Student Affairs Division
Assessment of
2011-2012 Goals & Objectives

Presented by
Lisa L. Schaeffer, Ed.D.
Interim Vice Chancellor
for Student Affairs

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Assessment of 2011-2012 Goals and Objectives

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

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

Strategy 1.1.1: Identify personnel needs of each department with input from directors and state budget allocation guidelines.

Strategy 1.1.2: Develop short and long-range plans for personnel growth within the departments and as funding becomes available through state budget.

Strategy 1.1.3: Identify qualifications for existing and new positions that include basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, potential for promoting learning, development and success in students, applying effective practices to educational processes and enhancing institutional effectiveness.

Strategy 1.1.4: Hire qualified staff in student support areas that are selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes and enhancing institutional effectiveness.

OBJECTIVE 1.1 UPDATE: The Division of Student Affairs currently employs 105 full and part-time employees.

The new hires added during the past year were: Lorie Pierce, Housing and Residence Life, effective 8-1-11; Judy Bunce, Housing and Residence Life, effective 8-10-11; Preston Ramsey, Assistant Director of Student Involvement and Leadership, effective 9-26-11; Whitney Swesey, Director of Greek Life, effective 11-14-11; Betsy Coates, Student Health Services, effective 11-14-11; Karen Pruett, Director of Career Center, effective 1-9-12; Bryony Williams, Counseling and Testing Center, effective 12-5-11; Sandra Taylor, Student Health Services, effective 4-23-12; and, April Hardy Higginbotham, Police and Public Safety, effective 3-15-12.
**Objective 1.2:** Provide adequate facilities for students and support services.

- **Strategy 1.2.1:** Identify the facility needs of each department and program services.
- **Strategy 1.2.2:** Develop a short and long-range plan for facility growth and upgrades.
- **Strategy 1.2.3:** Work with the Office of Facilities and Planning to access services for proposed renovation and construction projects.

**OBJECTIVE 1.2 UPDATE:** Several projects were completed during 2011-12 academic year and included some upgrades and renovations of facilities due to normal wear and tear. Wellons Hall, an older residence hall, was closed at the beginning of the spring semester.

Examples of projects include:

1. Cypress Hall, the new five-story residency hall with 476 beds was completed and ready for occupancy in August 2011.
2. The comprehensive $3,950,000 Student Health Services Renovation and Addition Project continues. This project will provide an approximately 10,500 square feet facility that will house Student Health Services and the Counseling and Testing Center. The project will be financed from indebtedness to be repaid from a new $50 debt service fee.
3. New carpet was installed in all hallways throughout Pine Hall.
4. Six (6) air conditioning compressors were replaced in Oak Hall.
5. GPAC underwent major renovations in the box office area creating more office space for staff.
6. Process for changing the management of Courtyard Apartments from the UNCP Foundation to Housing and Residence Life.
7. Replaced two 10-year old boilers in Pine Hall.
8. Replaced boiler in Belk Hall.

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

- **Strategy 1.3.1:** Discuss and identify departmental needs with each department.
- **Strategy 1.3.2:** Request individual budgets through UNCP’s budgeting process for operational and new staffing needs.
**Strategy 1.3.3:** Prioritize budget needs of each department.

**Strategy 1.3.4:** Allocate funds as appropriate.

**OBJECTIVE 1.3 UPDATE:** The Student Affairs Division had fiscal responsibility for a budget of over $16.9 million during the 2011-12 academic year. The division continues to manage during the budget shortfall through limiting travel, reducing operation costs, and collaborating on programs and services with other departments.

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

**Use of Assessment Data:** Data was used to assess staffing, programming, services, and facilities which resulted in:
- New hires and filling vacancies in Housing and Residence Life, Counseling and Testing Center, Student Involvement and Leadership, Police and Public Safety, Career Center, Greek Life, Student Involvement and Leadership.

**Goal 2: Promote student retention efforts in all Student Affairs departments that will lead to student success.**

**Objective 2.1:** Develop retention strategies within each department.

**Strategy 2.1.1:** Provide training and discussions on the “role of Student Affairs professionals” at staff meetings and individually with staff.

**Strategy 2.1.2:** Provide opportunities for staff development through professional organizations.

**Strategy 2.1.3:** Review philosophy of Student Affairs professionals.

**Strategy 2.1.4:** Encourage active interaction, involvement, and engagement with students as professional role models and educators.

**OBJECTIVE 2.1 UPDATE:** Student retention was not specifically addressed through each Student Affairs department. However, several ongoing strategies remain in place such as: the Campus Assessment Response Evaluation (CARE) Team initiative; assessment of services, programs, and facilities; career-related workshops; enhancement of community engagement initiatives and student development opportunities; enhancement of student educational experiences through the integration
of services of curricular and co-curricular opportunities; opening of a veterans office; a strong Counseling and Testing Center to provide emotional and psychological services; greater participation and engagement in GPAC; opportunities for Greek organizations; adequate housing facilities that are safe and cost effective; promotion of cultural awareness and appreciation; and, quality and affordable Student Health Services.

**Objective 2.2:** Provide demographic analysis and research on our students for greater understanding of “who is our student body.”

**Strategy 2.2.1:** Review institutional research data on our students through our staff meetings.

**Strategy 2.2.2:** Provide a report of our Student Wellness Survey to all Student Affairs staff as well as other demographic student reports.

**Strategy 2.2.3:** Conduct focus groups and surveys to determine student interest and needs.

**Strategy 2.2.4:** Plan appropriate programs and services based on research findings.

**OBJECTIVE 2.2 UPDATE:** All departments subscribe to professional magazines and other printed material on today’s student that includes demographics and current student trends. A UNCP Student Wellness Survey is administered to our students annually and provides specific information. This information is shared with the Student Affairs staff as a source of information and guide for programming and providing services.

In addition, staff attends professional conferences and workshops.

**Objective 2.3:** Engage students in student life activities early in their college career.

**Strategy 2.3.1:** Provide a wide range of opportunities to engage students in activities and to become connected.

**Strategy 2.3.2:** Publicize activities and programs widely through a variety of communications systems – brochures, *This Week*, *Pine Needle*, flyers, marquee sign, academic classes, Facebook, etc.

**OBJECTIVE 2.3 UPDATE:** All Student Affairs staff are encouraged to engage students early in their college experience. Retention rates at UNCP are one of the lowest in the UNC system. Studies show that “early
“intervention” and “building a sense of community” are two of the most successful strategies in the retention of students. Various departments, including Housing and Residence Life, Student Involvement and Leadership, Community and Civic Engagement, Multicultural and Minority Affairs, University Center and Program, and Intramurals and Campus Recreation provided a wide range of activities to introduce students, engage them in activities, and to identify areas of special interest so common bonds could begin early in their college career.

Assessment Procedure: Surveys and informal communication will be used to determine number and level of participation, satisfaction of activities, and needs assessment.

Use of Assessment Data: The following specific actions were taken based on assessment to promote student retention efforts:

- Staff development opportunities were made available.
- CARE team continued to service clients. 100% increase from last year.
- A separate veteran’s office was established.
- Increased number of community engagement initiatives and involvement through volunteer program.
- Student Wellness Survey was presented to Student Affairs staff.
- Successful completion of a new Living Learning Communities in Career Services.

Goal 3: Promote “town and gown” relations.

Objective 3.1: Strengthen the Student Affairs role as liaison with the greater community.

Strategy 3.1.1: Schedule and attend at least two university/town committee meetings.

Strategy 3.1.2: Participate in local Chamber of Commerce meetings/functions, attend local Town Council meetings, and support community events.

Strategy 3.1.3: Host community events on campus, such as Lumbee Homecoming, Project Graduation, LREMC Annual Meeting, local high school graduations, community concerts, etc.

Strategy 3.1.4: Serve as facility host for meetings, workshops, seminars, entertainment, summer camps, etc., within our stated guidelines and policies.
OBJECTIVE 3.1 UPDATE: An active Town and Gown Committee continued to meet to share information, collaborate on information that impacts both entities, and to establish mutual goals and solutions to address common issues. The committee was chaired by the Vice Chancellor for Student Affairs and attended by the leadership from UNCP, the town, and the Chamber of Commerce, in addition to other key community and university leaders.

Specific action to maintain role as a liaison and working partner, the following steps were taken:

- Active involvement and leadership in the local Chamber of Commerce.
- Membership involvement in special town boards such as transportation needs.
- Membership on local bank board.
- Membership on Community Reinvestment Board.
- Attendance of town council meetings.
- Facilitator and host of Town and Gown meetings.
- Host for a variety of community events such as Lumbee Homecoming, Project Graduation, Pembroke Day, Lumber River EMC Annual Meeting, local high school graduations, community concerts, meetings, and gospel singings.

Objective 3.2: Partner with community outreach initiatives and activities.

Strategy 3.2.1: Involve community representatives on our local boards as appropriate, such as our GPAC Advisory Board, Community Engagement Board, Miss UNCP Pageant Committee, Town of Pembroke Pedestrian Plan Committee, etc.

Strategy 3.2.2: Host and partner with various agents to provide community services such as health screenings, blood drive, Pembroke Day etc., as appropriate.

Strategy 3.2.3: Collaborate with university departments and town officials to strengthen relationship with the Pembroke community and to introduce our students to the town of Pembroke and its residents.

OBJECTIVE 3.2 UPDATE: Outreach to the community is an on-going process. Community involvement and participation on advisory boards are actively sought. Business and community residents continue to serve as active members of the Givens Performing Arts Center, C-PARC, Town and Gown Committee, and Miss UNCP Advisory Board.
The addition of sub-committees to the Town and Gown Committee resulted in making it more of a “working committee” thus adding more community and university involvement.

The staff worked closely with the four privatized student housing developments to maintain a positive and collaborative working relationship.

Student Affairs hosted and partnered with various agencies to provide university and community services including health screenings, American Red Cross blood drives, Relay for Life, Very Special Arts, Project Graduation, and LRDA’s Lumbee Homecoming, to name a few, during the academic year.

In addition, efforts were made to work closely with local entities such as Berea Baptist Church in providing additional parking for students and the Pembroke Fire Department for campus safety.

Assessment Procedure: Formal and informal feedback will be requested on the effectiveness and value of meetings and desired direction for committee meetings.

Use of Assessment Data: Data collected resulting in the following:
- Town and Gown Committee, through the development of sub-committees, became more of a working committee and membership was expanded.
- More outreach has resulted through the privatized housing complexes to better serve students and provide institutional information and services.
- Hosted and co-sponsored a variety of community events which was a positive public relations outreach.
- Staff continued a strong outreach and presence in the community, serving in various advisory and leadership roles.

Goal 4: Publish the student handbook, parent newsletters, and This Week.


Strategy 4.1.1: Contact all UNCP departments to request updated information and policy changes for the next academic year.

Strategy 4.1.2: Route new/updated policies to the Executive Staff and to the Board of Trustees for approval.

Strategy 4.1.3: Complete the bid process to determine the printing company, cost, and deadline for the 300 desk copies.
Strategy 4.1.4: Develop a promotional card to inform the campus community about the updated on-line version of the handbook. An email announcement will also be sent, both fall and spring semesters, to the students, faculty, and staff.

OBJECTIVE 4.1 UPDATE: Departments made significant updates in several sections of the handbook. The following policies received updates for 2012-13: Drug and Alcohol Policy, Free Speech Event Policy, and the Sexual Assault Policy. These policies were reviewed and approved by the Chancellor’s Cabinet and Board of Trustees. Several of the Student Affairs policies and regulations were reformatted according to the new PR guidelines, outlined by legal counsel. Per the Chancellor’s written request, the adjudicatory process was moved out of the SGA Constitution and placed in Section IV Rights and Responsibilities in the 2012-13 Student Handbook.

The handbook was submitted to the UNCP Printing Department in February for bids. The lowest bid was $2,098 for printing 300 desk copies. The information will be submitted to the printer by July 1 and will be paid in the next fiscal year. The handbook will be uploaded to the Student Affairs website by August 1 and the desk copy version of the handbook will be delivered to campus during the first week in August.

Since it was decided last year to no longer provide hard copies of the handbook to our new students, our graphic artist helps us develop a post card style promotional piece to promote the online version of the handbook. Over 10,000 cards were printed and distributed to most all locations on campus. The piece was very attractive and informative. An official email was sent to students, faculty, and staff listing the online location of the updated handbook.

Objective 4.2: Publish Campus Connection, the Student Affairs parent newsletter.

Strategy 4.2.1: Research topics for the parent newsletter and request submissions from other departments on campus.

OBJECTIVE 4.2 UPDATE: Two editions of the parent newsletter were published. One issue was mailed in the fall and one in the spring. The newsletter was mailed to parents whose student was under the age of 21. Over 2,000 parents received the newsletter. The following topics were addressed: Meet Travis Bryant, our new Associate Vice Chancellor for Campus Safety and Emergency Operations; Communication Tips for Parents; Career Peers; Student Health Insurance Update; Dates to Remember; Student of the Month; Spotlight on GPAC Events; Financial Aid Deadlines and Opportunities; Additional Housing, Courtyard
Apartments; and Housing Assignment Procedures. Campus Connection is posted at: www.uncp.edu/sa/newsletter/.

Objective 4.3: Publish This Week, the Student Affairs online newsletter.

Strategy 4.3.1: Publish events from the UNCP Events Management Calendar, Org Sync club and organization calendar, and invite departments to submit information during the fall and spring semesters.

OBJECTIVE 4.3 UPDATE: The decision was made to no longer publish the online version of THIS WEEK. Since a large amount of money has been spent on the Event Management System software, the campus community is encouraged to take advantage of the program’s many features. To continue producing This Week would simply be a duplication of information already available to our campus.

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

Use of Assessment Data: Provide accurate information in a timely manner. Make improvements on all publications and update or create new policies as needed.

Student Handbook: Due to budget concerns, the Chancellor’s Cabinet decided (July 20, 2010) that during the 2011-12 academic year, we would begin referring students, faculty, and staff to the online version of the handbook. Only 300 desk copies were printed for various departments. This decision proved to be economical and no one complained to our department. The promotional card was a great way to advertise the location of the handbook online.

Policies: Three policies were updated and approved by the Chancellor’s Cabinet and/or the Board of Trustees and will be published in the 2012-13 student handbook. Several Student Affairs policies were reformatted according to the new PR guidelines. These will be posted on the new PR website before the January 2013 deadline.

UNCP Drug and Alcohol Policy: The paragraph referring to alcohol at the homecoming dance was simply removed. Other changes were proposed in reference to sanctions for alcohol violations but the proposed changes were not approved by the Board of Trustees. The Committee on Substance Abuse Prevention (CSAP) decided to withdraw the proposal concerning sanctions.

Sexual Assault Policy: The Counseling Center added two paragraphs in the policy. One paragraph encourages reporting and offers victims and
witnesses/bystanders to crimes amnesty from policy violations related to the incident. The second paragraph encourages students to offer help to others in need. While policy violations cannot be overlooked, the university will provide educational options rather than punishment to those who offer assistance.

Free Speech Event Policy: Two new locations were selected by the Chancellor’s Cabinet for outdoor free speech events.

This Week will no longer be published online. The information duplicated what was already posted in the new UNCP Events Management System Calendar.

Adjudicatory Process: Now that this process has been removed from the SGA Constitution document, we are able to make much needed changes regarding the committee membership.

Goal 5: Serve as the financial manager for three student publications and the administrative advisor to the Student Publications Board.

Objective 5.1: Monitor budgets and printing deadlines for: The Aurochs literary magazine; The Pine Needle newspaper; and the Indianhead yearbook.

Strategy 5.1.1: Communicate with the faculty advisors to complete the student fee request process and submit budget proposals.

Strategy 5.1.2: Monitor the printing bid selection process, purchasing, and student employment contracts.

Strategy 5.1.3: Determine printing and distribution deadlines for all publications.

OBJECTIVE 5.1 UPDATE:

The Aurochs Literary Magazine: The literary magazine did not request an increase in student fees for the 2011-12 academic year. Currently, the budget is adequate to cover all printing costs, supplies, equipment, and the student editors’ salaries.

The Aurochs, 2012 edition, did not meet the printing deadline. The publication is scheduled to arrive on campus in July. According to the faculty advisor, losing the student editor in mid fall somewhat delayed production. Theo Davis Printing in Zebulon, N.C. will print 2,000 copies at a cost of $10,249.
The new editor worked hard to catch up on publicizing and promoting the magazine. They received a record number of submissions including 24 full-color art images and some very impressive work from UNCP students. The magazine will be 120 pages.

*The Aurochs* increased its memberships in organizations associated with university publications. The magazine joined the Columbia Scholastic Press Association and entered the annual CSPA competition for university literary and arts magazines. *The Aurochs* received a Silver Medalist award for the 2011 issue —first time entering this national competition. This year, *The Aurochs* also renewed its membership in the North Carolina College Media Association and won four awards for the 2011 issue in the NCCMA’s annual competition for college and university literary magazines:

- First Place for Creative Nonfiction to Rachel Young for Literary Magazines in all divisions of Colleges and Universities;
- Third Place for Poetry to Francis Jayrick Bayog for Literary Magazines in all divisions of Colleges and Universities;
- Second Place for Art to Sarah Linn Frölich for Literary Magazines in all divisions of Colleges and Universities; and,
- Third Place for Art to Chris P. Fisher for Literary Magazines in all divisions of Colleges and Universities.

*The Pine Needle Student Newspaper:* The newspaper did not request a student fee increase for the 2011-12 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. Only $2,000 was left in the carry over for 2012-13 so conservative budget planning will be needed for next year.

The paper published a record 316 pages this year, an increase of 40 pages over last year’s record. With the average number of pages per issues at 24, that’s equivalent to publishing two extra 20-page issues over the year.

The quality of the journalism was not unnoticed. The paper won a total of four awards this year. *The Pine Needle* again won, for the fourth year in a row, First Place in the American Scholastic Press Association’s national contest. *The Pine Needle* also won Outstanding Sports Coverage in that contest for the second time in four years.

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

*The Indianhead Yearbook:* The yearbook did not request a student fee increase for the 2011-12 academic year. During this year’s student fee process for establishing the fee schedule for 2012-13, a dollar was taken from the yearbook and given to another student support area in need. This results in the yearbook receiving $21.52 per FTE per student instead of $22.52 per FTE. Some adjustments will have to be made in spending during the next fiscal year.

The Herff Jones Company in Charlotte, North Carolina, printed 1,600 copies of the 2012 yearbook at the cost of $105,000. As of graduation, 80% of the books had already been distributed to students and will continue during the summer. Also, about 50 copies of the 2011 yearbook were distributed for a total of 99.5% distribution.

The publisher’s 2011 deadlines for submission of four-color signatures were all met. The final submission of pages was sent one week after the deadline. The delay was mainly due to a campus-wide power failure. Deadlines for return of proofs were all met. Copies of the 2012 yearbook were delivered to campus on April 16 and distribution began on April 17, and continued during the last 2 weeks of classes, exam week, and at graduate and undergraduate commencement on May 4-5.

The 2011 yearbook received a Silver Medalist certificate from the Columbia Scholastic Press Association and a Best in Show award from the North Carolina College Media Association and a First Place award from the American Scholastic Press Association.

**Objective 5.2: Hire qualified students to fill editor-in-chief positions.**

**Strategy 5.2.1:** Advertise campus wide via the Brave Opportunities student employment posting process and interview the most qualified candidates.

**Strategy 5.2.2:** Request annual assessment and goal setting reports from the student editors.

**OBJECTIVE 5.2 UPDATE:** In March, ads were placed in the student newspaper to solicit applications for the 2012-13 editor positions. The Student Publications Board interviewed and selected the following students: *The Aurochs* literary magazine editor will be Mary Hunter, a senior English major with a creative writing and journalism minor. *The Pine Needle* newspaper editor will be Allison Betot in the fall, a senior journalism major, and Kelly Mayo in the spring, a senior journalism major.
The Indianhead yearbook editor will be Shanetta Monk, a sophomore digital art major.

**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:** Production and printing issues will be evaluated by the faculty advisors and student editors. The faculty advisors will determine if student fee increases should be requested for the next academic year.

**The Aurochs Literary Magazine:**

- The editor and faculty advisor also organized *The Aurochs* office space at the UC Annex by moving out unneeded items and moving in another desk and chairs from surplus.

- *The Aurochs* staff members orchestrated a major effort to publicize the submissions deadline for the 2012 issue of *The Aurochs* and to promote the magazine. *The Aurochs* staff members created flyers and blanketed dorms, car windshields, benches, dorms, apartment buildings, allowable bulletin boards in the Livermore Library, the UC, and classroom buildings, and the like, with information about the magazine and the submissions deadline. PSAs were sent to the television station, the newspaper, and the student listserv. Magazines and flyers were distributed at tables outside of the cafeteria in the UC and in Locklear Hall. Their efforts resulted in our largest number of online submissions in all genres and, ultimately, led to the creation of our biggest issue to date. *The Aurochs* staff members also kept the magazine stands in the UC, the Livermore Library, Locklear Hall, and the Dial Building stocked with copies of the 2011 issues.

