.2 UPDATE: A project scope for the Chavis University Center enhancement was developed and approved. Brailsford and Dunlavey, a program management firm from Charlotte, North Carolina, with comprehensive in-house planning capabilities and extensive experience with UNC system schools, was hired as a consultant for the project. B&D conducted a feasibility study including a preliminary analysis of the UC, lead focus groups, and administered a survey to students, faculty, and staff to glean information about their identified needs and wants in the project. B&D presented the results, which will be used to determine the direction of the project as it relates to the planning efforts and future student center plans on campus, to UNCP leadership in June.

The overall goal of the project is to improve the space and programmatic functions of the facility.

A team of UNCP faculty, staff, and students visited UNC Wilmington, UNC Charlotte, and Winston-Salem State University to tour student center facilities. The group was able to see facilities that were completed approximately four years apart and compare the amenities available in the spaces and hear from facility managers on what worked and what did not. UC and Programs staff came away with ideas they could implement and incorporate into their own service areas. 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.

With input from Facilities Planning and Construction staff, division staff, and with direction from the Vice Chancellor for Student Affairs, UC and Programs developed a space utilization plan that relocated several offices within the Chavis University Center and UC Annex. From the annex, Housing and Residence Life is to relocate to Belk Hall and the Yearbook Office will relocate to Wellons Hall. The Office of Student Involvement and Leadership will relocate to the UC Annex and Greek Life will relocate to the vacated OSIL space in the UC.

Sodexo remodeled Bert's Café. Now known as World of Wings, which is the official food concept for the space, the space has a sports bar atmosphere and expanded options from the World of Wings menu.

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 and facilities; review and compilation of data for inclusion in annual reports; conduct a progress evaluation with Facilities Planning.

Use of Assessment Data: Improved the overall quality of the facility and space Configurations, provided store fronts and additional square footage for departments, designed a programmatic and functional plan for the enhancement of the Chavis University Center.

Goal 3: Implement Phase III of the Event Management System (EMS) including the creation of a video tutorial for the Facilities Reservation System (FRS) and the development of a campus-wide facility use policy.

Objective 3.1: The remaining identified facilities will be brought online.

Strategy 3.1.1: Meet with facility managers to determine who would benefit from being added to EMS.

OBJECTIVE 3.1 UPDATE: Student Affairs assumed management of the Ernest Lowry property. The property now known as Pine Cottage falls under the umbrella of UC and Programs. Pine Cottage was added into EMS/FRS and UC and Programs staff will be managing reservations for this facility. Faculty/staff web users have access to the web process template and are successfully requesting usage through FRS. Also, a web process template has been created for special events that require usage of the UC equipment outside the facilities. Limited access to the template is available and those web users have been identified and given access. Staff will continue to work with on-campus departments to identify other facilities that would benefit from being added to EMS/FRS.

Objective 3.2: Develop a campus-wide facility use policy.

Strategy 3.2.1: Review policies of other campuses within the UNC system to draft a policy.

Strategy 3.2.2: Evaluate facility usage policies to make student center spaces more accessible for student organization and student affairs programming.

OBJECTIVE 3.2 UPDATE: The campus-wide facility use policy was not developed. This will be a project for 2014-15. The facilities use policy for external groups was updated.

Objective 3.3: Provide a video resource/refresher for FRS web users.

Strategy 3.3.1: Create an online tutorial that will provide FRS users access to a quick reference online resource that will improve the efficiency of utilization of FRS.

OBJECTIVE 3.3 UPDATE: The online tutorial was not completed in 2013-2014 but training for new and current users was held monthly. There were a total of 89 individuals that attended training in 2013-2014. There were a total of 3,809 reservations for the University Center, UC Annex, Outdoor Space, and Pine Cottage.

Objective 3.4: Implement campus-wide vehicle reservations through EMS.

Strategy 3.4.1: Develop a plan with Facilities Operations to schedule Motor Pool vehicles through FRS.

OBJECTIVE 3.4 UPDATE: In 2013-14, there were 289 vehicle reservations for UC and Programs owned vehicles. Reservations were completed through FRS. Due to personnel turnover in the Facilities Operations Motor Pool department, the campus-wide implementation of motor pool vehicles into

EMS/FRS was not configured.

Assessment Procedures: Established policies/procedures; accuracy of room assignments; implementation of computerized scheduling.

Use of Assessment Data: Assess policy implementation and make changes as necessary in procedures, provide better customer service and event planning services to users, updated and consistent procedures that adhere to the campus-wide facility use policy.