- *The Aurochs* 2011–2012 staff was representative of UNCP’s diverse student population, including, among others, three American Indian students, eight African-American students, and one international student. Having a diverse staff helps to ensure that the magazine itself reflects the diversity of UNCP’s student body and also gives these students the opportunity to gain experience that will enhance their professional careers.

**The Pine Needle Newspaper:**

- The website made dramatic improvements during the course of 2011-2012. A new web editor worked to update the site and complete some redesign to enhance its readability and user friendliness. The number of
podcasts increased 14 percent this year. The website featured separate podcasts for the sports section for the first time.

- The increased coverage of Pembroke community news and features was significant. In the previous year, 2010-2011, *The Pine Needle* published a total of 276 pages of which 29 were in the Around the Town section. That’s equivalent to around 10 percent of the pages containing community news and features. *The Around the Town section averaged two pages of the paper. In contrast, in 2011-2012, The Pine Needle published 45 pages devoted to Around the Town coverage. That’s half again as many pages devoted to news and features from the community. The section averaged three pages of the paper with two issues devoting five pages to town news.*

*The Indianhead Yearbook:*

- The number of senior portraits taken for the 2012 yearbook decreased slightly, those for graduate students, juniors, sophomores, and freshmen exceeded last year’s totals.

- The use of the Brave Opportunities website continued to produce a large number of applicants for the Administrative Assistant positions, resulting in a very effective office staff for 2011-12, but similar results were not achieved for the Section Editor and Staff Photographer positions. Although anecdotal evidence indicates that the Facebook page produced more awareness of yearbook events among some students, there was no systematic collection of data, an oversight that will be addressed in 2012-13.

Goal 6: Provide and support opportunities for staff development, staff recognition, collaboration, long range planning, and assessment.

**Objective 6.1:** Provide and support educational opportunities for staff members on and off campus.

**Strategy 6.1.1:** Schedule monthly meetings with the directors and provide information on topics of interest. Encourage the staff to attend workshops hosted by Human Resources. If the budget allows, approve travel to conferences and workshops off campus.

**OBJECTIVE 6.1 UPDATE:** We continue to schedule monthly meetings for the directors during academic year. The directors were surveyed to determine topics and/or guest speakers for the agendas. Directors also give updates in their departments on a monthly basis.
September: The directors met at the newest residence hall, Cypress Hall. Dr. Jones reviewed the 2011-12 job targets, 2012-13 student fee process, and gave an enrollment update. Preston Swiney gave us a tour of Cypress Hall.

October: Met the new VISTA Worker, Melvin McDermott and met the new Career Peers via Mallory Bower, Assistant Director of Career Services. Dr. Jones gave updates on the budget, student fees and Preston Swiney gave an update on the Courtyard Apartments.

November: The directors met Renee Steele, Student Affairs Graduate Intern, and Mike Severy gave an update on leadership development.

January: Travis Bryant gave a presentation on Campus Security Authority-Clery Act Reporting and shared the “Shots Fired” video. Dr. Jones gave an update on spring enrollment.

February: Received introductions from our newest directors, Dr. Karen Pruett and Whitney Swesey. Christie Poteet gave the Fall 2011 survey results on Service Learning. Dr. Jones gave updates on the BOG visit, summer work schedule, tuition and fees, and policies/regulation procedures. Dr. Jones announced her retirement effective June 30.

March: Dr. Linda Oxendine and Patricia Fields gave an overview of UNCP history and the upcoming UNCP 125th celebration.

April: Dr. Jones surprised the directors with a nice breakfast in the Chancellor’s Dining Room. She gave director an award. Topics discussed included: Hawk Assistantship program, due dates for auxiliary budgets, assessment of 2011-12 goals, 2012-13 goals, and Chancellor’s Meeting Request Form.

Objective 6.2: Promote the Student Affairs Employee Awards Program.

Strategy 6.2.1: Request nominations throughout the semester for all Student Affairs award categories.

OBJECTIVE 6.2 UPDATE: The 2012 Student Affairs Employee Awards were presented at the End of the Year Celebration on June 6. Recipients were:

- James B. Chavis Award – Cora Bullard (Student Health Services).
- Star Awards – Mallory Bower and Brenda Bullard (Career Center).
Objective 6.3: Collaborate with others on initiatives or projects that promote student success and/or enhance campus safety.

**Strategy 6.3.1:** Collaborate with committee members to improve our current Campus Assessment Response Evaluation (CARE) Team initiative and determine additional ways to market this retention effort campus wide.

**Strategy 6.3.2:** Collaborate with the Associate Vice Chancellor for Campus Safety and Emergency Operations to develop policy and procedures for a Threat Assessment Team (TAT) and determine if revisions are needed in the current Emergency Health and Safety (EHS) Policy.

**Strategy 6.3.3:** Collaborate with Student Government Association to schedule the annual Last Lecture Series.

OBJECTIVE 6.3 UPDATE: The Campus Assessment Response evaluation (CARE) Team was established in August 2010 as one of our retention strategies. “The mission of the CARE Team is to support and intervene with students whose behavior, physical or emotional health, or academic performance put them at risk.” The goals of the Care Team include assessing the functioning of students, developing a plan of support or intervention, assigning responsibility for follow-up, and monitoring the situation until it is resolved.

This year, newly hired case manager, Bryony Williams, joined the CARE Team. This proved to be an excellent addition. As case manager, Ms. Williams will oversee all CARE cases and communicate with each student in order to monitor all intervention plans. During the 2011-12 academic year, 49 CARE cases were reported compared to 24 CARE cases in 2010-11.
Under the leadership of the Associate Vice Chancellor for Campus Safety and Emergency operations a Threat Assessment Team (TAT) Policy was drafted and changes were made to the student Emergency Health and Safety Policy. After much discussion, a decision was made to develop a separate TAT Policy for employees.

Students were surveyed during October – December to collect nominations for The Last Lecture Faculty Award winner for 2012. Dr. Larry Mabe, Clinical Professor of School Administration and Counseling, was selected by the student committee, chaired by Anna Wade, SGA Senator. The event was scheduled April 11, 2012, at 3:00 p.m. in GPAC. His presentation was titled, “Life is a Puzzle.” Chancellor Carter and Dr. Kitts gave a welcome and introduced the speaker. Ms. Wade shared remarks about the selection process and gave Dr. Mabe a plaque.

**Objective 6.4:** Provide opportunities for long range planning.

**Strategy 6.4.1:** Schedule annual goal setting and/or strategic planning.

**OBJECTIVE 6.4 UPDATE:** Departmental goals and objectives were collected from every department on July 1. Eight items from the report were selected to include in the Chancellor’s Job Targets request for 2011-12. Only 4 made the final list: Courtyard planning; UC Enhancement project: Marketing plan for Housing, and the new Student Health Center planning.

The Strategic Planning and Resources Council (SPARC2) continued strategic planning during the fall for 2011-16. Several members of the Student Affairs team have been involved in the process of data collection, concept papers, and attending the Vision and Goals Conferences.

**Objective 6.5:** Require assessment of services, programs, and facilities.

**Strategy 6.5.1:** Renew the StudentVoice contract and promote other means of assessment including focus groups, forums, benchmark surveys, etc.

**Strategy 6.5.2:** The Associate Vice Chancellor for Student Affairs will serve as a member of the UNCP Assessment Committee.

**OBJECTIVE 6.5 UPDATE:** Each department is required to write an annual assessment report on the previous year's goals and objectives. Improvements are outlined based on each department's assessment efforts.
The contract with Campus Labs was renewed in January. The web based service provides a complementary set of tools and programs that make assessment practice actionable, effective, and non-intrusive. This year, only 8 out of 13 departments used Campus Labs to collect assessment data. The campus was also introduced to Qualtrics, via Beverly King in Institutional Research.

The Student Affairs assessment Report is forwarded to the Associate Vice Chancellor for Planning and Accreditation in July. The assessment committee did not meet this year.

**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. Data will be collected using StudentVoice and by other assessment methods. Departmental assessment reports will be collected in June and forwarded to the chair of the Assessment Committee who also coordinates the SACS reporting schedule. The student body will be surveyed to collect faculty nominations for the Last Lecture Series. Committee members will be asked to submit recommendations for policy and procedure changes in regards to threat assessment, Emergency Health and Safety, and CARE Team initiatives.

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

The Student Affairs Awards program was implemented in 2010 as a way to boost staff morale and overall the program has received positive responses from the staff. This year, the awards program was scheduled during the end of the year cookout along with Dr. Jones’ retirement celebration. The location was changed to the Annex so that everyone could be seated and enjoy the festivities.

The CARE Team referrals increased 100% after last year’s marketing campaign. This year, time did not allow for a great deal of marketing except via email, a few presentations to the academic departments, and a presentation to a new group, “Go to Faculty,” organized by Dean Mark Canada. Since Dr. Schaeffer will serve as interim vice chancellor beginning July 1, Case Manager, Bryony Williams, will serve as the CARE Team chair. Ms. Williams is developing care team marketing materials, creating an email account, and developing a web page for the fall semester. She will also be responsible for completing all CARE Team assessments and reporting next year.

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. If everyone likes Qualtics, it might be more economical to cancel the Campus Labs in January 2013 to save us a cost of $18,000. Other
methods of assessment used this year included: pre/post evaluations; one-on-one meetings; focus groups; feedback on comment cards or suggestion boxes; and various other surveys. Some departments used standardized assessment tools. The information collected is valuable and needed for long range planning.

SPARC2 strategic planning will provide an opportunity to focus on university goals for 2011-16. The strategic plan will be presented to the Board of Trustees at its September meeting. The Student Affairs Division will begin working on tasks outlined at the goals conference.

Since the Last Lecture Series is sponsored by SGA, the program will be assigned to the Student Involvement and Leadership office this fall. The office staff has more access to students which will generate more nominations.
The Career Center
Assessment of 2011-2012 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 StudentVoice 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 2011 – 2012 plans around this review. Focus on integrating learning objectives and CAS standards into assessment process. Specifically, create new assessment plan related to individual appointments with students and alumni and individual program evaluations.

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


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

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

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

**Strategy 1.2.3:** Continue implementation of Student-Alumni Career Connection and collaboration with Office of Alumni Affairs. Consider integrating LinkedIn as part of the process.

**Strategy 1.2.4:** Coordinate and sponsor Professional and Career Development Institute in spring 2012. Investigate options for recording and archiving workshops for online use.

**OBJECTIVE 1.2 UPDATE:** Completed and on-going. The first CareerQuest Living-Learning Community was implemented during the 2011-2012 academic year. All Learning Community participants lived together in Pine Hall and completed both a Freshman Seminar and an Introduction to Career Development class. Each course focused on the development of individual career plans among participants. In addition, students were provided the opportunity to participate in employer site-visits, attend Career Center events including Business Etiquette dinner and the Professional and Career Development Institute, meet individually with Career Center staff and participate in a community service project.

The Career Quest Learning Community will continue in the 2012-2013 academic year with a new group of first year participants. The Career Center is now partnering with the Center for Academic Excellence to implement the program. Freshman Seminar will be taught by a member of the Academic Excellence staff in the fall semester and Career Center staff will teach the Introduction to Career Development class in the spring.

Presentations on diverse topics were made in a variety of courses and group sessions. During the 2011-2012 academic year, 42 faculty members invited Career Center staff to present a variety of topics within the classroom, reaching 832 students. This will be an on-going goal for 2012-2013 with a particular focus on updating Freshman Seminar presentations for specific majors. Two new presentations were added to the options available when requesting a Career Center presentation, LinkedIn and Using Social Media in the Job Search. The LinkedIn presentation was
offered as an option during the Professional and Career Development Institute.

Work on the Student-Alumni Career Connection was not completed due to staff changes, as well as a focus on other programs. Discussions with Alumni Relations are already in progress to develop plans for next year.

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

**OBJECTIVE 1.3 UPDATE**: Completed and on-going. Handouts and other web resources are updated on an on-going basis. Both the Strong Interest Inventory and the Myers-Briggs Type Indicator were made available to students in both individual and in group settings. The MBTI was completed by 15 students and one student completed the SII. Increased use of both assessments is planned for the 2012-2013 academic year.

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

**Use of Assessment Data**: A review of evaluation data revealed a need to update the Freshman Seminar presentations and include resources related to specific majors. Additionally, data revealed the number of sophomore students using career services is lower than students in any other undergraduate academic standing. Focus on providing outreach specifically to sophomores is planned for the 2012-2013 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:** Not completed. Added to 2012 – 2013 goals.

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

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

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

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

**OBJECTIVE 2.2 UPDATE:** Ongoing. Changes in Career Center staff made this a challenge in the 2011-2012 academic year. Additionally, increasing employer visits to campus continues to be a struggle due to economic and other issues. This will be an on-going goal for 2012-2013.

**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 new 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.

**Strategy 2.3.4:** Develop and implement an on-campus student employment fair to be held during first week of classes.
OBJECTIVE 2.3 UPDATE: Ongoing. Each semester, the Career Center hosts drop-in Brave Opportunities trainings for students and employers. An on-campus student employment fair was not held due to low employer participation. Additionally, a “Professionalism Crash Course” program was developed for all on-campus student workers. However, attendance was low. Projects will be reviewed and added to 2012-2013 goals.

Objective 2.4: Develop and pilot “Mock It Up!” mock interview program for full implementation in Fall 2012.

          Strategy 2.4.1: Reach out to faculty to assist with pilot of program.

          Strategy 2.4.2: Evaluate resources needed to fully implement program and begin to put resources in place.

OBJECTIVE 2.4 UPDATE: Not Completed. Emphasis on interview skills will be a focus in 2012-2013. A small staff size made this program difficult to implement. However, a new computer program, InterviewStream, will be used to facilitate interview preparation for students without causing scheduling conflicts with professional staff schedules.

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

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

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

Objective 3.1: Continue to develop Career Peer program and to utilize Career Peers in marketing and programming efforts.
Strategy 3.1.1: Continue working with the Street Team to creatively market events and services through the “Take it to the Streets” initiative.

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

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

Strategy 3.1.4: Integrate Career Peers into programming efforts of the Career Center by appointing group members to host “Career Talk Tuesdays.”

Strategy 3.1.5: 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 marketing intern was hired to assist with advertising and programming. The Street Team continued its initiative called “Take it to the Streets,” which used word-of-mouth and creative marketing tactics. Due to word-of-mouth marketing, 7% of students who attended Career Center programs were referred by a Career Peer.

The Tech Team maintained a Wordpress blog, which highlighted upcoming events and generated over 121 visits. With the help of the Tech Team, the office Facebook page received 80 new “likes” and 37 new Twitter followers.

The Consulting Team completed resume training, organized resume critique stations in the residence halls, and reviewed over 42 student resumes. Career Talk Tuesdays were facilitated bi-weekly in the dining hall with an average attendance of 12 students per session.

The Career Peers hosted the first “Career Closet Yard Sale” to make professional clothing items more accessible to students. Over ten large boxes of gently-used clothing items were donated by faculty and staff. On the day of the sale, students bought items at extremely discounted rates. The Career Peers raised $200 for future programming. New Career Peers were recruited via the Student Involvement Fair, the Career Center Web site, the student listserv, and by word-of-mouth. Group membership stayed steady at 10, but slightly diversified in terms of academic major.
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. Consider integration of QR Codes in marketing efforts.

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

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

The Career Peer Marketing Intern wrote blog posts and created a Hootsuite account to help staff maintain all social media accounts through one platform.

Efforts to identify new and improved ways of marketing Career Center services and events will continue in 2012 - 2013.

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

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

OBJECTIVE 3.3 UPDATE: On-going. Student organizations were invited to schedule professional development workshops with Career Center staff. During the 2011-12 academic year, eight student organizations requested workshops for their groups, serving 87 students in total.

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 CHAMPS/Life Skills, Health Careers Access Program, Sophomore Connection, Honors College, etc. to schedule specific programming for students in those programs.

Strategy 3.4.2: Consider re-establishment of Career Council.
Strategy 3.4.3: Continue to encourage faculty to invite Career Center staff into classes and student group meetings for career-related workshops and presentations.

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

OBJECTIVE 3.4 UPDATE: On-going. Specific efforts were made to reach out to faculty and staff and to increase awareness of The Career Center, although no targeted mailing was sent due to budget restrictions. Over 42 faculty members from the education, business, sociology, social work, nursing, and business departments requested in-class programs.

Upon the hiring of a new director in spring 2012, a Career Council is being reconsidered for 2012 – 2013. Efforts to present information regarding Career Center services and to provide students with job search and other career-related skills training in classes and other meetings are on-going.

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

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

Strategy 3.5.2: Develop program of outreach for commuter students.

Strategy 3.5.3: Develop and market online workshops and opportunities for Skype career coaching sessions to satellite campuses.

OBJECTIVE 3.5 UPDATE: On-going. Large-scale events were advertised in the Fayetteville Observer, The Laurinburg Exchange, and The Robesonian newspapers. Webcams and Skype accounts were created to facilitate one-on-one appointments with commuter and distance education students. A free video service, UStream, was used to live-stream the Fall Teacher Education Fair/Forum and several information sessions.

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

Strategy 3.6.1: Market Student-Alumni Career Connection to alumni.
**Strategy 3.6.2:** Publicize Career Center events through Alumni Affairs newsletter and listserv.

**OBJECTIVE 3.6 UPDATE:** On-going. Programs, job listings, and events are advertised through the Office of Alumni Relations on an on-going basis.

Marketing for the Student-Alumni Career Connection was minimal due to a focus on other initiatives. Discussions have shifted to the use of LinkedIn instead of Brave Opportunities for student-alumni networking purposes.

**Assessment Procedure:** Number of commuter and resident students and alumni participants, number of faculty and staff involved in programming of The Career Center, evaluation of marketing strategies, electronic and/or surveys regarding participation in and use of services, programs, and events. Data will be analyzed and shared with Career Center staff and Division of Student Affairs administration/Directors as appropriate. Possible uses of data include presentations at professional conferences.

**Use of Assessment Data:** Formal assessment and informal observations support the marketing efforts of both the Career Center staff as well as the Career Peers. The emphasis on social media outlets provided an increase in number of students informed of Career Center events and resources. Data collected from evaluations was used to tailor programming to student needs.
Office for Community and Civic Engagement
Assessment of 2011-2012 Goals and Objectives

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

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

Strategy 1.1.1: Apply and gain approval to participate in the ADVANCE program.

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

OBJECTIVE 1.1 UPDATE: Completed the ADVANCE Program application and obtained eight slots for the year. Enrolled eight participants in the program where six participants persisted through the academic year.

Objective 1.2: Cooperate with the Financial Aid Office to coordinate federal work study students who will engage in community service with partnering community organizations.

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

Strategy 1.2.2: Cooperate with the Financial Aid Office to recruit federal work-study (FWS) eligible students into community service programs.

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

Strategy 1.2.4: Coordinate FWS students to engage with community organizations that expose them to civic development opportunities.
OBJECTIVE 1.2 UPDATE: Complete and ongoing. The CCE Office cooperated with the Financial Aid Office to engage seven FWS students in community service. CCE fell short in this objective. The office achieved seven of ten FWS students who served at three of ten community organizations. These students represented 6% of the total FWS institution award and provide approximately 1392 service hours.

Objective 1.3: Successfully apply for the President’s Higher Education Community Service Honor Roll.

Strategy 1.3.1: Apply for the President’s Higher Education Community Service Honor Roll in 2011 to recognize the institution’s engaged service and community involvement.

OBJECTIVE 1.3 UPDATE: The CCE office successfully applied and received the 2011 President’s Higher Education Community Service Honor Roll.

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

Use of Assessment Data: The number of students who engaged directly in CCE service programs failed to meet the overall proposed projected participation. The ADVANCE Program succeeded to recruit eight participants. All participants are on track to complete the program by the exit dates. The FWS-CS students reported service success and personal growth through their service experiences. The CCE Director will work closely with the FWS coordinator to improve student participation in community service opportunities.

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

Objective 2.1: Engage students in educational and experiential learning activities through active participation in direct service and volunteer programming.

Strategy 2.1.1: Continue to develop education programs, training, and workshops that educate students of social justice issues and service opportunities.
Strategy 2.1.2: Develop and implement experiential learning programs to engage students service opportunities to address social justice issues and community needs.

OBJECTIVE 2.1 UPDATE: Educational programs related to social justice and service opportunities for the 2011-2012 year included:

- Partnered with the Healing Lodge to educate students, the UNCP campus, and local community on STDs and AIDS awareness. Volunteers distributed literature and safe sex kits.
- Conducted a Youth Leadership Program for 30 students from Lumberton Junior High. The student engaged in discussions and educational sessions on community leadership, social pressures and making positive impacts on others.
- Hosted “Sexual Assault Activism” to create awareness on acts of violence against women and children. The event culminated with a pledge of each participant to never condone, commit, or remain silent about acts of violence whenever observed.
- Hosted Annual Hunger Banquet to raise awareness about hunger and homelessness in our area.

Advertisements and social media projects included:

- Co-sponsored two Student Involvement Fairs (25 total community based organizations; over 400 student participants).
- Continued to develop social media campaign (including twitter, Facebook, blogging, YouTube) with approximately 700 followers and participants.
- Collaborations with Freshmen Seminar Instructors to speak directly with students.

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

Strategy 2.2.1: Employ 3 student service leaders (SSL) to develop and implement CCE programs and service activities. The student service leaders will recruit volunteers, plan, develop, and coordinate service opportunities and educational programs that address and advocate for hunger victims, homelessness, environment sustainability, social justice, literacy education, and life skill development.

Strategy 2.2.2: Develop volunteer and service events to engage students in direct service through opportunities such as monthly service events (i.e. can food and clothing drives, blood drives, roadside clean-up, etc.), national service events, and days of service.
Strategy 2.2.3: Develop an inter-organization service committee to promote a campus culture of service and greater sense civic responsibility.

OBJECTIVE 2.2 UPDATE: Five (5) student service leaders (SSL) were employed for the academic year. The SSLs assisted in the planning, implementation, marketing, and recruitment for the following programs.

- Three (3) reading parties with two local elementary schools, with over 126 student volunteers and over 200 elementary student participants.
- Two alternative break trips to Charleston, SC, and New Orleans, LA.
- Youth Leadership Cabinet Training. Conducted leadership training with high school students. These students engaged in teambuilding exercises and interactive activities as part of a leadership development program through a community partnership with Sacred Pathways.
- Teen Mentoring Program with Pembroke Housing Authority. The project engaged 15 UNCP student volunteers in over 100 service hours with over 25 disadvantaged youth and parents.

Objective 2.3: Track and accurately report impact student engagement.

Strategy 2.3.1: Procure an online tracking system to maintain and record volunteer service hours.

Strategy 2.3.2: Develop and present regular training workshops to educate students on tracking volunteer service hours.

Strategy 2.3.3: Promote, advertise, and use social media to recruit students to engage in volunteer opportunities and direct service.

OBJECTIVE 2.3 UPDATE: Continue and ongoing. The AmeriCorps VISTA conducted educational sessions and table talks throughout the fall semester to promote volunteerism and service opportunity involvement.

Assessment Procedure: Paper and electronic evaluations on service events, educational programs, and service projects. Service logs, timesheets, 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. Student who engaged in service have shown a greater propensity to seek future service opportunities in an effort
to continue volunteering and serving. The student service leaders (SSL) advocated and encouraged other students to engage in service opportunities. Engagement and participation in service increased to 766 student volunteers.

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

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

**Strategy 3.1.1:** Collaborate with Academic Affairs to develop a new academic minor in the area of Civic Engagement.

**OBJECTIVE 3.1 UPDATE:** Presented the Civic Engagement minor to the Provost. The proposal for the new course gained momentum to initiate a Civic Engagement minor in 2013 academic year.

**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.

**Strategy 3.2.2:** Designate and document student service-learning course activities on the official university transcript.

**OBJECTIVE 3.2 UPDATE:** Faculty conducted 33 service learning courses in 2011-12 academic year. Over 600 students participated in service learning course.

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

**Strategy 3.3.1:** Collaborate with the Career Center, non-profit, and community agencies to develop opportunities for student service-internships. Explore and coordinate opportunities with the non-profit and community agencies for student interns to develop programs, conduct surveys, and assessments to meet community needs.
OBJECTIVE 3.3 UPDATE: Ongoing. Service Learning students engaged community organizations to research, assess, and understand community needs. Research results and outcomes were report through student reflections and class writing assignments. Student internships were not utilized during this period.

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

Use of Assessment Data: The Service Learning program made tremendous progress during the 2011-12 academic year. The program increased to 33 service learning courses and involved 607 students. Faculty reported positive outcomes in teaching, learning, and community awareness with students. Students often strongly agreed that the curriculum enhanced their knowledge and understanding of course content, objectives, and theoretical practices. The program will further develop collaboration and communication with community agencies and organizations, while strengthening faculty outreach to develop engaged curriculum practices that reinforce student learning and address community need. The Director of Service Learning successfully hosted the first annual Service-Learning Symposium in the Spring 2012 semester. Faculty, students, staff, and community partners presented 17 breakout sessions and 10 poster presentations at the symposium. The symposium was well attended by 175 participants and 47 community partners.

Goal 4: Create a veteran friendly campus community that promotes personal growth, communication, collegiality, and collaboration for student veterans.

Objective 4.1: Develop staff and programs to transition student veterans into a non-military collegiate community.

Strategy 4.1.1: Create a job target and description for a permanent staff member to direct veteran education and transition assistance programs.

Strategy 4.1.2: Develop a budget to support veteran services and programs to assist student veterans in their military to academia transition.

Strategy 4.1.3: Continue to develop and implement a Veteran Education and Transition (VET) Assistance program.
OBJECTIVE 4.1 UPDATE: The Chancellor established the Military and Veterans Outreach Taskforce in the Fall 2011 semester. The taskforce was charged to define the importance of outreach to the military community, assess UNCP’s current military outreach efforts, establish goals to enhance military outreach, develop actionable recommendations regarding policies, procedures, and organizational structure to enhance military outreach at UNCP.

Objective 4.2: Accurately identify the student veteran and military affiliated population enrollment at UNC Pembroke.

Strategy 4.2.1: Develop a “military status” information item in the student information system.

OBJECTIVE 4.2 UPDATE: An internal electronic tracking system was developed to clearly and accurately identify the military status of students enrolled at UNCP. The “Veteran Status” module was incorporated through Banner INB. The collection of student veteran status will begin in the Fall 2012 semester.

Assessment Procedure: Review proposal and progress with the VET Assistance team.

Use of Assessment Data: The Military and Veterans Outreach Taskforce successfully recommended and gained Chancellor approval to establish a permanent position to coordinate military and veteran services. The new position was submitted to UNC-GA in June 2012 and is pending approval. The taskforce successfully recommended various policy changes to enhance outreach to the military community. The implementation and incorporation of the “Veteran Status” module into the current Banner INB system will enable the university to clearly identify, outreach, and serve the military affiliated and student veteran population at UNC Pembroke.
Counseling and Testing Center
Assessment of 2011-2012 Goals and Objectives

Goal 1: Provide for the psychological and emotional welfare of students through services and programs that contributes 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 counseling.
   Strategy 1.1.2: Provide psychiatric consultation.
   Strategy 1.1.3: Provide crisis consultation and assessment to clients of the center as well as the university community.

OBJECTIVE 1.1 UPDATE: The Counseling Center had 2600 direct client contact counseling related appointments with 436 unique clients and an additional 1053 case management appointments. This represents a 19% increase over last year of counseling appointments and a 6% increase in unique clients coming to the center. The waiting list was managed so that no one had to wait longer than one week for their first non-emergency appointment.

The breakdown of appointments is as follows:
   Intake: 386 (9% increase)
   Individual counseling: 1733 (23% increase)
   Crisis: 218 (27% increase)
   Mandated campus judicial: 11 (55% increase)
   Mandated substance abuse: 133 (11% increase)
   Psychiatric: 79 (30% increase)
   Psych education assessment: 28 (21% increase)
   Case management: 1053 (31% increase)

   NOTE: Case Management appointments may or may not involve direct face-to-face contact with a client and are not included in the 2600 total of counseling related appointments.

A new psychiatric provider from Monarch, Theresa Williamson, was brought on in January 2012. A relationship with Tanglewood Arbor was cultivated in order to provide medication management services to students outside of the CTC.
The case manager ensured appropriate linkage and coordination between students needing medication management and the psychiatric provider. The case manager coordinated on and off campus services to include outpatient therapy and medication management to meet the student’s needs. The case manager served on the C.A.R.E. Team and the Emergency Health and Safety Committee and provided information and/or follow up on active cases.

Our record keeping software, Titanium, is able to track students’ diagnosis. The top three DSM diagnoses at the center are anxiety disorder, mood disorder, and partner relational problem. Diagnoses of post-traumatic stress disorder, generalized anxiety disorder, and relational problems were also prevalent among our students.

Titanium software also tracks crisis response. Two hundred and eighteen (218) different crises were handled by the CTC this year. The three top reasons for crisis behavior were elevated screening scores that demonstrated an extremely high risk for dangerous behavior to self or others, anxiety, and depression.

Initial client responses indicate the prevalent concerns of our students. At intake, 32% of clients met the standard for binge drinking and 23% indicated they had used marijuana at least once during the previous two weeks. They indicated prior, current, or both experiences in the following areas: counseling 36%; psychotropic medications 28%; psychiatric hospitalization 8%; substance abuse treatment 5%; self-injury without desire to die 23%; considered suicide 31%; attempted suicide 14%; considered harming another 18%; harmed another 8%; experienced sexual abuse or assault 25%; experienced harassment or bullying 43%; experienced physical harm from another 41%; exhibited psychotic symptoms 15%; and, endured a traumatic experience resulting in PTSD symptoms 39%.

Forty-two (42) percent indicate they are currently experiencing academic problems with 18% considering dropping out of school. Additionally, clients listed these presenting concerns as affecting their functioning either extremely or quite a bit: substance abuse 7%; anxiety 44%; disordered eating 26%; childhood abuse 8%; grief 14%; depression 29%; financial troubles 29%; homesickness 7%; anger 16%; physical health 7%; pregnancy 2%; sexual assault 3%; family relationships 19%; peer relationships 11%; romantic relationships 18%; religious concerns 5%; self-esteem 22%; self-harm 4%; sexual identity 2%; sleep problems 21%; stress 46%; and, suicidal thoughts 5%.

Progress and outcome measurements are used to track client change. One such measure is the Counseling Center Assessment of Psychological
Symptoms (CCAPS) created specifically for the college population and integrated into our electronic record system. Clients complete this instrument at intake, following every third counseling appointment, and finally at discharge.

For our subscale measurements, our data was compared to the national average for each subscale. In every area, we were within the average of the national data. Meaning, we experience instances of depression at the same rate and severity on our campus as all campuses across the nation. This holds true for anxiety, academic distress, eating concerns, family distress, hostility, and substance use.

The following information highlights the impact of counseling in several areas for our students. This table represents the percent of students who show improvement of at least one standard deviation utilizing the CCAPS:

<table>
<thead>
<tr>
<th>Subscales</th>
<th>% who reliably show improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression</td>
<td>36</td>
</tr>
<tr>
<td>Generalized Anxiety</td>
<td>18</td>
</tr>
<tr>
<td>Social Anxiety</td>
<td>13</td>
</tr>
<tr>
<td>Academic Distress</td>
<td>28</td>
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<tr>
<td>Eating Concerns</td>
<td>14</td>
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<td>Hostility</td>
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<td>Substance Use</td>
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The CTC uses several online evaluation procedures including:
1. Intake assessment for all initial counseling appointments;
1. Counseling evaluation for all clients at the end of the semester;
2. Workshop evaluation for each workshop conducted; and,
3. Drug and alcohol education program assessment for all mandated referrals.

Twenty-six (26) percent of these clients completed initial evaluations of services. These results from Student Voice indicate that:
1) 100% of students reported counselors were able to relate to and understand my concerns;
2) 97% reported they would return for another appointment, with 0% saying they would not;
3) 88% of students reported feeling at least moderately better after their intake appointment with 69% reporting feeling a great deal better;
4) 99% of students being satisfied with the responsiveness of the reception area staff; and,
5) 31% of students reported their current concerns are affecting academic performance a great deal with 88% reporting there is least a slight impact.
Evaluations of clinical services were also conducted at time of discharge from services. Examples of results are:

1) 100% reported their counselor working with them to set goals for counseling;
2) 100% reported their counselor helped them understand themselves better;
3) 100% reported their counselor handled them in a professional manner;
4) 100% reported their counselor respected them;
5) 97% of students reported being better able to choose environments that promote health and reduce risk;
6) 99% are more likely to continue their education and graduate from UNCP;
7) 100% felt their counselor understood their reasons for seeking counseling; and,
8) 98% are more aware of their resources for physical, mental, and substance abuse problems.

Some examples of qualitative data from the evaluations:
I have really enjoyed my time here. It has really helped me deal with issues that I have. I feel like I am in a better place mentally and emotionally than when I first came in. I plan on coming back to continue to deal with some of the issues that I have not resolved yet.
I was skeptical and scared of receiving counseling services. I thought the counselor would perceive me in a different, negatively. I also thought that others from my school may find out that I was receiving help and wonder what was wrong with me. Lastly, I didn't believe receiving counseling would help. I was wrong. My confidentiality was kept and I was able to become comfortable expressing my feeling with the counselor without feeling like I was being judged. Things he said in response to my problems and things he taught me on how to deal with them were very helpful. If I feel like I have regressed in my progress, I will definitely come back to the center to receive help again.
It really helped me improve some difficult situation that was life threatening.
The counseling center helped me a lot. It gave me hopeful reasons to continue living.

**Objective 1.2** Utilize group counseling programs to efficiently provide emotional and psychological services to appropriately referred students.

**Strategy 1.2.1**: Offer multiple therapy groups throughout the year treating most reported clinical issues by students in the Counseling and Testing Center.
**Strategy 1.2.2**: Expand number of students admitted to group counseling by utilizing counselor referrals and campus-wide marketing.

**OBJECTIVE 1.2 UPDATE**: Group processes and referral procedures were put in place to begin group services for the fall semester. Two groups were scheduled (depression and anxiety) for the fall semester. Groups were scheduled to begin four weeks after the semester started to allow time for referrals. However, groups were postponed for two weeks and then cancelled due to low walk-in interest and timing conflict with student’s schedules.

It was determined that, for the spring semester, focus would be only on one group (anxiety). The CTC staff determined that moving the group time to the evening would not be a more accessible time frame for students due to low walk-in interest, campus activities and programs, studying, and dinner. The anxiety group was scheduled to begin four weeks after the start of the spring semester. Again, the group was postponed two more weeks and then cancelled due to lack of interest and referrals to groups, scheduling conflicts, and a preference for individual counseling.

**Objective 1.3**: Strengthen the ability to meet students’ needs through professional development and knowledge enhancement.

- **Strategy 1.3.1**: Assist each counselor to attend at least one convention, workshop, or conference of their choosing.

- **Strategy 1.3.2**: Encourage and support staff to pursue specialization areas.

- **Strategy 1.3.3**: Provide a training program for graduate counseling and/or social work students.

- **Strategy 1.3.4**: Identify and increase treatment referral sources.

**OBJECTIVE 1.3 UPDATE**: Dr. Monica Osburn attended the annual conferences for both the Association of University and College Counseling Center directors and the American Counseling Association (ACA). She was invited to a specialized leadership institute designed for ACA Division presidents.

Dr. George Gressman attended a workshop on Brain Mapping and Development across the Lifespan. He also received training in advanced clinical supervision. His areas of specialization this year have been clinical education and supervision and testing and assessment.
LynnDee Horne attended various trainings on clinical supervision to obtain hours towards her supervision licensure. She also attended the ACA Conference in San Francisco and the AACC World Conference in Nashville, Tennessee. Ms. Horne attended safe zone training, completed her case study, and received her certification as a Certified Biofeedback Practitioner. Her area of specialization this year was supervision training to obtain her LPCS.

Lauren Rodefeld attended professional development webinars on the following topics: Disordered Eating and Binge Drinking; Supporting Veterans on Campus; Engaging Men to End Violence Against Women; Anonymous Reporting; and Transcendental Meditation and its impact on Post-Traumatic Stress Disorder in military veterans. She attended a presentation on human trafficking sponsored by the Multicultural and Minority Affairs department. She also attended the R.A.D. international training and certification conference and was certified as an advanced rape aggression defense instructor. Mr. Rodefeld attended the American Counseling Association Annual Conference in San Francisco and participated in the NC Coalition against Sexual Assault (NCCASA) campus consortium. She also attended safe zone training for the GLBT population on campus. Her areas of specialization this year were veteran students and sexual assault.

Bryony Williams attended a presentation on human trafficking sponsored by the Multicultural and Minority Affairs department and also attended a webinar on disordered eating and binge drinking. She also attended a training provided by NC Coalition against Sexual Assault regarding sensitivity when working with sexual assault and Title IX.

Dr. Chris Corbett attended a conference for complicated grief. His areas of specialization this year have been crisis, assessment, and grief.

The CTC took a significant step forward this year in our clinical training program. We had a total of four trainees for both semesters. These trainees provided 92 hours of clinical coverage per week, the equivalent of more than two full-time professional staff members. The overall quality of these trainees was superior to previous classes.

During this time, our relationship with the counseling master’s program also developed both among faculty and students. The reputation of CTC as a premier internship location has been greatly enhanced. This resulted in six applications for the three available internship slots for 2012 – 2013. This number of applicants enabled the office to select very strong candidates.
The Case Manager has begun to develop a community resources directory including resources in both the immediate geographic area and other areas within the state. The case manager has provided local referrals to several clients that are going home for the summer break or are not returning to UNCP.

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

**Use of Assessment Data:** Data gathered from Titanium in the 2011-2012 school year indicated 33.33% of clients were diagnosed with Anxiety Disorder NOS and 8.33% were diagnosed with Generalized Anxiety Disorder. According to clinical evaluations in the 2010-11 school year, 33% of our clientele reported issues of anxiety and stress. In the past two years (2010-12), anxiety fell within the top three diagnoses within the center. In regards to crisis appointments, anxiety ranked second in the 2011-12 school year. Overall for the 2011-12 school year, 79.3% of clients endorsed dealing with the presence of anxiety at some level.

Depression also ranked within the top three diagnoses within the center this year. Titanium reports show that depression was third and suicidal ideation ranked first for the reason of crisis appointments in the 2011-12 school year. According to the Center for College Mental Health report for 2011, 31.6% of the clinical college population admitted to thinking about ending their lives and 23.8% have seriously considered suicide. Of the non-clinical population, 14% endorsed the same.

The evaluation data from the pilot depression group (5/11) showed there was an overall average of 79.7% reduction of depressive symptomology as measured by the Beck Depression Inventory and an average 66.3% reduction in depression scores on the CCAPS. 100% of group members strongly agreed that attending group sessions had improved their overall well-being as measured by the Group Satisfaction Survey. We felt that group counseling would be an efficient and effective way to continue to address the clinical needs of clients and the increase in students seeking counseling services.

We have had a number of challenges starting up the group process. A major challenge has been client’s lack of interest and buy-in to the group process. After much discussion among staff members, it was determined that each counselor/intern was doing an effective job having discussions with the appropriate clients on their caseload in regards to a referral to group. Interns had been trained regarding the referral process and both counselors and interns were given a referral guide for the group process. A reason why clients may have preferred individual counseling over group counseling was that existing clientele had already established rapport with his/her counselor. Further, if a client came in for services weeks before group counseling was to begin the client would meet...
with a counselor individually until the group process began, during which time rapport was established and students didn’t want to begin the group process. Finally, the CTC does not have a waiting list for clientele like a number of other colleges/universities have in place. Clients at the CTC are generally scheduled an appointment within 1 week of their request for services increasing the preference for individual treatment.

Further, due to scheduling conflicts, it was difficult to find a time to schedule a group that would work to meet the needs of students referred to group counseling. Students preferred to have the availability and flexibility of options for appointment times. It was also determined by staff that changing the time of group to the evening would still result in low attendance due to other priorities, as well as, an overall lack of interest in group counseling among our clientele.

Finally, although flyers were distributed in certain locations around campus and emails to the student listserv regarding group services, there were no referrals to the group process through our campus-wide marketing strategies. It has been determined that a number of students do not check their BraveWeb accounts regularly or use a personal email address.

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

**Objective 2.1:** Administer undergraduate and graduate standardized academic tests to UNCP students. Administer educational and professional tests for both on-campus and community constituencies.

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

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

**OBJECTIVE 2.1 UPDATE:** All eight testing workstations and all three administrative workstations were replaced this year, ensuring adequate hardware for the next two years. Because of vendor constraints, the testing workstations and one administrative workstation are operating Windows 7 32 bit, the other two administrative workstations are operating Windows 7 64 bit.

The testing room (UC 221) installed a separate air conditioning unit. This reduced average summer temperatures from over 80 to 72, greatly enhancing the testing environment.
Numbers for 2011-2012: Undergraduate Admissions Testing (SAT) – 5 administrations, 36 testers; Undergraduate English Ability Testing (TOEFL) – 18 administrations; 89 testers; Undergraduate New Freshman Assessment (SRI) – 5 administrations, 1022 testers; Undergraduate Credit by Examination (CLEP) – 36 testers; Graduate Admissions Testing (MAT) – 194 testers; Proctored Testing & Professional Certification Testing – 14; Total number served by Testing programs - 1487.

Objective 2.2: Provide a limited scope of psychological assessment instruments for use by the center’s Assessment Coordinator with UNCP students.

Strategy 2.2.1: Provide assessment services in support of university functions mandating psychological assessment (EHS, CARE, etc.).

Strategy 2.2.2: Provide assessment services for clients.

OBJECTIVE 2.2 UPDATE: The Counseling and Testing Center has been able to maintain its scope of assessment offerings in order to support the needs of university entities outside the center who maintain assessments, in addition to providing these services to students who request them for clinically appropriate applications. Currently, the center's assessment coordinator handles the bulk of this administration, although other center personnel are involved in providing screener assessments related to ADHD symptoms. After analyzing data from Titanium schedule, the center was able to provide psychological testing, either mandated or voluntary, for 28 different appointments to 11 unique clients. While the majority of these appointments were related to EHS required assessments, they were also provided voluntarily when clinically appropriate. A computer was purchased specifically for computer-based administrations of psychological assessments in order to support this increased demand and also to insure the privacy of records related to the assessments.

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

Use of Assessment Data: It was determined, after the fall semester, that there was a need to increase and update the center’s assessment library. A projective psychological test was not available for evaluations. Standard of practice for psychological testing, especially related to an evaluation, is to include a projective test. Therefore, in order to meet this standard the Rorschach test was ordered. It was one of the most widely used and respected projective measures available. Several of the assessment tools used by the center were transitioned.
to a computer-based process for administration and scoring. This was done in an effort to streamline the process and decrease the time constraints on the testees and evaluator. This process also decreased overall cost.

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

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

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

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

**OBJECTIVE 3.1 UPDATE:** The Counseling and Testing Center and SAGA (Sexuality and Gender Alliance) partnered on many events throughout the year to promote awareness of GLBTQ issues on campus and to address the needs of the GLBTQ community represented at UNCP. A member of the Counseling and Testing Center attended a SAGA meeting to promote services available to them as well as receive programming ideas for future collaboration on campus events. Continued meetings with the president and vice president occurred to build upon the ideas from that meeting. During National Coming Out Day, stories were collected from SAGA members and displayed in the UC Mall with resources addressing relevant issues for this population. SAGA also participated in the first annual Sexual Health Fair that addressed sexual responsibility and self-care in regards to sexual practices. SAGA informed the campus community of topics relevant to sexual responsibility and awareness for the GLBTQ population. SAGA was also invited to take part in a NCCASA webinar addressing sexual violence in the GLBTQ community.

To continue our support for the GLBTQ student population, two members of the Counseling and Testing Center attended safe zone training. Safe zone training enables participants to identify as allies to the campus community as well as increase awareness and competency on the participant’s part. These two members join two other members who previously attended the training.
Utilizing varied avenues to allow for advocacy and competence in the area of counseling surrounding GLBTQ issues, the Counseling and Testing Center continues to guest lecture within the Master’s Program of Social Work on crisis intervention with GLBTQ clients

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

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

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

**OBJECTIVE 3.2 UPDATE:** The CTC collaborated and connected with the UNCP Office of Veteran Education and Transition Assistance to increase support services and resources for student veterans on campus. The Veteran Education and Transition Assistance team consists of representative staff and administration who serve veteran needs and interests. The team assists veterans in making application to the university, financial assistance, and making the transition from military service to a successful academic experience. The Veteran Education and Transition Assistance team met two times and provided information about support services to a total of 10 student veterans. Information regarding CTC services was also added to the monthly Student Veterans Newsletter distributed on the student veteran’s listserv.

Lauren Rodefeld partnered with the Veteran Education and Transition Assistance team and Student Veterans of America organization (SVA) on campus to facilitate a program, Enduring Irritants, focusing on student veterans transitioning to a college setting with a discussion on challenges student veterans have experienced while transitioning from a military to educational setting. The program had been announced on the veteran’s listserv and four students were in attendance.

Lauren Rodefeld offered support services for the Office of Veteran Education and Transition Assistance and the SVA for the student veterans and other members of the campus community at the Remembrance Day-National Roll Call program on Veteran’s Day. This was a national program that 180 colleges and universities participated in representing all 50 states. At UNCP 47 volunteers read over 6,300 names of men and women who have died serving our country.
Monica Osburn and Lauren Rodefeld, as part of the Veterans Task Force, attended a luncheon with campus representatives to UNC SERVES committee. UNC-GA Director of Military Education, Logan Cason, and Gilberto Alvarado discussed their role, vision, and opportunities in UNCP’s collaboration with the UNC SERVES initiative. It was noted how UNCP is more advanced compared to some of the other UNC schools in the services offered to student veterans.

Lauren Rodefeld participated in two separate webinars, Supporting Veterans on Campus Part 1 and Part 2. She also attended a webinar on using transcendental meditation for the treatment of PTSD.

**Objective 3.3:** Provide psycho-education, support, and counseling services to student-athletes.

**Strategy 3.3.1:** CTC will connect and collaborate with individual coaches and athletic training personnel to identify student-athlete concerns and needs.

**Strategy 3.3.2:** Offer workshops and programs that target student-athlete concerns and needs.

**OBJECTIVE 3.3 UPDATE:** Continuing our revised strategy from the middle of last year, which utilizes a more personal approach to contact, planning, and implementation, the center continued to be successful in its goals of providing services for our student-athletes and the athletic department.

Throughout the year, Dr. Chris Corbett was able to partner with several different individuals from the athletic department. While maintaining the relationship with the women’s basketball team, he was able to improve several other relationships. He met with Patrick Sterk, Assistant AD/Compliance and Student Athlete Success Officer, to discuss ways in which the Counseling Center can better support and serve the Athletic Department and its students. He also collaborated with Ben Miller, men’s basketball coach, on several occasions regarding player mental development and performance for support both on and off the court. Lastly, he worked with Rebecca Cooper and the cheerleading squad regarding conflict resolution and communication strategies. Dr. Osburn presented to the senior class of athletic trainers on how to identify psycho-social concerns, how to talk to students about them and how to refer. Maria Parker (counseling extern) spoke to Ben Miller’s class about basic counseling skills.

Overall, through these partnerships we were able to achieve many of our goals this year. Experience was gained on what is more impactful for this
particular group of students. This valuable knowledge and experience will certainly be applied to future planning and outreach to our valuable student athletes.

**Objective 3.4:** Provide education and support through outreach targeting Native American students.

- **Strategy 3.4.1:** Network with Native American Student Organization advisor by designating a staff member to act as a liaison to collaborate on student needs.

- **Strategy 3.4.2:** Develop relationships with local Native American leaders to gather information on perceived student needs and provide education about the resources available in CTC.

- **Strategy 3.4.3:** The CTC office will develop informational/referral materials specifically targeting Native American students.

- **Strategy 3.4.4:** CTC will attend NASO events to develop personal connections with staff and students.

**OBJECTIVE 3.4 UPDATE:** Dr. George Gressman began preliminary contacts and coordination with various Native American organizations on campus. He attended a Native American Student Organization (NASO) meeting to discuss ways to enhance CTC outreach and services to Native American students. He attended a number of programs throughout the year that were focused on Native American issues. A beginning framework has been created on which to build a much stronger partnership with Native American stakeholders in the coming year.

**Objective 3.5:** Provide psycho-education and support through outreach targeting Greek life students.

- **Strategy 3.5.1:** CTC will present on counseling and testing services at the Greek life council meetings and the National Pan-Hellenic Council throughout the year to provide education and collaboration.

- **Strategy 3.5.2:** CTC will collaborate with the Office of Greek Life to identify needs of this population.

- **Strategy 3.5.3:** Offer workshops and programs that target Greek life students.

**OBJECTIVE 3.5 UPDATE:** The Counseling and Testing Center worked closely with the new Director of Greek Life to present programming
relevant to students involved in the Greek community. A member of the Counseling and Testing Center attended the Pan-Hellenic Greek meeting in preparation for an event that was a collaboration of Greek student organizations and the Counseling and Testing Center for National Collegiate Alcohol Awareness Week in the fall. The first annual Mocktail Madness event was held to promote responsible alcohol use and alternatives to drinking. Eight out of the 10 teams that participated were Greek organizations. Over 180 students attended this event. For the spring semester, a luncheon was held as part of National Collegiate Alcohol Awareness week and the Fraternal Leadership series conducted by Greek Life. All Greek organization leaders were there to discuss a healthy and responsible culture in regards to alcohol use and resources were given to all leaders to address issues within their organizations and for the campus as a whole.

The Counseling and Testing Center also supports Greek organizations with their national requirements each year. The Counseling and Testing Center presented a risk management seminar addressing sexual health, STDs, and sexual assault for the Phi Kappa Tau fraternity.

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

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

Titanium reports (2010-11) indicate that 10% of clients in the center identified as GLBTQ and 11.4% for 2011-12. Titanium also reports that 7.6% of clients indicated sexual identity as a significant issue in their lives. According to the Healthy People 2010 Companion Document for Lesbian, Gay, Bisexual, and Transgender Health authored by the Gay and Lesbian Medical Association, GLBT identified youth have a rate of suicide two to three times higher than their heterosexual counterparts. Also according to this document, gay men are at higher risk of HIV and other STDs, especially among communities of color. In the 2009 National School Climate Survey in which 7,261 students were polled, it showed that 85% of GLBTQ students were verbally harassed, 40% were physically harassed, and 19% were physically assaulted. In the 2010 FBI Hate Crimes report, 1,470 crimes were committed in the U.S due to sexual orientation. These statistics along with others continue to support our outreach to the GLBTQ community.

According to the data on Titanium, 3.6% of our client population reported military combat or war zone experiences; 7.2% witnessed serious injury or unnatural death of a person due to accident, war or disaster. In addition, 3.8% of clients
reported that they had military service and 2% reported that they were involved in ROTC. Finally, 1% of the client population reported military stress.

According to the Center for Collegiate Mental Health (CCMH), 28.4% of respondents had military experiences that include any traumatic or highly stressful experiences which continued to bother them. Also, according to the Center for Deployment Psychology, 18% of military who return from active duty have symptoms of PTSD. An additional 10-15% show signs of significant symptoms of depression, and anxiety, or PTSD. Furthermore, PTSD clients are six times more likely to attempt suicide than the general population. PTSD has higher risk of increased number of suicide attempts than all other anxiety disorders. Finally, 20% of suicides in the U.S. are completed by veterans.

There are approximately 415 student veterans on campus. UNCP was selected as one of the top military-friendly universities in the U.S. Due to the societal climate and media coverage, the number of veterans returning from active duty and pursuing an education, and the changes made to the Post 9/11 GI Bill to increase education for dependents of veterans, it is imperative to continue to assess and meet the needs of those in our region and student veterans on campus.

The findings of the Titanium survey and CCMH data are used to drive the reasons that the college-athlete population was chosen as a special focus of outreach for the center. CCMH data suggests that the average college counseling center client base consists of approximately 7-8% collegiate athletes. However, data from Titanium software from the last three years indicates that the lowest percentage of collegiate athletes seen at the UNCP counseling and testing center is 10%, with the highest average being 18%. The data from 2011-12 indicates 10%. This is one of the largest special populations that the center services on a regular basis; therefore, an effort was made to reach out to them specifically.

The UNCP Fall 2011 Factbook indicates that Native American students represent 16% of all students enrolled at UNCP. During 2011-2012, this group represented 6.2% of the students accessing CTC services. Though Native Americans access mental health services in lower proportions than many other groups, it is nonetheless felt that a greater understanding of access patterns at UNCP is needed and, utilizing this information, new outreach activities to encourage use need to be developed.

Data from the 2009 UNCP Fraternity and Sorority Experience Survey indicated that 10.3% of the Greek membership at UNCP felt there was a great deal of pressure to drink within the Greek community. In a recent survey conducted by the Core Institute that involved several universities, 86% of college students involved in the Greek system report they used alcohol at least once within the last 30 days and 93% said they had used alcohol within the past year. This
survey also indicated that Greek students feel drinking is a central part of the social life of fraternities and sororities (88% and 78% respectively). A study published in the *Psychology of Addictive Behaviors* notes that Greeks consistently drink more heavily than non-Greeks. To continue to address this issue, the Fraternal Leadership Series luncheon on alcohol awareness and responsibility and the Mocktail Madness event were conducted.

**Goal 4: Increase wellness education campus wide.**

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

- **Strategy 4.1.1:** Collect and analyze data from student wellness survey.
- **Strategy 4.1.2:** Offer various screenings for depression, anxiety, eating disorders, etc.
- **Strategy 4.1.3** Restructure APPLE Corps peer education group to reflect new mission of AWARE.
- **Strategy 4.1.4:** Co-sponsor wellness-programs with AWARE and other departments and student groups on campus.

**OBJECTIVE 4.1 UPDATE:** Health Screenings were conducted eight times throughout the 2011-2012 academic year. Topics addressed were anxiety, depression, alcohol use, tobacco use, sexual responsibility, disordered eating, and gambling. Relationships with the Nursing Department and graduate programs in school counseling and clinical mental health counseling were utilized to complete the screenings. Students from these programs assisted in conducting screenings related to their respective fields. The results of the varied screenings were as follows.

The anxiety screening had 459 participants total. 127 students indicated mild anxiety while 84 students were likely to have the presence of an anxiety disorder. Twenty-two (22) students were referred to the Counseling and Testing Center in light of screening scores.

Depression screenings completed totaled 555. Five (5) students completed paperwork for an intake appointment due to the screening. Other findings include: 95 students were likely to have the presence of a depressive disorder; 20 endorsed symptoms of Bipolar Disorder; and, 28 students admitted to some degree of suicidal ideation.
Two (2) alcohol screenings were held, one per semester. Total participants equaled 167. Three (3) students endorsed an alcohol consumption warranting outside referral for treatment.

The disordered eating screening had 78 participants. Eight (8) students’ scores reflected disordered eating patterns and unhealthy body image perceptions. These students were offered services and educational materials.

The number of students screened for sexual responsibility was 251. Results from this survey will further direct sexual responsibility programming for the future. It inquired of students’ current sexual health and safer sex practices.

The tobacco screening was administered to 219 students. No referrals were made, but informational resources and tools for cessation were available for participants. Of those surveyed, 37 had quit smoking and 40 were current tobacco users.

Ninety-nine (99) students filled out the problem gambling screening. Of those students, 17 endorsed problematic gambling behavior. NC Problem Gambling Helpline materials were given to participants.

APPLE Corps was restructured and renamed AWARE (Advocating Wellness and Responsibility Education) to more closely reflect the vision of peer leadership at UNCP and promote wellness on campus. AWARE voted on changes to leadership positions and adopted a new constitution. Structures were revised to streamline membership participation and identify new programs that reflect the refocused vision. During the year, AWARE attended the Student Involvement Fair (spring and fall) and Pembroke Day to give students information about the new purpose of AWARE and to recruit members. They promoted student wellness at these events by passing out safe sex kits and NC Problem Gambling Helpline information. AWARE also participated in several other events on campus promoting student wellness to include the Sexual Health Fair and Mocktail Madness.

Wellness programs were presented throughout the year in collaboration with other departments, community agencies, and student organizations to include Student Health Services, Student Involvement and Leadership, Greek Life, the library, the bookstore, Baptist Student Ministries, the Robeson Humane Society, the Robeson County Health Department, the Rape Crisis Center, Aware, SAGA, and the National Council of Negro Women. Subject matters covered in these programs included sexual responsibility, self-esteem, alcohol awareness and responsibility, stress reduction, communication in relationships, health/wellness, substance
use, mental illness, and suicide prevention. Formats for presenting these programs included awareness weeks, game shows, interactive presentations, fairs, luncheons/dinners, informational and educational displays, and other fun activities with a psychoeducational message. Approximately 3,765 students participated in these programs throughout the year.

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

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

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

**OBJECTIVE 4.2 UPDATE:** The Interpersonal Violence/Sexual Assault Response Team (IV/SART) was established in 2010. The policy for IV/SART was reviewed and updated and continues to be in compliance with the United States Department of Education, Office for Civil Rights new Title IX requirements applicable to sexual violence on college campuses in Spring of 2011. The Board of Trustees has approved the updated policy and implementation is set for Fall 2012.

The university community encourages the reporting of conduct code violations and crimes by victims. Sometimes, victims are hesitant to report to university officials because they fear that they themselves may be accused of policy violations, such as underage drinking at the time of the incident. It is in the best interest of the university community that as many victims as possible choose to make a report. To encourage reporting, the university pursues a policy of offering victims and eyewitness/bystanders to crimes amnesty to policy violations related to the incident. Also, the university pursues a policy of limited immunity for students who offer help to other students in need. While policy violations cannot be overlooked, the university will provide educational options, rather than punishment, to those who offer their assistance to others in need. Finally, the language of the policy was changed to a more neutral language. Victim and perpetrator were replaced by complainant and respondent. Using data gathered by Dr. Osburn at the Stetson University Law Conference, review of policies from NCCASA, and research conducted of other North Carolina colleges and universities policies regarding sexual assault, it was decided to add an amnesty and Good Samaritan clause to the UNCP sexual assault policy fall.
The goal of the IV/SART committee continues to be to educate the campus community through increasing awareness of sexual assault and interpersonal violence while working to create a climate that minimizes instances of assaults on campus. All committee members have been trained to ensure a coordinated, timely, and appropriate support system for the victim of sexual assault.

The IV/SART committee is comprised of a cross-section of the campus community. Fourteen (14) faculty and staff from various departments serve as advocates and liaisons for students who have been assaulted. Committee members are trained to provide support and help individuals with the referral process as they seek campus or community resources. The committee met three times (two trainings and one committee meeting) during the academic year.

Lauren Rodefeld gained approval from Kansas State University to adopt their interpersonal violence/sexual assault safe zone logo. With Monica Osburn she facilitated sensitivity and safe zone training for IV/SART. Fourteen (14) members were in attendance and safe zone magnets were given for placement on member’s office doors.

The CTC sponsored a training program by the North Carolina Coalition against Sexual Assault (NCCASA) for campus police and IV/SART. Eighteen (18) campus police personnel were in attendance. Target topics included: sensitivity interviewing; Title IX; barriers/challenges; and, review of policy and procedures. Another training with 10 IV/SART members in attendance focused on sensitivity and Title IX.

NCCASA hosted two campus consortia. Lauren Rodefeld attended both campus consortia and Erica Scott attended one. Colleges and universities from across North Carolina joined together to network and discuss sexual assault and prevention. Important topics that were targeted included: Assessing Readiness for Change Model; Title IX; and, working towards creating a campus prevention policy framework through the nine stages of socio-ecological prevention models, and successful and effective prevention programs currently being implemented on campuses across the state.

Lauren Rodefeld participated in two webinars, Engaging Men to End Violence and Anonymous Reporting. Lauren Rodefeld, LynnDee Horne, and Bryony Williams attended a campus program on human trafficking. In addition, Lauren Rodefeld, LynnDee Horne, Bryony Williams, Erica Scott, and Maria Parker participated in a webinar on sexual assault prevention in the GLBTQ community. Finally, Monica Osburn, Lauren Rodefeld, and Erin Scott attended a community training hosted by NCCASA entitled:
Historical Roots to Contemporary Oppression: Sexual Assault in the Native American population.

The IV/SART committee continues to evaluate the campus climate regarding interpersonal violence and sexual assault. The committee continues to look for opportunities to market IV/SART to the campus community, identifying target populations, assessing for readiness of change, and increasing awareness and prevention of interpersonal violence and sexual assault on campus.

A baseline of data from two sources were analyzed and assessed to determine the campus climate and readiness for change, as well as, students’ perceptions about sexual assault. A Community Readiness Assessment was completed by students and faculty/staff. A total of 28 individual assessments were conducted in addition to four focus groups that were comprised of approximately 5-8 students each. In addition to the Community Readiness Assessment, data from the Illinois Rape Myth Acceptance Scale was further evaluated. In 2010 it was administered to 996 incoming freshman (432 male/564 female) to determine students’ perceptions regarding relationships and sexual assault.

Analysis of the Community Readiness Assessment indicates that as a community we are at the pre-planning stage. According to the Community Readiness Model, being at the pre-planning stage indicates that there is a clear recognition among community members that something must be done and that efforts must begin to be focused and detailed. Furthermore, analysis of the Rape Myth Acceptance Scale showed that 41% of students disagree that a victim is never responsible for rape, 12.2% of students believe that women sometimes provoke or deserve being raped, and 29.3% of students agree that most sexual assaults are committed by strangers. These were some of the indicators that helped shape programming for this year and will be used also for next year’s goals.

The CTC and Rape Crisis Center of Lumberton co-facilitated a campus program on bystander intervention called Bringing in the Bystander with 25 people in attendance. During sexual assault awareness month in April, the CTC sponsored the Clothes Line Memorial Project where 150 t-shirts were placed outside the Chavis University Center for two weeks to increase awareness of sexual violence. Also in April, the CTC along with Housing and Residence Life, and other campus departments and community supporters held a Take Back the Night Vigil to increase awareness of sexual assault with 50 in attendance.

Media coverage included Lauren Rodefeld participating in two interviews with staff from the Pine Needle and one interview with a student completing a Mass Communication class project on sexual assault and
resources for victims of sexual assault. The IV/SART committee put up a
display of information about IV/SART for attendees at the Social Work
Symposium.

Lauren Rodefeld is a member of Robeson County SART committee
serving as a representative of the UNCP CTC. Lauren Rodefeld is also a
member of the Primary Prevention Task Force of Robeson County
through the Rape Crisis Center. These two committees help to further
increase community support in primary prevention of sexual assault on
campus and in the community.

The CTC was awarded a $15,000 grant from the Center of Disease
Control, Division of Public Health, Chronic Disease and Injury Section,
Injury and Violence Prevention Branch. The grant supports Historically
Black Colleges and Universities (HBCU’s) in developing and engaging in
effective sexual violence prevention programming. The grant supports
completion of a campus community profile and assessments identifying
needs, readiness, and priority risk and protective factors for sexual
violence. The grant is awarded for an eight month period. Erin Scott, a
graduate assistant in the master’s Clinical Mental Health Counseling
program was hired to be the project manager of the grant. Community
Readiness Assessments were administered and analyzed. It was
determined that we are in the pre-planning stage of the grant (overall
readiness score of 4). The pre-planning stage indicates that there is clear
recognition among community members that something must be done and
the efforts must begin to be focused and detailed.

As a follow-up to the original grant, the CTC recently applied for and was
awarded an additional two-year, $60,000 per year, grant through the
Center of Disease Control to continue our efforts to increase awareness
and education by implementing effective bystander intervention
programming on campus using the Nine Principles of Primary Prevention
and the Socio-ecological Model.

**Assessment Procedure:** Titanium software, evaluation surveys.

**Use of Assessment Data:** The findings of the Wellness Survey, student
feedback, Titanium reports, and other data are used to drive the outreach
programs and health screenings the center prepares for the university.

Anxiety was targeted by screenings and stress reduction activities. From our
clinical evaluations in the 2010-11 school year, 33% of our clientele requested
more programming around the issue of anxiety and stress. In the past two years
(2010-12), anxiety fell within the top three highest diagnoses within the center. In
regards to crisis appointments, anxiety ranked second in the 2011-12 school
year. Overall for the 2011-12 school year, 79.3% of clients endorsed dealing with the presence of anxiety at some level.

Depression also ranked within the top three diagnoses within the center this year. Titanium reports show that depression was third and suicidal ideation ranked first for the reason of crisis appointments in the 2011-12 school year. According to the Center for College Mental Health report for 2011, 31.6% of the clinical college population admitted to thinking about ending their lives and 23.8% have seriously considered suicide. Of the non-clinical population, 14% endorsed the same. Depending on the statistic, suicide is the second or third leading cause of death for those ages 10-24. The Center for Disease Control and Prevention stated that from the years of 1999-2007, there were approximately 4,400 deaths in that age group (10-24).

Based on the 2010 New Student Wellness Survey results, 39.5% of students indicated they had one or more family member with alcohol problems. Results also stated the 47.3% have drunk more than they planned and 23% stated they have drunk so much they blacked out. Over 15% admitted to driving after drinking. AUDIT results in the 2011-12 school year report that 17.6% (ranging from less than monthly to weekly) of students were unable to remember the night before due to drinking and 33.2% drink at least two times per month up to four times per week. Due to this data, programming around responsible alcohol practices and screenings measuring this subject were implemented both semesters.

Self-esteem, body image, and disordered eating continue to be a concern for the college population. In the Center for College Mental Health 2011 report, 44.5% of the clinical college population admitted to feeling out of control when they eat ranging from sometimes to often. The American College Health Association’s National College Health Assessment for 2011 (27,774 students surveyed) reports that 50.4% of the students surveyed are trying to lose weight. The total for students that have used laxatives or vomited to lose weight was 653 while 880 endorsed using diet pills. According to Titanium data, 63.2% of clients dealt with some type of eating issue with 9.9% stating it was a serious problem. Approximately 60% of clients stated that self-esteem was also an issue for them.

Sexual health and responsibility along with healthy relationships were also targeted through outreach and screening. The 2010 New Wellness Survey indicated that 10.2% of incoming freshman have had six or more sexual partners. Approximately 44% of clients identified romantic relationships as an issue in the 2011-12 school year. As far as sexual health is concerned, in the Fall 2011 National College Health Assessment only 50% of females had a gynecological exam within the last year and only 37% had performed a breast self-exam within the last 30 days. Males that had performed a testicular self-exam totaled 36%. The Counseling and Testing Center’s Clinical Evaluation assessment for the 2010-11 school year included several requests on more information and
programming surrounding healthy relationships from subjects of safer sex to effective communication.

Tobacco use, the necessity to provide information and cessation tools, and screening were also supported by the 2010 Wellness Survey. Students indicate that 73% have family members that use tobacco and 30.5% currently use tobacco products themselves. Approximately 13% of these students do not believe that nicotine is an addictive drug. In the National College Health Assessment, 20.4% of students indicated they would like to receive more information on tobacco use.

This year we were also able to screen for problem gambling and promote the NC Problem Gambling Helpline. The wellness survey and screening results are still utilized to determine the scope of the issue at UNCP but, nationally, trends for college student gambling center around lottery, card type games, and sports (41%, 38%, and 23% respectively). Researchers estimate that 75% of college students gambled during the past year, whether legally or illegally. Approximately 6% of college students in the U.S have a serious gambling problem according to National Council on Problem Gambling.

Data gathered from the New Student Wellness Survey, Student Voice, Titanium, The Illinois Rape Myth Acceptance Scale, and the Community Readiness Assessment are used to drive the continued efforts to increase education and awareness of sexual assault on campus through use of a primary prevention model. According to the 2009-2010 New Student Wellness Survey, 14.7% experienced verbal and/or physical abuse and 6.1% experienced sexual abuse, sexual assault, or rape. Furthermore, the CTC collects data for each client to be able to assess the needs of our students. The following responses were significant to interpersonal violence and sexual assault on campus:

- 20.9% of respondents stated they had unwanted sexual contacts or experiences;
- 26.6% experienced harassing, controlling and abusive behavior from another person;
- 11.3% of the students who came to the CTC stated that a sexual assault or rape was a reason for seeking services;
- 30.8% of students reported physical harm; and,
- 17.9% experienced sexual violence (rape or attempted rape, sexually assaulted, stalked, abused by intimate partner, etc.).

Data gathered from Titanium shows that 5.15% of students receiving services from the CTC have a diagnosis of some type of abuse or history of abuse. Also, data from Student Voice shows 8.34% of respondents feel healthy relationships and sexual assault programs would be helpful to students.

Additionally, what we have learned from the baseline data from the Illinois Rape Myth Acceptance Scale was:
• 33.2% of males and 11% of female students agree with the statement, “if a woman is willing to “make out” with a guy, then it’s no big deal if he goes a little further and has sex with her;”
• 9% of students agree with the statement, “if a woman doesn’t physically fight back, you can’t really say that it was rape;”
• 19.1% of students feel that it is ok to talk a girl into sex;
• 4.9% of students disagree that if they rape someone that they will not get in trouble;
• 4.5% of students believe that men cannot be victims of rape; and,
• 26.6% of students would do nothing if they were at a party and saw a girl who is drinking and appears to be intoxicated being led away from the party.

Furthermore, findings from the Community Readiness Assessment show the overall readiness score was a 4 which indicates that as a community we are at the pre-planning stage. According to the community readiness model, being at the pre-planning stage indicates that there is clear recognition among community members that something must be done and the efforts must begin to be focused and detailed. We will need to continue to focus on strategies that are going to increase our overall readiness score so that we can move into the preparation stage. 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 some efforts in place, primarily the CTC. The findings also indicate that there are identifiable leaders that are supportive and active in the implementation of efforts and there is no problem receiving support from 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.

The pre-planning stages goals are:
• raise awareness of sexual assault with concrete ideas;
• increase readiness to the next stage;
• introduce information about sexual assault awareness and prevention through presentations and media;
• partner with community stakeholders for programming;
• conduct community focus groups to discuss sexual assault prevention strategies and better ways of marketing programs;
• increase media exposure through social network sites (i.e. Twitter, Facebook);
• review existing efforts to evaluate effectiveness; and,
• train a peer education group.

Continuously throughout the year, national data points have been accessed regarding sexual assault. These have been and continue to be used to guide our educational efforts. A new study of sexual assault on historically black college
and university (HBCU) campuses conducted by Research Triangle Institute (RTI) International found that attempted or completed sexual assaults affect about 14% of all female students and the majority of these assaults happen in the first four semesters a woman is on campus. This statistic is consistent with rates of sexual violence found on college campuses in general. UNCP is one of 11 HBCU’s and Historically Native American University campuses serving North Carolina.

According to the Center for Collegiate Mental Health (CCMH), research has indicated that 1 in 4 women will be sexually assaulted during their collegiate career and as many as 16% of undergraduate males have been pressured or forced to have sex at some point in their lives. 12.9% experienced harassing, controlling, and/or abusive behavior from another person and overall 3.5% have had unwanted sexual contact(s) or experience(s). At a time when students are supposed to be focused on academics, many are dealing with the trauma of sexual assault victimization. Further results indicated that students who had unwanted sexual contact reported significantly higher levels of academic stress. These findings were true regardless of whether students were sexually assaulted prior coming to college or after starting college. These findings of increased levels of academic distress support the need for continued and increased services to students focusing on educating and increasing awareness among the campus community. Also, the American College Health Association Campus Violence White Paper, shows “high levels of victimization, coupled with cultural acceptance of rape myths, create an environment where victimized students are disempowered and alienated from their college experience. This environment has resulted in impediments of academic success, lower graduation rates, health problems, and persistent mental health issues.” We recognize the desire from students to have multiple resources or supports in place. This was another major contributing factor to a multi-reporting structure. Finally, with the support from the Center for Disease Control, we will be able to develop and engage in effective sexual violence prevention programming on campus. The completion of a campus community profile and assessments identifying needs, target populations, readiness, and priority risk and protective factors for sexual violence will continue to be assessed to provide effective primary prevention programming on campus.

Goal 5: Increase student welfare by increasing awareness of negative consequences of alcohol and other drugs.

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

Strategy 5.1.1: Meet with Coalition for Substance Abuse Prevention (CSAP) on monthly basis for feedback, strategy, and direction on issues related to alcohol and other drug use and prevention.
Strategy 5.1.2: Develop comprehensive written substance abuse prevention master plan for campus that incorporates multiple best practices in all areas of campus operation (i.e., Student Affairs, athletics, academics).

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

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

OBJECTIVE 5.1 UPDATE: The committee developed and reviewed the written plan. It was decided to focus on policy initiatives, education, and enforcement. Recommendations included:

- create equal sanctions for alcohol and marijuana violations – suspension on second offense;
- raise fee associated with sanction to $150.00; and,
- make a first offense sanction of providing alcohol to minor suspension and follow up with state charges.

Enforcement recommendations included:

- change culture of reporting violations to include RAs, students, staff, faculty. (consider using Associate Vice Chancellor for Campus Safety and Emergency Operations, Travis Bryant, tag line as a campaign “Be Brave – Tell Someone);
- provide training to campus law enforcement regarding the value of enforcing policy;
- encourage that every violation of policy is charged and processed; and,
- connect violations of drug policy to ability to participate in student organizations and events.

Education recommendations included:

- Alcohol Edu for all incoming freshman;
- moderate drinkers account for the majority of negative consequences related to alcohol on a college campus et the vast majority of staff, programs, and resources are dedicated to addressing high-risk drinkers, who make up only 20% of the student population, thus leaving 80% of the student population largely underserved (outside the classroom); and,
- Social Norming Campaign - Social norms marketing is a prevention strategy aimed at correcting students’ misperceptions about the number of their peers who drink and the amount that they drink, by providing accurate statistics to students through mass marketing techniques.
This plan was presented to the Chancellor’s Cabinet with full support. The policy changes were not supported at the Board of Trustee level and will be reviewed again.

Presentations regarding alcohol education were made to 39 freshman seminar classes. These presentations reached a total of 810 students.

**Objective 5.2:** Provide drug assessment, education, and counseling to students who violate the drug policy.

*Strategy 5.2.1:* Provide consultation and referrals for drug treatment.

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

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

**OBJECTIVE 5.2 UPDATE:** CTC staff continued to provide substance abuse evaluations for students identified as at-risk for addiction issues. They conducted several comprehensive substance abuse assessments that led to referrals to outside substance abuse providers. Outpatient counseling services were provided for substance abusing students that were appropriate for that level of care. The CTC continued to develop outside referral resources and relationships with substance abuse treatment providers.

CTC conducted formal assessments for substance abuse for 104 unique mandated clients. Some of these clients received multiple assessments during the year. A total of 57 on-line alcohol education modules and 86 on-line marijuana education modules were administered.

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

**Use of Assessment Data:** Changes made for this year in the substance abuse prevention approach reflected a desire by campus administrators to have a more collaborative approach to addressing policy and prevention efforts. Specifically, the CSAP Committee was convened to gather multiple perspectives from faculty, students, and staff on best practices in reducing substance abuse consequences for students. Emerging trends in college substance abuse included synthetic marijuana and caffeinated alcoholic beverages that came with significant health risks. Specifically, because of increases in prescription drug abuse among college students (a 2008 study found that 20%, or one in five, college students in
the United States are taking prescription drugs to get high), language in the policy was crafted to be clearer on the differences between legal and illegal usage of prescription medication. Further, to advance information to other campus professionals regarding synthetic marijuana, caffeinated alcohol beverages, and prescription drug abuse among college students, presentations were conducted for the Student Affairs directors and RA training was conducted specifically on this topic.

Additionally, based on 2010 New Student Wellness Survey data, 30% of freshman for that year still believed that alcohol plays a central role in the lives of UNCP students and that 42% believe that a majority of UNCP students use alcohol. It was clear that social norms surrounding the role alcohol plays in college was still an issue. To combat this, the Freshman Seminar presentation surrounding alcohol was changed to include more statistics from the New Student Wellness surveys to provide more realistic and accurate estimates of student drinking.
Givens Performing Arts Center
Assessment of 2011-2012 Goals and Objectives

Goal 1: Expand outreach within local and regional communities in order to increase awareness of GPAC and the programs hosted therein.

Objective 1.1: Identify specific user groups and geographic areas to target and develop marketing plans accordingly.

Strategy 1.1.1: Continue to work with the Office of Alumni Affairs to expand on an outreach plan for UNCP alumni that will involve ticketing incentives, special events, and offers.

Strategy 1.1.2: Develop military themed events and promotions targeted at those involved in the BRAC military movement. These could include but are not limited to Officers Clubs, military wives, single soldier groups, etc.

Strategy 1.1.3: Continue to market to various groups and affinity clubs. In addition to promotions targeting specific professional areas, also include regional promotions such as “Ladies of Laurinburg Night”.

OBJECTIVE 1.1 UPDATE: Various promotions and ticketing offers were hosted this season for our affinity groups. Each show presented, while having overall market appeal, was specifically targeted to a set audience with relevant promotions. For example, In the Heights was offered to military customers at a discount and active military members and families were recognized from the stage during the curtain speech.

Objective 1.2: Increase GPAC programming access to outlying areas and regions.

Strategy 1.2.1: Continue to pursue on-line ticketing options with ticketing vendor, Tickets.com.

Strategy 1.2.2: Work with incoming artists and events to develop both pre and post show outreach opportunities within public schools. These opportunities could include school visits with talkbacks, virtual appearances by cast and crew members, and workshops hosted off site.

Strategy 1.2.3: Expand marketing and community partnership efforts to include underserved markets and expanded
demographics such as the Latin and African American communities.

**OBJECTIVE 1.2 UPDATE:** Due to a wide range of legal and technical issues, GPAC is still working with DOIT and Tickets.com to establish online ticketing options. Dr. Bob Orr was heading this effort for us. However, with Dr. Orr’s retirement, this project has gotten a bit behind. It will be a part of our ongoing goals for 2012-2013.

A number of pre and post show activities and sessions were incorporated for guests this season. Groups included the business academy from the Laurinburg/Scotland Chamber, several public school groups and students from the University Theatre Department. With regards to expanded demographics, GPAC did broaden our marketing reach for these audiences and, while our African American audiences continue to grow, other target groups will be an ongoing goal for us in the coming year.

**Objective 1.3:** Identify and include non-traditional theatre customers in the GPAC marketing mix for 2011-2012.

**Strategy 1.3.1:** Work with support agencies and public schools to identify deserving families to “adopt” and receive event tickets for events during the 2011-2012 Season. Four (4) families will be selected for up to five events this season to be guests at theatre. Selection will focus on need and risk factors for youth within the households.

**Strategy 1.3.2:** Coordinate and present the second annual River People Cultural Fest at GPAC. This event will again feature American Indian artists with ties to the community. This event will also be expanded to include more traditional community outreach opportunities through arts and crafts, oral tradition, and culinary exploration.

**OBJECTIVE 1.3 UPDATE:** The second annual River People Music and Cultural Fest was a huge success. For 2012, the event was extended to a two-day festival with a visual arts component added. The River Roots Arts Guild took ownership of the Friday event and produced an exhibit/tradeshow and showcase to spotlight craftsmen and artists in our area. Again, in 2012, this event brought in large numbers of new audience members for the Performing Arts Center.

**Assessment Procedure:** Number of partnerships developed with local and regional agencies and organizations will be reviewed in order to assess the outcome of this goal. Overall number of tickets sold and patrons attending the various events will also be considered.
Use of Assessment Data: The responses received to the affinity promotions prove that first, people will identify with these chosen groups and, secondly, they will take advantage of special offers and attend in greater numbers if there is an emotional connection for them. More direct marketing to these groups will be made part of the plans for the 2012-2013 season.

The addition and success of the River Roots Arts Guild piece to the River People Music and Cultural Fest has helped us determine that in order to continue to be successful, we must add fresh, new components each year. We anticipate that this event will be a long term, annual event for GPAC but in order to keep audiences coming back, something new must be offered each year.

Goal 2: Increase non-state revenue for 2011-2012 in order to lessen the dependence on state funding.

Objective 2.1: Increase ticketing revenue by 10% for 2011-2012.

Strategy 2.1.1: Review market research and revise marketing plans to better utilize available funds. This could include reducing more traditional forms of media such as print/newspaper advertising in favor of more immediate forms of advertising such as on-line and social media.

Strategy 2.1.2: Identify and target various UNCP groups, clubs, and organizations as potential buyer groups and market according to their specific interest. Groups include but are not limited to faculty, staff, students, alumni, graduate studies, and distance education.

Strategy 2.1.3: Increase GPAC visibility at other UNCP campus events with promotions such as half-time and themed give-aways, student only events and faculty/staff receptions.

Strategy 2.1.4: Expand marketing and promotional efforts through participation in Chamber of Commerce events, trade shows, tourism events, fairs, and local group events. This is a low cost way to interact one-on-one with customers, both established and potential.

Strategy 2.1.5: Create experience-based promotions for as many events as possible. Utilize cast and crew for talk back sessions as available. Host workshops and backstage tours whenever possible. Search out ways to involve the audience so that they leave GPAC feeling as if they were a part of something greater…not just a spectator.
OBJECTIVE 2.1 UPDATE: While most of the strategies were outlined here were incorporated, the goal of a 10% increase in ticketing revenue was not reached. Primarily due to the state of the economy, ticket sales across the country have been on a downward slope. Nonetheless, while we did not experience an increase for 2011-2012, fortunately, with a difference of only $159 in sales from 2010-2011 to 2011-2012 there was no significant decrease either.

Objective 2.2: Increase non-ticketing, non-fee revenue by 10% for 2011-2012.

   Strategy 2.2.1: Develop a marketing plan for non-ticketing revenue. This plan will include strategies, timelines, budgets, and incentive programs for the following: sponsors, Friends of the Center, Showbill advertisers, marquee signage and ticket back advertising.

   Strategy 2.2.2: Revise sponsorship program and benefits in order to provide options that are more flexible for sponsors. Also, create enhanced appreciation program in order to recognize all of our sponsors but especially focusing on renewing sponsors.

   Strategy 2.2.3: Revise the Friends of the Center benefits package for 2011-2012. Benefits have not been updated in several years and currently offer outdated, often costly incentives.

OBJECTIVE 2.2 UPDATE: Again, while the 0% objective was not reached, GPAC did experience a 3% increase in non-ticketing revenue for 2011-2012. Increasing non-ticketing revenue will be an ongoing goal for GPAC.

Objective 2.3: Create new revenue streams through expanded marketing opportunities.

   Strategy 2.3.1: Identify and target key sponsors for signage on the GPAC marquee. Signage on this marquee will be negotiated for a minimum of three years with a three year renewal option.

   Strategy 2.3.2: Utilize the televisions in the GPAC lobby for enhanced sponsorship opportunities. Current sponsors will have first right of refusal to add their logo or commercials to run on these TVs (for a fee). Any additional inventory will be sold to various businesses as permitted.

   Strategy 2.3.3: Market and sell the backs of GPAC tickets. This ticket back could be used for couponing or informational purposes.
OBJECTIVE 2.3 UPDATE: Due to box office construction and limitations on staffing time and resources, many of these strategies had to be put on hold for 2011-2012. However, sponsors are still being sought for ticket backs and marquee panels.

Assessment Procedure: The review and comparison of GPAC revenues for 2011-2012 to prior years and similar comparisons based on the number of clients, customers, sponsors, donors, etc., participating in events at GPAC during 2011-2012.

Use of Assessment Data: While overall, GPAC is confident with the direction it is headed in with non-state revenue, until support staff can be hired, goals cannot be fully reached. Due to limited staff and no administrative support staff, executive and marketing staff members are often restricted to staying within the boundaries of the office instead of getting out and recruiting new sponsors and donors. In the future, we will continue to be creative with the opportunities that we have and continue to be as fiscally responsible as possible with resources. We will also continue to advocate for the addition of administrative support staff for the GPAC team.

Goal 3: Work to enhance overall efficiency and customer satisfaction at GPAC.

Objective 3.1: Review all policies and procedures in order to increase efficiency and maintain up to date guidelines and controls at GPAC.


OBJECTIVE 3.1 UPDATE: Policies and procedures are constantly being reviewed and updated as needs and climate change.

Objective 3.2: Review all accessibility guidelines and upgrade as needed.

Strategy 3.2.1: Increase number of wheelchair seats available at GPAC during 2011-2012.

Strategy 3.2.2: Evaluate the current assisted listening devices and upgrade and supplement as needed.

Strategy 3.2.3: Work with Office of Disability Support Services and the UNCP attorney to review the standard GPAC lease agreement
and website to ensure that all both contain proper language and all necessary guidelines needed to meet ADAAA standards.

**OBJECTIVE 3.2 UPDATE:** During the 2011-2012 year, GPAC was able to add an additional row of wheelchairs seats in an alternate location for customers. Current ALD devices were reviewed and it was determined that replacements might not be necessary or financially feasible. The current devices simply need to be monitored and maintained more closely to extend battery life.

**Objective 3.3:** Better utilize the talents and resources available through the GPAC Advisory Board.

- **Strategy 3.3.1:** Develop a GPAC Advisory Board Members Manual. Currently, the only documents in place are the original by-laws and constitution established approximately 13 years ago. This manual will outline what will be expected of board members and suggest additional ways they can support GPAC.

- **Strategy 3.3.2:** Investigate the possibility of meeting more frequently. Currently the full advisory board meets quarterly. Will look at the possibility of meeting bi-monthly with subcommittees meeting as needed.

- **Strategy 3.3.3:** Establish membership guidelines for advisory board. Currently, there are no published guidelines regarding membership. Will review criteria of other similar boards to determine new guidelines that may include being a season subscriber, donor or sponsor, geographic area (with various communities being represented), other volunteer service, etc.

**OBJECTIVE 3.3 UPDATE:** Due to unforeseen circumstances, this objective was placed on hold for 2011-2012. A special committee within the Advisory Board will be identified during the fall of 2012 to complete this task.

**Assessment Procedure:** Creation of reports, manuals, formal and informal surveys of GPAC staff, and others with access to targeted information.

**Use of Assessment Data:** Customer satisfaction and facility efficiency are ongoing goals for GPAC. We are working to incorporate many of the objectives and strategies outlined here into our daily operating policies and procedures.

**Goal 4:** Develop events and programs that encourage increased student involvement and participation.
Objective 4.1: Revitalize the Student Advisory Board.

**Strategy 4.1.1:** Establish guidelines for the Student Advisory Board.

**Strategy 4.1.2:** Recruit up to 12 members for the Student Advisory Board. This group should be made up of undergraduate, graduate, and distance education students.

**OBJECTIVE 4.1 UPDATE:** Informal student panels were brought together for 2011-2012 to help establish new guidelines for this revised board. New members will be identified in August 2012 and this board will officially begin meeting in September 2012.

Objective 4.2: Develop various theatre awareness programs targeted at UNCP students for 2011-2012.

**Strategy 4.2.1:** Work with Student Affairs Division and other departments to promote GPAC events and distribute materials and, if appropriate, tickets to UNCP students.

**Strategy 4.2.2:** Continue to work with UNCP faculty to integrate GPAC events into the UNCP fall and spring curriculum, thereby allowing another dimension to the event knowledge and theatre experience.

**Strategy 4.2.3:** More aggressively coordinate with theatre companies and tours to offer, whenever possible, pre or post event Q & A sessions, workshops, or panel discussions for students.

**OBJECTIVE 4.2 UPDATE:** During 2011-2012, a number of activities were identified to bring new student audiences to the theatre. The number of students participating in these programs, as well as the number of students attending events did increase for 2011-2012.

**Assessment Procedure:** Student surveys, formal and informal focus groups, attendance numbers, and recorded level of interest shown by students in various projects and activities will be used to measure student interest and participation during 2011-2012.

**Use of Assessment Data:** We learned that students are interested in the behind the scenes look at what is happening at GPAC. In the future, we will work to provide even more such opportunities for our students.
Office of Greek Life
Assessment of 2011-2012 Goals and Objectives

The 2011-2012 Goals and Objectives for the Office of Greek Life at UNCP are being assessed by Whitney Swesey, the current director of the program. Ms. Swesey started in this position on November 11, 2011, after the departure of Mr. Blackburn. In interim, the position was advised by Cynthia Oxendine.

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

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

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

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

Strategy 1.1.3: Provide scholarships and enable students to apply for national scholarships to attend the North American Interfraternity Conference Educational Institute, The Undergraduate Interfraternity Institute, during Summer 2012.

Strategy 1.1.4: Continue to provide All Greek Council meetings for all stakeholders during the fall and spring semesters.

Strategy 1.1.5: Collaborate with Student Involvement and Leadership and the Center for Community and Civic Engagement to provide LeaderShape program.

Strategy 1.1.6: Re-format advisor training and roundtables to include additional educational programming regarding Office of Greek Life operations, policies, and procedures as well as student development theory and millennial students.

OBJECTIVE 1.1 UPDATE: The Fraternal Leadership series was created in order to develop officer skills and help better manage organizations. The series covered various topics ranging from recruitment to career development.
While we were unable to send students to the Undergraduate Interfraternity Institute during Summer 2012, we did take four students to the Association for Fraternal Leadership and Values, Central Leadership Conference in February 2012. This was a four-day leadership conference to help develop leadership skills and align their leadership style with their fraternal values. Four (4) students attend the LeaderShape program.

All Greek council was continued in Fall 2011 and Spring 2012. In Spring 2012, All Greek Council became a student ran governing board with four positions, President, Vice President of Community Service and Philanthropy, Vice President of Programming, and Vice President of Marketing and Communication, which now operates much like a Greek programming board.

Advisor trainings were also changed to once a month meetings where new changes in policies and procedures were introduced as well as keeping advisors informed about current trends with our students and events going on in the community.

**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 assessment/recognition program for the purpose of continual evaluation of fraternities and sororities by engaging organizations as evaluators of qualitative presentations.

- **Strategy 1.2.4:** Establish a 360-degree assessment through the use of tools designed for fraternity/sorority life stakeholders. StudentVoice will also be used to assess perceptions and reasons students do not join fraternal organizations.

- **Strategy 1.2.5:** Re-establish learning outcomes influenced by fraternity/sorority life stakeholders as a means for establishing a strategic plan for the Office of Greek Life.

**OBJECTIVE 1.2 UPDATE:** One-on-one meetings with each chapter president were continued. New policies and procedures were introduced, as well as paperwork changes. Continued communication to advisors.
regarding their chapters was also crucial this year no matter how small the issue may have been.

This was the first year that the Greek Gala was held to individually recognize chapters in various categories such as member development and community service. Individual members were also recognized. This program was extremely successful with over 10 chapters submitting applications and over 200 students, faculty, and staff in attendance.

Assessment and long term planning were not completed due to the transition of Ms. Swesey coming into the position and needing more time before beginning them.

**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 Center for the Study of the College Fraternity membership and Association of Fraternity Advisors membership and conference attendance.

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

- **Strategy 1.3.4:** Utilize training provided by the UNCP Human Resources Office as well as other developmental opportunities provided in-house at UNCP.

**OBJECTIVE 1.3 UPDATE:** The director did attend AFA and attended several sessions on the trends, climate, and changes with fraternity/sorority life. The director also presented programs several times at AFA and AFLV and attended several UNCP Human Resources trainings. She has not facilitated leadership programs at other universities and headquarters due to the job transition.

**Use of Assessment Data:** Overall, that Greek Life at UNCP has grown not only in numbers, but in unity. The students have had more educational opportunities in the past that range in topic and reach all of our diverse students. Our students
are constantly striving to have a community of integrity and one that represents UNCP well.

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 New Student Orientation in order to educate potential and incoming students as well as parents about fraternity/sorority life opportunities at UNCP.

Strategy 2.1.2: Develop new and creative ways to market Greek life to the campus community through utilization of Facebook, Twitter, the Greek life website, and other sources.

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.

OBJECTIVE 2.1 UPDATE: The director is constantly building relationships with other offices in order to strengthen and incorporate Greek Life into UNCP. Greek Life has been heavily marketed through Facebook, Twitter, and the Greek Life website. All pages have undergone construction to better meet our students’ needs. Several collaborative efforts within Student Affairs have occurred this year. Greek Life has partnered with the Office of Student Leadership and Involvement, Community and Civic Engagement, the Office of Multicultural and Minority Affairs, the Career Center, Counseling and Testing, etc. The Greek Life Office continues to outreach to other offices, faculty, and staff to keep the entire campus aware of what Greek Life can offer.

Objective 2.2: Update Office of Greek Life policies and procedures.

Strategy 2.2.1: Further implement a comprehensive training for faculty/staff advisors and chapter advisors so they are prepared to adequately advise UNCP chapters.
Strategy 2.2.4: Create activities log for each organization as a reference for individual information and consistency.

OBJECTIVE 2.2 UPDATE: As the Greek Life policies and procedures changed this past year, the advisor were crucial in giving feedback to the changes. The advisor thoroughly reviewed the procedures and agreed with them before they were posted on the website. An activities log for each organization was not created, as this was not a goal of the director. In the future, an All Greek calendar will be posted where chapters will post their events as well.

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

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

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

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

OBJECTIVE 2.3 UPDATE: Greek membership has increased from 5% to 7% this year. There has been a great growth in numbers and it is hoped that this trend continues. New marketing materials are being developed to have more information readily available for interested students. All of the Greek councils have been very vocal and helpful in planning for recruitment for Fall 2012. A partnership has not been built with freshman seminar, but hope to do that in the future.

Objective 2.4: Hire Director of Greek Life professional position.

Strategy 2.4.1: Hire for the position in compliance with university policies and guidelines.

OBJECTIVE 2.4 UPDATE: Ms. Whitney Swesey was hired as the new Director of Greek Life and began on November 11, 2011.

Use of Assessment Data: Greek Life has done an overhaul of policies and procedures this year, as well as creating a high standard for students to reach. Students have high expectations placed on them as Greek Life is not a right, but a privilege and they have continued to live those standards this year.
Housing and Residence Life
Assessment of 2011-2012 Goals and Objectives

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

**Objective 1.1:** Conduct study to determine the feasibility of acquiring the management of Courtyard Apartments

**Strategy 1.1.1:** Review Courtyard Apartment financial and occupancy data and on-campus data.

**OBJECTIVE 1.1 UPDATE:** At the beginning of the academic year, the occupancy rate at the Courtyard Apartment was 64%. This rate was the lowest of the four (4) off-campus apartment complexes. The UNCP Foundation reviewed the financial situation for this project and began discussing the options to replace Ambling Companies and identify a new management team.

**Objective 1.2:** Conduct review to determine which residential facilities will be available for future occupancy.

**Strategy 1.2.1:** Review occupancy data and survey satisfaction results.

**OBJECTIVE 1.2 UPDATE:** The 2012 Spring Semester occupancy numbers and the 2012 Fall Semester projection were reviewed. In addition, meetings were held with Facilities Operations, Planning and Construction and housing staff to review mechanical and structural improvements needed in the near future. In review, heating in North Hall is solely dependent of Belk Hall’s boiler. A recent failure in Belk Hall forced North Hall to also be without heat.

**Objective 1.3:** Identify renovation and special projects for existing student housing facilities.

**Strategy 1.3.1:** Work with the Office of Facilities Operations and Planning and Construction to identify renovation and construction projects.

**OBJECTIVE 1.3 UPDATE:** During the fall semester and in collaboration with Facilities Operations and Planning and Construction, re-occurring work requests were reviewed and major mechanical and structural issues that needed attention were discussed.
Objective 1.4: Determine interest in establishing an on-campus residential Greek community.

Strategy 1.4.1: In collaboration with the Director of Greek Life, meet with Greek members to determine interest and needs.

OBJECTIVE 1.4 UPDATE: At the beginning of the academic year, the Director of Greek Life position was vacant and the new director began employment late in the fall semester. In November, the housing director discussed with the new director establishing an on-campus residential Greek community at the Village Apartments.

Assessment Procedure: Review financial documents, the occupancy history of the Courtyards and on-campus housing, and the enrollment projects of the university; review occupancy and enrollment data; survey residential population to effectively measure satisfaction of residential facilities. Conduct a Greek survey and evaluate chapter interest.

Use of Assessment Data: In November, the Board of Trustees approved a resolution which authorizes the University the opportunity to assume the operations of Courtyard effective July 1, 2012. A committee was created and met periodically to address the numerous issues relative to this transition. The Council of State gave final approval for a management lease at their May session. A new property manager position was created within the department, advertised, and a new manager has been identified.

Beginning with the 2012 Spring Semester, Wellons Hall was permanently removed from the housing bed inventory. The Space Allocation Committee will determine the future use of this building. At the conclusion of the 2012 summer camp and conference schedule, North Hall will be closed during the 2012-13 academic year to provide needed upgrades with the boiler and the closed loop system. Courtyard Apartments will receive new flooring in 33 units, new safety hardware (locks/doors) will be installed in the community building, and a pool lift that is ADAAA compliant will be purchased and installed. New carpet was installed in Pine Hall on all floors throughout the building.

After speaking with the new Director of Greek Life, it was determined not to move forward at this time with establishing an on-campus residential Greek community until a benchmark is conducted of other institutions who offer Greek housing on campus, until a thorough review of chapter and national guidelines and constraints was conducted, and until expectations were established to maintain a positive environment conducive to chapter success.

Goal 2: Provide qualified personnel and staff development opportunities.
Objective 2.1: Improve and expand the job knowledge of the professional and student staff.

Strategy 2.1.1: Provide training for Resident Administrators, Resident Directors, and Resident Advisors.

Strategy 2.1.2: Provide training to housekeeping and maintenance staff.

OBJECTIVE 2.1 UPDATE: Subscriptions to two on-line based training modules were purchase to expand the job knowledge of the professional and student staff. Subscriptions to Reslife.net and Residence Life Training Zone provided both the professional and paraprofessional access to comprehensive and convenient training that could be used to supplement their annual and in-service training requirements. Reslife.Net and Residence Life Training Zone are online resources for staff working in college and university residence life and housing. It provides helpful planning guides, informative articles, and training tips. Subscription services consist of training modules, video presentations, tutorials, and assessment/evaluation tools. All services are designed to meet the needs of the resident advisors and housing professionals.

Group meetings and individual conferences were held with the housekeeping and maintenance staff to determine areas they identified where training was needed.

Assessment Procedure: Staff performance evaluations and training evaluations.

Use of Assessment Data: Data obtained for staff forums and surveys indicate the on-line training modules were well designed and user friendly. Staff further indicated the resources were comprehensive and full of relevant content. In addition, the staff felt the on-line format is on-target with current trends as it relates to the use of technology and electronic resources. This information will be used to support the incorporation of subscription based training and a regular part of the in-service training. Information will be used as the foundation for face-to-face training session and small group training. In addition, the professional staff will utilize these resources to build training presentations for their individual staff and departmental training exercises.

New equipment was purchased and the housekeeping staff was trained on the new equipment. Vendors performed training sessions on ceramic tile care and cleaning/methods. The maintenance staff completed online courses for pool certification license and attended several in-house computer training classes on the uses of researching products online and storing data. Maintenance staff
received owner training on various aspects of Cypress Hall to include, but not limited to, HVAC, plumbing, and fire suppression.

Goal 3: Strengthen and enhance the Living and Learning programming structure.

**Objective 3.2:** Conduct review of the current programming model.

**Strategy 3.2.1:** Contact other colleges and universities to determine number of programs required by Resident Advisors and the wellness model that is used.

**OBJECTIVE 3.1 UPDATE:** Telephone surveys were conducted with regional colleges and universities to determine the type and scope of their existing programming models and the programming requirements of their Residents Advisors. Responses were received from 14 universities. Nine (9) of the universities are in the UNC system and 4 are comparable in size to UNC Pembroke as it relates to residential student and staff composition. The colleges and universities contacted are as follows:

- UNC-Asheville
- UNC-Charlotte
- UNC-Wilmington
- Fayetteville State University
- NC State University
- NC A&T State University
- Shaw University
- Winston Salem State
- Francis Marion University
- UNC-Chapel Hill
- Wingate University
- Johnson C. Smith University
- Methodist University
- NC Central University

**Assessment Procedure:** Surveys will be conducted with public and private schools.

**Use of Assessment Data:** Information from the telephone surveys indicated that the current programming model is “in-line” with most of the universities listed. The model takes a holistic and comprehensive approach to programming as it related to programming categories, program development, and implementation. Compared to one-fourth of those listed, the current model appeared to be more structured and the minimum requirement for the Resident Advisors was less than the current requirement. The requirement is 12-14 programs per year per RA compared to an average of 6-8 for other universities. Based on this information, it was determined to refrain from doing a complete overhaul on the model as has been done in years pass. Instead, the focus will shift from changing the model or major components of the model to look specifically at each program to determine how to develop the program into an “event”. To do so, more attention to collaborate with student groups, organizations, and departments, as well as marketing and promotions, will be necessary.
Goal 4: Develop survey to measure department’s services, programs, and staff.

Objective 4.1: Measure residential students overall perceptions and satisfaction with staff and services.

Strategy 4.1.1: Compile a list of survey questions to effectively measure perceptions and satisfaction of residential students with the staff and services provided.

OBJECTIVE 4.1 UPDATE: The Living and Learning Programming series produced 32 programs for the academic year. Attendance records show that there were a total of 1598 program participants for the academic year with an average of 42 students at each programming event. The attendance is up 9% from the previous year. Electronic and paper surveys were taken for most programs to gauge the benefit and enrichment quality of programs and the effectiveness of marketing and advertising.

Assessment Procedure: Survey residential students.

Use of Assessment Data: 94% of participants that completed an evaluation indicated programs were beneficial and relevant to them. 96% indicated they learned about the program as a result of advertisement and marketing primarily consisting of large, creative, and colorful posters, building list serves, and word-of-mouth. This data will be used to maintain to current variety, consistency, and scope of programming offerings. Further, the evaluation tools has proven effective for gauging the perceptions of the students as it relates to programming and current marketing strategies appear to be successful, therefore the data obtained from surveys will be used to support not making any major changes or modifications to the current structure.
Intramurals and Campus Recreation
Assessment of 2011-2012 Goals and Objectives

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

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

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

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

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

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

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

OBJECTIVE 1.1 UPDATE: There were 13 separate sporting events in which students and staff could participate. These included flag football, beach wrestling, bowling, golf, indoor volleyball, swimming, basketball, team golf, outdoor volleyball, indoor soccer, softball, tennis, wrestling, and dodge ball. The length of most activity seasons was reduced at least one week to accommodate more teams in each playoff season. The amount of female participation did increase but mostly in the club sports and outdoor activities programs. There were four off campus trips sponsored by OICR which included Scarowinds, white water rafting, skiing, and deep sea fishing. All off campus events were scheduled with input from students.

Objective 1.2: Provide well maintained indoor and outdoor facilities.

Strategy 1.2.1: Facilitate continual dialog with Facility Management and Chancellor’s Office to purchase land and make upgrades to intramural field.

Strategy 1.2.2: Purchase outdoor portable storage facility to house gaming and maintenance equipment.
Strategy 1.2.3: Provide detailed scheduling needs for facilities operations to keep clean groomed facilities.

OBJECTIVE 1.2 UPDATE: Additional land was purchased to be used by Intramurals to facilitate outdoor activity schedule but no definitive plans have been made. The university did enter into a lease agreement with LRDA for Intramurals and the marching band to share space behind the LRDA building. A contract was also negotiated with Pineview Enterprises to facilitate field maintenance and improvements. This contract included mowing, clearance, stripping, and any additional needs for field improvements. All billing for the actual land lease is processed through Facilities Operations and all requested upgrades are approved by them.

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

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

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

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

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

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

Use of Assessment Data: The survey data and staff evaluations showed that the activity program additions and the well-being initiatives were widely praised. The biggest concern is still the lack of space and facilities for use not only during scheduled activities but also the lack of free space for use by students and clubs. This problem is being addressed by the addition of lands purchased by the university with the director constantly being involved in the planning and request process for its use.
Goal 2: Provide students with meaningful job opportunities or advancement possibilities for future career plans.

Objective 2.1: Provide multiple levels of employment for students.

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

**Strategy 2.1.2:** Provide at least two senior Student Assistant positions (senior or grad level required).

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

**Strategy 2.1.4:** Provide at least four Work Study Student Assistant positions.

**Strategy 2.1.5:** Provide at least two Recreation Student Intern positions.

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

Objective 2.2: Provide outside learning opportunities for intramural/campus recreation staff.

**Strategy 2.2.1:** Provide at least two off campus seminar or training opportunities for staff.

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

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

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

**OBJECTIVE 2.2 UPDATE:** There was only one off-campus training session provided for the staff and that was an officials training session provided at the Regional Flag Football Tournament in Wilmington, NC. Prior to all athletic seasons,
each staff member participated in group refresher/initial training for officials provided by the head of the department and the head official on staff. This year, no staff member was available to go to NIRSA due to scheduling conflicts.

**Assessment Procedure:** Focus student group surveys and staff assessment.

**Use of Assessment Data:** The survey and evaluation data showed that the students employed with this department improved on their semester grades both in the fall and spring semesters. It also showed that each employee was interested in returning and enjoyed the work environment provided. With the increase in staff positions and the ability to delegate more specific tasks, the job descriptions and responsibilities will be re-evaluated before the next hiring cycle. Also, the NIRSA Conference invitation will be extended to a student member of the recreation department through a recommendation process with Dr. Wooten. Student officials will also be sent to the officials training program held at Campbell University at the end of August.

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

**Objective 3.1:** Create ten-month Assistant Director position.

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

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

**OBJECTIVE 3.1 UPDATE:** There was no advancement in this regard due to the severe budget crisis in the state education funding budget. The director’s salary was moved into the operational budget and an increase of student fees was granted to facilitate that measure. Although for the 2012-2013 academic year due to a large carry over, one dollar was taken from the student fee total of OICR.

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

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

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

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

Use of Assessment Data: The evaluation data showed that there were fewer incidents overall compared to past years due to the increase in staff and the increase in training opportunities provided to them. We will continue to look for avenues, including grants and professional internships, to provide a full time assistant director.
Multicultural & Minority Affairs
Assessment of 2011-2012 Goals and Objectives

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

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

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

OBJECTIVE 1.1 UPDATE: Completed and ongoing. Added to the 2012-2013 goals.

The 3rd annual Native Food Ways program attracted over 200 (100 more than last year’s) guests during Native American Heritage Month. Honoring Native Food Ways has four central goals: to celebrate Native American Heritage Month in November; to help UNCP students, faculty, and staff honor, understand, and sample foods that are Indigenous to the Americas; to emphasize healthy foods that have been part of traditional Indigenous diets for centuries and which can still be easily prepared today; and, to cultivate campus and community collegiality through that experience.

In support of the university’s Asian Studies Program and the Genshiken Manga/Anime Student Club and to bring awareness to the Asia culture, Multicultural and Minority Affairs co-sponsored a luncheon for Dr. Leo Ching, a specialist in Japanese culture from Duke University, who spoke about Japanese pop culture and the world of Anime and Cosplay.

As part of Multicultural and Minority Affairs’ Safe Zone program which has grown through internal requests, approximately 5 sessions were conducted, educating over 75 university students and personnel on becoming GLBT Allies. This program will be continued in the 2012-2013 academic year.

Multicultural and Minority Affairs’ Diversity Committee hosted its 15th annual A Taste of iWorld event, which focused on the university’s new student organization, Muslim Student Association. The event received support from 10 university departments and student organizations. The attendance of 80 was lower as compared to last year’s attendance of 150.
The Office of Multicultural and Minority Affairs, the Diversity Committee for Communities of Interest, S.A.G.A. (Sexuality and Gender Alliance student organization), and the English and Theatre department hosted the 7th annual Harmony Walk program. The program was held in conjunction with the Unity Day event organized by S.A.G.A. Approximately 75 students, staff/faculty, and community attended.

Through the collaboration with North Carolina Central University and The Ohio State University, Multicultural and Minority Affairs hosted two new student cultural exchange programs. Both programs allowed UNCP students to experience the diverse cultures and perspectives from the Brazilian Indians at North Carolina Central and the rich multifaceted culture of students from The Ohio State University. This type of partnership will allowed UNCP students to possibly travel to Columbus, Ohio, and experience firsthand additional American Indian culture.

Multicultural and Minority Affairs in concert with the Social Justice Symposium hosted and sponsored the 4th Social Justice Symposium during the fall semester. Dr. Stephen Long Nguyen Robbins served as the keynote and which addressed the national issue of bullying. In addition to the keynote and panelists, the symposium consisted of six concurrent table discussions which were led by UNCP faculty and community partners. Approximately 300 persons attended and participated in the symposium.

Multicultural and Minority Affairs in partnership with the Diversity Committee for Communities of Interest, through the 4th Diversity Cafe Series, provided a total of eight diversity sessions to the campus and community throughout the academic year. The sessions were moderated by UNCP faculty and staff. The series ranged from crucial conversations within diverse settings to the issue of voice. The estimated attendance for this year’s Diversity Cafe was about 80 individuals. The Diversity Cafe Series will continue during the 2012-2013 academic year.

The 8th annual Dr. Martin Luther King, Jr. Candlelight Vigil and Program was co-sponsored between Multicultural and Minority Affairs and Housing and Residence Life. With approximately 80 individuals participating in the vigil and program, Rev. Aaron Johnson served as the keynote speaker. His message focused on his involvement with the Civil Rights Era. As part of this year’s program, the second Dr. Collie Coleman scholarship was presented to UNCP student, Ms. Danielle Hairston, for her academic and social achievements.

The 5th annual African-American Read In: A Literacy Program, which is part of the 23rd 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 attracted over 500 participants. A final report was sent to the National Council of Teachers of English outlining the success of UNCP’s program.

A 25% increase (as compared to 2010-2011) in art/cultural exhibits/displays was hosted in the Multicultural Center’s Exhibition Room. Displays ranging from Muslim females to contemporary water colors were enjoyed by numerous visitors. Plans are underway to showcase East Indian artifacts in late July. This will be an ongoing project to bring awareness to cultural differences. The goal would be to once again to have a real Multicultural Center/Exhibition Area not a shared classroom/conference room. Students, both international and US, and community partners would be able to share/present art exhibits, musical/literary presentations, workshops/lectures, small group sessions, and panel discussions.

**Objective 1.2: Develop programs that focus on introducing and educating the university community on cultural diversities.**

**Strategy 1.2.1:** Have monthly cultural theme presentations and/or movies.

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

**Strategy 1.2.2:** Have cultural dialogue forums/sessions for the university community but focus on the student’s developmental process.

**Strategy 1.2.3:** Utilize the Diversity Committee for Communities of Interest to assist in promoting, educating, and celebrating diversity.

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

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

**Use of Assessment Data:** Assessment measures used for 2011-2012 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:

- Higher attendance at diversity café sessions due to facilitation occurring at lunch hours.
- Better quality of programs from the Diversity Committee and Social Justice Symposium Committee.
- Positive media coverage which resulted in higher attendance.
- More student involvement and input on standing committees.

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

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

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

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

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

OBJECTIVE 2.1 UPDATE: Enhancement of the BEAD program was completed and is on-going and will be added to 2012–2013 goals for further development. Multicultural and Minority Affairs, through diligence, developed the office’s Diversity Educator’s program called BEAD (Brave Educator Advocating for Diversity). BEAD is a program of dedicated students who will commit to the cause of educating their fellow peers and faculty/staff on a variety of diversity and social justice issues. The purpose of the diversity educators will be to educate students, staff/faculty on diversity issues through class presentations (freshman seminar), workshops, and seminars. At the end of the 2011-2012 academic year, only two students from the original five completed a very basic introductory course on becoming a student Diversity Educator. Unfortunately, these two students did not facilitate any in class diversity sessions. However, a student Diversity Educator was hired to further develop the program. During the summer months, the program will attract more interested students in becoming BEADS.

Education sessions were completed and are on-going and will be added to 2012–2013 goals for further development.
An assessment instrument to allow for feedback on the BEAD program is ongoing and will be added to 2012–2013 goals for further development.

**Assessment Procedure:** Director and program staff will recruit and evaluate the BEAD program with support from the Diversity Committee for Communities of Interest.

**Use of Assessment Data:** Assessment measures used during 2011-2012 primarily consisted of qualitative methods (faculty and student groups, individual interviews, etc.). The feedback was taken into consideration and will be utilized for the 2012-2013 programming season. Primary examples included:

- Face to face meetings with social work faculty and the Diversity Committee who partnered with Multicultural and Minority Affairs to further develop the BEAD Diversity Educator’s Program.

Goal 3: Establish an Associate Director position and/or Graduate Assistantship for Multicultural and Minority Affairs.

**Objective 3.1:** Develop/create programs or services that will enhance the mission of the Multicultural Center and the Office of Multicultural and Minority Affairs.

**Strategy 3.1.1:** 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 3.1 UPDATE:** Did not implement during the 2011-2012 academic year due to budget constraints. However, it will be added to the 2012-2013 goals.

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

**Use of Assessment Data:** No assessment data noted with non-implementation of goal.
Police and Public Safety  
Assessment of 2011-2012 Goals and Objectives  

Goal 1: Provide consistent, efficient, and effective law enforcement services to the campus community.  

Objective 1.1: Reduction in the Clery crime statistic of burglary for the university campus by 25 percent from last year’s statistic.  

Strategy 1.1.1: Provide consistent foot patrols of residence halls and university facilities.  

Strategy 1.1.2: Use of “Gotcha” tags to promote education in the prevention of burglary/larceny within the residence halls and facilities to promote awareness to the possibility of criminal activity.  

Strategy 1.1.3: Provide crime prevention education within the residence halls.  

OBJECTIVE 1.1 UPDATE: The UNCP Police & Public Safety Department increased the number of foot patrols within all university facilities due to the addition of man power; therefore, response time was not compromised because an officer was out on foot.  

UNCP officers utilized the “Gotcha” tags in the residence halls and academic buildings to educate the campus community on the importance of securing their personal property. Officers used the tags when they encountered unlocked rooms and unsecured property.  

The Crime Prevention Officer, with the assistance of Housing and Residence Life, was able to speak to the students in residence hall meetings about the importance of crime prevention and personal safety. Officer’s facilitated, and assisted with, several meetings and programs within the residence halls. With the use of flyers, posters and e-mail, students, faculty, and staff were warned and educated of possible threats and given safety recommendations to keep them safe.  

Assessment Procedure: Compare data of crimes reported the prior year to current assessment period.  

Use of Assessment Data: With the increased foot patrol and a more involved crime prevention program, the department was able to reduce the Clery crime statistic of burglary by more than 25 percent. 29 burglaries were reported in 2010 and 14 burglaries reported in 2011. Officers were able to build more of a repertoire with students, faculty and staff. Positive responses were received from
the faculty/staff and students about the crime prevention programs and the increased presence of the officers in the campus academic buildings and residence halls. Working closely with the Housing and Residence Life staff has given the department a more direct route to the students. The Housing and Residence Life staff has asked the department to continue to attend hall meetings and includes the department as a major contributor to their training schedule.

Goal 2: Strengthen the level of professional development of officers within the department. Increase the level of officer training for the 2011-2012 year.

Objective 2.1: All officers will participate in ALEERT (Advanced Law Enforcement Emergency Response Training).

Strategy 2.1.1: Schedule officers at a minimum of two per month to attend ALEERT.

OBJECTIVE 2.1 UPDATE: Six (6) UNCP Officers attended ALEERT (Advanced Law Enforcement Emergency Response Training). The department utilized the training times that a UNCP ALEERT Instructor would be facilitating the training to offset cost for travel and lodging allowing at least three additional UNCP officers to attend. The trainings were offered every other month. The smaller agencies did not have the opportunity to get all officers certified due to the larger sponsoring departments mandating their officers complete the training and mandated class sizes reduced the amount of participates. During August 2011, each UNCP officer attended an eight-hour course of rapid deployment conducted by Robeson Community College. UNCP will be sponsoring the ALEERT training on August 6-7, 2012. Our neighboring campus FSU and Pembroke Police Department will be sending officers to take advantage of this training.

Assessment Procedure: Officers will be assessed during this training according to the established guidelines for the successful completion as set forth by the training objectives of ALEERT.

Use of Assessment Data: The department has ALEERT training scheduled for August 2012. The department has continued to participate in rapid deployment training which has assisted the department in preparing for an active shooter incident. The nature of these trainings provides the department with an idea of what to expect in a real time emergency. It also provides the department with ideas of what equipment and advanced training is needed to ensure the protection of life and property. The department as a result of this training has
purchased equipment to better prepare officers to responding to a rapid response incidents.

Goal 3: Provide training to students on sexual assault prevention

**Objective 3.1:** Schedule officers to attend advanced Rape Aggression Defense (RAD) training.

**OBJECTIVE 3.1 UPDATES:** In July 2011, two UNCP officers and two members of the Counseling and Testing Center (CTC) attended the Rape Aggression Defense (RAD) conference in St. Louis. The two officers were certified in Advance Replicating Adverse Dynamics and the members of CTC completed the Advanced RAD training. The officers and CTC members were able to utilize the training in the RAD courses offered at UNCP. The training provided officers the ability to teach these new skills to students to reduce the likelihood of becoming a victim of sexual assault and to provide the student with the opportunity to apply this new knowledge in a simulated aggressive situation.

**Assessment Procedure:** Providing this advanced training to officers will allow this knowledge to be brought and provided to each participant in RAD training offered as a course at UNCP.

**Use of Assessment Data:** Officers used the taught applications in Advanced Rape Aggression Defense training to enhance the skills of the participating students in the UNCP RAD courses. The advanced training has allowed officers to provide RAD participants with an increased awareness of campus environment, encountered situations, and surroundings. Counseling and Testing in conjunction with the University Police has received several inquiries for training for faculty and staff in Rape Aggression Defense. The two departments are currently working on a schedule to accommodate this request for training.

Goal 4: Begin the preparation for meeting the requirements of the application for law enforcement accreditation.

**Objective 4.1:** Review, update, and implement policies and procedures in accordance to university/department needs and prepare the department for the accreditation process.

**Strategy 4.1.1:** Develop policies and procedure to provide direction to officers in the performance of their duties on campus.

**OBJECTIVE 4.1 UPDATE:** The Police and Public Safety Department has begun preparing the foundation for the CALEA Accreditation process.
This groundwork includes rewriting the policy and procedure manual to meet the criteria as defined by CALEA. It also requires infrastructure advances within the department such as a three lock evidence storage solution as well as emergency call and radio recording ability. This process is intricate in preparation for beginning the evaluation process. Currently we are in the beginning stages.

**Assessment Procedure:** The development of policy and procedure in accordance to CALEA accreditation standards.

**Use of Assessments Data:** Supervisors and officers are providing input into the preparation of the Policy and Procedure Manual. This ability to add and critique polices by officers allow for the development of policies that best fit and provide direction to officers in policing the university environment within the CALEA Standard including proper evidence collection and storage as well as call playback for investigative purposes and evidentiary value.

**Goal 5:** Enhance the T2 parking system with the completion of the Banner interface and the addition of e-business.

**Objective 5.1:** Development of a web-based parking management system.

  - **Strategy 5.1.1:** Meet with DoIT to identity appropriate parking management system interfaces.
  - **Strategy 5.1.2:** Work with T-2 product consultant to ensure proper implementation and training.
  - **Strategy 5.1.3:** Market to the university community.

**OBJECTIVES 5.1 UPDATE:** The Traffic Department is currently working with the DoIT staff and T2 to develop an interface between UNCP’s Banner system and T2. The second interface will allow vehicle registration to take place on line with online payment in the near future. Even though the web-based parking management system is not complete, the department has developed several alternatives which offer a shorter waiting time for the campus community. One alternative is the cross-training of the police department’s dispatchers. This will allow two windows to be operating for the selling of permits. One window will accept checks and cash only, while the other window will accept checks, cash, and credit cards. Secondly, the department allows the campus community to purchase their permit early and when we receive the permits they will be mailed to them. The department is open during summer orientation sessions and new students are encouraged to purchase the permit early.
**Assessment Procedure:** Data will be collected according to time taken for a customer to purchase and receive their parking permit and other parking services in comparison to previous academic years.

**Use of Assessment Data:** Working with DOIT and T2, the interfaces will be completed prior to the beginning of the Fall 2012 semester. Cross training the dispatchers will continue to shorten the waiting time in the Traffic Department. The department will continue to allow students, faculty, and staff to purchase permits early and the permit will be mailed to them. Faculty and staff who participate in the payroll deduction will receive a registration form from the Traffic Department and when the Traffic Department receives the completed vehicle registration forms a permit can be mailed or sent intercampus mail to their work station.

**Goal 6:** Review, revise, and test the university Emergency Operations Plan (EOP).

**Objective 6.1:** Have an all-hazards emergency operating plan for the university that can be effectively utilized for all emergency situations.

- **Strategy 6.1.1:** Review and revise exiting university Emergency Operation Plan.
- **Strategy 6.1.2:** Submit application for North Carolina Emergency Management Direct Support Grant.
- **Strategy 6.1.3:** Develop exercise planning team.
- **Strategy 6.1.4:** Meet with exercise planning team to develop exercise objectives.
- **Strategy 6.1.5:** Conduct table-top and full-scale exercises.
- **Strategy 6.1.6:** Receive feedback via After Action Reports.

**OBJECTIVE 6.1 UPDATES:** The UNCP Emergency Operations Plan was revised during the 2011-12 fiscal year and tested during the table-top exercise on Monday, May 7, 2012.

Funding for the 2011-12 direct support grants was not allocated to NC Emergency Management for disbursement within the state and no agencies in the UNC System received funding. The federal government has not funded the direct support grants for the 2012-13 budget years.
An exercise planning team was organized with representation from various areas of the university to include Academic Affairs, Student Affairs, Business Affairs, Facilities, Housing and Residence Life, Counseling and Testing, Police and Public Safety, and Student Health Services. Robeson County Emergency Management, The American Red Cross, Robeson County EMS, Pembroke Rural Fire Department, and the Pembroke Police Department were invited to participate in the planning process.

EnviroSafe was selected as the vendor to facilitate the table-top exercise and the planning team met with them to determine the exercise objectives. The exercise scenario that was selected was an adverse weather event and the exercise objectives targeted university communications during the exercise, disaster planning, Emergency Operations Center Management, and Emergency Public Information and Warning.

A table-top exercise was conducted on Monday, May 7, 2012, and EnviroSafe provided an initial after action report in mid-June, 2012.

**Assessment Procedure:** Assessment will be provided through the After Action Reports that were generated from each exercise.

**Use of Assessment Data:** EnviroSafe provided the after action report of the table-top exercise in mid-June, 2012. Within the after action report was the improvement plan provided by EnviroSafe that listed the specific areas of concern found by facilitators and participants. The university will utilize the improvement plan as a guide to host workshops and training in identified areas and to designate responsibility and timelines for resolution. To examine the accomplishment of the improvement plan observations, the university should host a functional exercise during the 2012-13 fiscal year.
Office of Student Conduct
Assessment of 2011-2012 Goals and Objectives

Goal 1: Administer the student conduct process.

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

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

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

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

OBJECTIVE 1.1 UPDATE:

Campus Labs survey information: 45 students responded to the survey.

Q1. What is your gender?

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>55.56%</td>
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<td>20</td>
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<td>Female</td>
</tr>
<tr>
<td>45</td>
<td></td>
<td>Respondents</td>
</tr>
</tbody>
</table>

Q2. What is your class level?

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Class Level</th>
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<tbody>
<tr>
<td>21</td>
<td>46.67%</td>
<td>Freshman</td>
</tr>
<tr>
<td>15</td>
<td>33.33%</td>
<td>Sophomore</td>
</tr>
<tr>
<td>4</td>
<td>8.89%</td>
<td>Junior</td>
</tr>
<tr>
<td>5</td>
<td>11.11%</td>
<td>Senior</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>Graduate student</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>Other (please specify)</td>
</tr>
<tr>
<td>45</td>
<td></td>
<td>Respondents</td>
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Q3. What was your age at the time of conduct referral? (Please scroll)

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Age</th>
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</thead>
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<tr>
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<td>0.00%</td>
<td>Under 17</td>
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<tr>
<td>1</td>
<td>2.22%</td>
<td>17</td>
</tr>
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</table>
**Q3. What was your age at the time of conduct referral? (Please scroll)**

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>31.11%</td>
</tr>
<tr>
<td>14</td>
<td>31.11%</td>
</tr>
<tr>
<td>6</td>
<td>13.33%</td>
</tr>
<tr>
<td>4</td>
<td>8.89%</td>
</tr>
<tr>
<td>1</td>
<td>2.22%</td>
</tr>
<tr>
<td>1</td>
<td>2.22%</td>
</tr>
<tr>
<td>1</td>
<td>2.22%</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>3</td>
<td>6.67%</td>
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</table>

<table>
<thead>
<tr>
<th>Over 25</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
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<tbody>
<tr>
<td>43</td>
<td>95.56%</td>
</tr>
<tr>
<td>2</td>
<td>4.44%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>43</td>
<td>95.56%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>4.44%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>4.44%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>45</th>
<th>Respondents</th>
</tr>
</thead>
</table>

**Q5. With what were you charged?**

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
<td>95.56%</td>
</tr>
<tr>
<td>2</td>
<td>4.44%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A code of conduct violation</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>43</td>
<td>95.56%</td>
</tr>
<tr>
<td>An honor code violation</td>
<td>2</td>
<td>4.44%</td>
</tr>
</tbody>
</table>

| 45 Respondents |

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

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>60.53%</td>
</tr>
<tr>
<td>5</td>
<td>13.16%</td>
</tr>
<tr>
<td>8</td>
<td>21.05%</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>5.26%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23</td>
<td>60.53%</td>
</tr>
<tr>
<td>Moderately agree</td>
<td>5</td>
<td>13.16%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>8</td>
<td>21.05%</td>
</tr>
<tr>
<td>Moderately disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>5.26%</td>
</tr>
</tbody>
</table>

| 38 Respondents |

**Top 2**

<table>
<thead>
<tr>
<th>73.68% (28)</th>
<th>Bottom 2</th>
<th>5.26% (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.24 Mean</td>
<td>Std Deviation</td>
<td>1.13</td>
</tr>
<tr>
<td>5 Median</td>
<td>Std Error</td>
<td>0.18</td>
</tr>
<tr>
<td>5 Mode</td>
<td>Confidence Interval @ 95%</td>
<td>3.88-4.59</td>
</tr>
</tbody>
</table>

**Q7. -I felt comfortable expressing my thoughts.**

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>60.53%</td>
</tr>
<tr>
<td>5</td>
<td>13.16%</td>
</tr>
<tr>
<td>5</td>
<td>13.16%</td>
</tr>
<tr>
<td>3</td>
<td>7.89%</td>
</tr>
<tr>
<td>2</td>
<td>5.26%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23</td>
<td>60.53%</td>
</tr>
<tr>
<td>Moderately agree</td>
<td>5</td>
<td>13.16%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>5</td>
<td>13.16%</td>
</tr>
<tr>
<td>Moderately disagree</td>
<td>3</td>
<td>7.89%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>5.26%</td>
</tr>
</tbody>
</table>

| 38 Respondents |

**Top 2**

<table>
<thead>
<tr>
<th>73.68% (28)</th>
<th>Bottom 2</th>
<th>13.16% (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.16 Mean</td>
<td>Std Deviation</td>
<td>1.24</td>
</tr>
<tr>
<td>5 Median</td>
<td>Std Error</td>
<td>0.20</td>
</tr>
<tr>
<td>5 Mode</td>
<td>Confidence Interval @ 95%</td>
<td>3.88-4.59</td>
</tr>
</tbody>
</table>
Q7. I felt comfortable expressing my thoughts.

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Confidence Interval @ 95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Q8. This process allowed me to gain more knowledge about the Student Code of Conduct.

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Mode</th>
<th>Confidence Interval @ 95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>44.74%</td>
<td>4</td>
<td>2.63% (1)</td>
</tr>
<tr>
<td>11</td>
<td>28.95%</td>
<td>3</td>
<td>0.96</td>
</tr>
<tr>
<td>9</td>
<td>23.68%</td>
<td>2</td>
<td>0.16</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Q9. The policy(ies) were presented to me clearly, and I have a better understanding of the Student Code of Conduct.

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Mode</th>
<th>Confidence Interval @ 95%</th>
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</thead>
<tbody>
<tr>
<td>19</td>
<td>50.00%</td>
<td>5</td>
<td>3.74-4.47</td>
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<tr>
<td>9</td>
<td>23.68%</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>18.42%</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Q10. This process helped me better understand my role as a member of this community.

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Mode</th>
<th>Confidence Interval @ 95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>39.47%</td>
<td>5</td>
<td>3.24-4.08</td>
</tr>
<tr>
<td>4</td>
<td>10.53%</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>36.84%</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Q11.** Please indicate the number of days between the date you were documented for a possible violation and your initial meeting with a conduct staff member or faculty member:

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Days</th>
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</thead>
<tbody>
<tr>
<td>37</td>
<td>97.37%</td>
<td>1 - 10 days</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>11 - 20 days</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>21 - 30 days</td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>31 - 40 days</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>41 or more days</td>
</tr>
<tr>
<td>38</td>
<td></td>
<td>Respondents</td>
</tr>
</tbody>
</table>

**Q12.** Who handled your case? (Check all that apply)

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>100.00%</td>
<td>Director of Student Conduct (please provide the name of the staff/faculty member)</td>
</tr>
<tr>
<td>4</td>
<td>10.53%</td>
<td>Bill Price</td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>Dr. Price</td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>Mark Schwarze</td>
</tr>
<tr>
<td>3</td>
<td>7.89%</td>
<td>Mr. Price</td>
</tr>
<tr>
<td>2</td>
<td>5.26%</td>
<td>price</td>
</tr>
<tr>
<td>5</td>
<td>13.16%</td>
<td>Price</td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>Tim</td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>w. price</td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>William C Price</td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>william c. price</td>
</tr>
<tr>
<td>5</td>
<td>13.16%</td>
<td>William C. Price</td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>william price</td>
</tr>
<tr>
<td>4</td>
<td>10.53%</td>
<td>William Price</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>Campus Judicial Board (please provide the names of the staff/faculty members)</td>
</tr>
<tr>
<td>38</td>
<td></td>
<td>Respondents</td>
</tr>
</tbody>
</table>

**Q13.** Please indicate your level of agreement with the following statements: -The person(s) handling my case afforded me sufficient time and opportunity to respond to allegations as indicated in the hearing procedures.

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Agreement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>68.42%</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>6</td>
<td>15.79%</td>
<td>Moderately agree</td>
</tr>
<tr>
<td>4</td>
<td>10.53%</td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>Moderately disagree</td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>38</td>
<td></td>
<td>Respondents</td>
</tr>
</tbody>
</table>

**Q14.** -The person(s) handling my case was responsive to my concerns.

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Agreement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>63.16%</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>7</td>
<td>18.42%</td>
<td>Moderately agree</td>
</tr>
<tr>
<td>2</td>
<td>5.26%</td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>Moderately disagree</td>
</tr>
</tbody>
</table>
Q14. - The person(s) handling my case was responsive to my concerns.

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly agree</td>
</tr>
<tr>
<td>4</td>
<td>10.53%</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td></td>
<td>Respondents</td>
</tr>
<tr>
<td>Top 2</td>
<td>81.58%</td>
<td>Bottom 2</td>
</tr>
<tr>
<td>Mean</td>
<td>4.21</td>
<td>Std Deviation</td>
</tr>
<tr>
<td>Median</td>
<td>5</td>
<td>Std Error</td>
</tr>
<tr>
<td>Mode</td>
<td>5</td>
<td>Confidence Interval @ 95%</td>
</tr>
</tbody>
</table>

Q15. - The person(s) handling my case conducted the hearing/conference in a fair and respectful manner.

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly agree</td>
</tr>
<tr>
<td>27</td>
<td>71.05%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7.89%</td>
<td>Moderately agree</td>
</tr>
<tr>
<td>3</td>
<td>7.89%</td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>Moderately disagree</td>
</tr>
<tr>
<td>4</td>
<td>10.53%</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>38</td>
<td></td>
<td>Respondents</td>
</tr>
<tr>
<td>Top 2</td>
<td>78.95%</td>
<td>Bottom 2</td>
</tr>
<tr>
<td>Mean</td>
<td>4.26</td>
<td>Std Deviation</td>
</tr>
<tr>
<td>Median</td>
<td>5</td>
<td>Std Error</td>
</tr>
<tr>
<td>Mode</td>
<td>5</td>
<td>Confidence Interval @ 95%</td>
</tr>
</tbody>
</table>

Q16. Please indicate your level of agreement with the following statement: - The sanction(s) I received were appropriate for the incident in which I was involved.

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly agree</td>
</tr>
<tr>
<td>15</td>
<td>39.47%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>15.79%</td>
<td>Moderately agree</td>
</tr>
<tr>
<td>8</td>
<td>21.05%</td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td>3</td>
<td>7.89%</td>
<td>Moderately disagree</td>
</tr>
<tr>
<td>6</td>
<td>15.79%</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>38</td>
<td></td>
<td>Respondents</td>
</tr>
<tr>
<td>Top 2</td>
<td>55.26%</td>
<td>Bottom 2</td>
</tr>
<tr>
<td>Mean</td>
<td>3.55</td>
<td>Std Deviation</td>
</tr>
<tr>
<td>Median</td>
<td>4</td>
<td>Std Error</td>
</tr>
<tr>
<td>Mode</td>
<td>5</td>
<td>Confidence Interval @ 95%</td>
</tr>
</tbody>
</table>

Q17. Which of the following sanctions did you receive? (Check all that apply: please scroll)

<table>
<thead>
<tr>
<th>Count</th>
<th>Respondent %</th>
<th>Response %</th>
<th>Sanction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7.89%</td>
<td>3.61%</td>
<td>Warning</td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>1.20%</td>
<td>Written reprimand</td>
</tr>
<tr>
<td>19</td>
<td>50.00%</td>
<td>22.89%</td>
<td>Fine ($100 alcohol/drugs)</td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>1.20%</td>
<td>Fine ($50 vandalism)</td>
</tr>
<tr>
<td>10</td>
<td>26.32%</td>
<td>12.05%</td>
<td>Parental notification</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
<td>Educational activity</td>
</tr>
<tr>
<td>17</td>
<td>44.74%</td>
<td>20.48%</td>
<td>Counseling assessment</td>
</tr>
<tr>
<td>18</td>
<td>47.37%</td>
<td>21.69%</td>
<td>Conduct probation</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
<td>Social probation</td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>1.20%</td>
<td>Honor code sanction (“F” in course or for assignment)</td>
</tr>
<tr>
<td>2</td>
<td>5.26%</td>
<td>2.41%</td>
<td>Restitution</td>
</tr>
</tbody>
</table>
Q17. Which of the following sanctions did you receive? (Check all that apply; please scroll)

<table>
<thead>
<tr>
<th>Count</th>
<th>Respondent%</th>
<th>Response%</th>
<th>Sanction</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
<td>Loss of privileges</td>
</tr>
<tr>
<td>3</td>
<td>7.89%</td>
<td>3.61%</td>
<td>Suspension (for a specific period of time)</td>
</tr>
<tr>
<td>1</td>
<td>2.63%</td>
<td>1.20%</td>
<td>Dismissed</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
<td>Expulsion (permanent separation from UNCP)</td>
</tr>
<tr>
<td>6</td>
<td>15.79%</td>
<td>7.23%</td>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Sanction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16.67%</td>
<td>Charges were dropped</td>
</tr>
<tr>
<td>1</td>
<td>16.67%</td>
<td>corrective interview</td>
</tr>
<tr>
<td>1</td>
<td>16.67%</td>
<td>counseling</td>
</tr>
<tr>
<td>1</td>
<td>16.67%</td>
<td>Restraining Order Type Thing</td>
</tr>
<tr>
<td>1</td>
<td>16.67%</td>
<td>withdrawn</td>
</tr>
</tbody>
</table>

1 2.63% 1.20% None - I was found not responsible.

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

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Yes (please explain)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>18.42%</td>
<td>Have the campus police get their facts straight!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Sanction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14.29%</td>
<td>Have the sanctions be for fair and closer to the punishments in the legal system. If a person is found not guilty legally or the charges are dismissed by the government, it makes little sense for the school to still reprimand the student. Just because an issue is a sensitive issue in regards to the school does not give the school the right to overly punish the student, especially if the student has no prior history of infractions and has decent character. Also, I think that the school should use more circumstance and intent to judge as opposed to crucifying students for misunderstandings and/or accidents that do not result in damage to any property or injury to anyone.</td>
</tr>
<tr>
<td>1</td>
<td>14.29%</td>
<td>higher better people for the job, people that actually care about students, he was mean and ignorant to the whole situation and he cursed at me.</td>
</tr>
<tr>
<td>1</td>
<td>14.29%</td>
<td>I would just suggest that the accuser also be present during the process not just the accused so that if a misunderstanding was a part of the issue the people would have the chance to at least try to explain to the other person their true intentions or just their feelings about things.</td>
</tr>
<tr>
<td>1</td>
<td>14.29%</td>
<td>Nobody in college has $100 just laying around. That's pretty extreme for a FIRST OFFENSE.</td>
</tr>
<tr>
<td>1</td>
<td>14.29%</td>
<td>Sanctions should be imposed based on what charges the student actually does.</td>
</tr>
<tr>
<td>1</td>
<td>14.29%</td>
<td>The conduct process seems to run really well.</td>
</tr>
</tbody>
</table>

31 81.58% No

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

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Enter text here:</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>100.00%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Sanction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.00%</td>
<td>Blah.</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>Everything went well.</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>Good guy. Understanding and easy to deal with</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>He gave me a chance to tell my side, he was respectful, and he didn't make me feel as though I was under attack like the police and other people part of the whole thing did when I came to see him</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>He handled it very good, and respectfully.</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>he was mean, he didn’t even care about my side of the story he sentenced me before i</td>
</tr>
</tbody>
</table>
Q19. Please comment on your experience with the Director of Student Conduct, Campus Judicial Board, or other staff member involved in this process:

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.00%</td>
<td>walked in the room, what the point of even going to his office if he sentences you before he gets to the bottom of the story, the whole entire process wasn’t right.</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>he was very nice.</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>I didn’t like it cause of my situation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I felt like during my encounter with Mr. Price it was like talking to a wall. He was hearing me but not listening. I felt as if Mr. Price had his mind made up before I entered the building so regardless of the circumstances, the reasoning, the party involved, procedural errors, easily proved fallacies of the Campus Police Officers in the official police reports, and obvious violations of constitutional rights Mr. Price knew what he was going to do beforehand. I find it really sad that I have to retain a team of lawyers and contact the ACLU to protect my integrity and constitutional rights simply because an educated man refuses to do the right thing. I feel as though Mr. Price was very condescending and was ready to make an example of me even though the court system and the DA dismissed the charges. I think that when charges of this nature of seriousness are levied against a person/student then the school should in fact reserve judgment until after the judicial process, because once again ANYONE can be charged arrested or charged with a crime. However many times the charges are often dropped or dismissed in effect meaning that there was no charges or that the person in question in innocent. So how can a school supersede the judicial system? If the person is found innocent in the eyes of the legal system how is it that the person is still guilty in the eyes of the school. Being charged with something does not prove your guilt and Mr. Price should learn this.</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>I was guaranteed to be convicted of something that I did NOT do, based on the ALLEGED violation.</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>I was really nervous because I have never been in trouble, and I let a relationship problem come in between the place of school.</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>it was eye opening</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>It was good.</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>It was good. He explained everything that i did and what was going to happen.</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>it was helpful to me</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>it was ok.</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>It was pretty simple and to the point and the director is very nice.</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>Our meeting was very professional and made clear the code of conduct.</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>respectful</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>The Director of Student Conduct was clear and concise. He explained the judicial process clearly and answered any questions I had. I am glad to have this behind me.</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>The experience was ok, the process was handled according to the handbook.</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>They were very understanding and attentive to what i had to say and gave me clear directions as to what my faults were and why I violated the Student Conduct Code.</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>Very professional.</td>
</tr>
<tr>
<td>1</td>
<td>4.00%</td>
<td>was not biased</td>
</tr>
</tbody>
</table>

25 Respondents

Q20. What have you learned from this experience?

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>100.00%</td>
<td>Enter text here:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.85%</td>
<td>A lot</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>Campus police are something else.</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>From this experience I have learned to be more careful about my surroundings and who I choose to associate myself with.</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>I have learned that the rules set by UNCP are to protect its students not hurt them.</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>i learned not to violate the rules on campus.</td>
</tr>
</tbody>
</table>
**Q20. What have you learned from this experience?**

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Learned/Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.85%</td>
<td>I learned to try and control my anger more</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>I made a mistake and I know better than to disobey the honor code.</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>I was trying to do a good deed, but how to deal with an officer and be smarter when making my decisions</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>I've learned that it's best keep your eyes straight forward, and avoid the attention of anyone wearing a campus police uniform.</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>Never to handle personal business on campus even if there is a mutual agreement. You never know what may happen.</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>Not to do it again</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>Not to drink till I am 21.</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>Not to get in trouble.</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>Not to punch bathroom stalls when I am angry</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>not to ride with any students</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>Not to smoke on campus</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>Not to use weed as a solution to my problems and instead talk them out.</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>That even if you are found innocent or charges are dismissed in a court of law that the school will still find you guilty. That UNCP university police can violate your constitutional rights and they school will not do anything about it. I learned that you have to sue the school and call in back up from the ACLU and bring in all types of bad press which could deter future students in order to get your side of the story not only heard but listened to. I learned that a Police Officer that is paid to protect and serve can outright lie in a police report and have that proven in a court of law and the school instead of reprimanding the officer they will reprimand the student who was the victim of said lies. I learned that the University of North Carolina at Pembroke can supersede The United States Supreme Court's decisions and that they will disregard the actions of the judicial system supporting the area.</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>that i shouldn't get in trouble again or the consequences will be worse</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>to be on guard and to put walls up</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>To clear up any misunderstandings about any possible issues between me and a teacher as soon as possible.</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>To learn from my mistakes.</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>To make wiser decisions.</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>Well fist never do anything that might get you into trouble because the system doesn't care about you.</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>yes</td>
</tr>
<tr>
<td>1</td>
<td>3.85%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

26 Respondents

An accurate (historical) daily log of all judicial cases is kept in order to monitor judicial sanctions, education/counseling deadlines, Banner registration and transcript holds, court dates, state charges, suspensions, community service deadlines, etc. The student judicial database and file cabinets house all code of conduct and academic honor code cases since 1999. The Maxient database houses the last two years of judicial case information and will continue to do so in future years.

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

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

**OBJECTIVE 1.2 UPDATE:** Ronette Gerber and Bill Price facilitated the 2011-12 Campus Judicial Board and Campus Appeal Board training sessions. Information discussed included hearing process and procedures, weighing the evidence, and rendering appropriate decisions and educational sanctions. A second training session was scheduled for the Campus Judicial Board and the Campus Appeal Board to review the UNCP Sexual Assault Policy and hearing procedures.

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

A survey was sent to all members of the Campus Judicial Board and Campus Appeals Board. None of the members responded to this survey. However, many conversations were held discussing training and the members indicated that the training was successful. The members indicated they were thankful for the “mock hearing” presented to the group.

**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 chancellor.

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

**Strategy 1.3.4:** Send certified letters and parent notifications.

**Strategy 1.3.5:** Populate the UNC Suspension and Expulsion database.

**Strategy 1.3.6:** Purge discipline records according to the University Records Retention and Disposition Schedule.
OBJECTIVE 1.3 UPDATE: The UNC Suspension Expulsion Database was established in March of 2005. General Administration mandates that all suspensions and expulsions be posted in a secure database on their website. This database enables other UNC institutions to determine if applicants have been suspended or expelled from another institution within the system.

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

The following totals do not include housing visitation violation reports.

OSC Cases for the Academic Year 2011-12

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

Total Cases 487

There were a total of 23 suspensions for the academic year:

1 Harassment
2 Stealing
2 Alcohol (1 individual and 1 organization)
3 Weapons
1 Sexual Assault
1 Assault
10 Drug
2 Honor Code (Academic)
1 Honor Code & Hacking

1 Dismissal - Drugs
1 Expulsion - (Charges – Robbery/Assault case)

Cases by Semester:

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>Fall 57</td>
<td>Spring 29</td>
<td>Total 86</td>
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<tr>
<td></td>
<td>Suspensions 0</td>
<td>Suspensions 2</td>
<td>Total 2</td>
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<tr>
<td>Drugs</td>
<td>Fall 43</td>
<td>Spring 95</td>
<td>Total 138</td>
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<tr>
<td></td>
<td>Suspensions 3</td>
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<td>Others</td>
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<tr>
<td></td>
<td>Suspensions 4</td>
<td>Suspensions 7</td>
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<tr>
<td></td>
<td>(1 Honor Code Suspension)</td>
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<tr>
<td>Total</td>
<td>Fall 245</td>
<td>Spring 242</td>
<td>G. Total 487</td>
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<tr>
<td></td>
<td>Suspensions 7</td>
<td>Suspensions 16</td>
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<tr>
<td></td>
<td>Dismissal 1</td>
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<td></td>
<td>Expulsion 1</td>
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Historical Alcohol and Drug Numbers:

Alcohol Violations:

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<tr>
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<tbody>
<tr>
<td>Fall 2011</td>
<td>57</td>
<td>Spring 2012</td>
<td>29</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>42</td>
<td>Spring 2011</td>
<td>30</td>
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<tr>
<td>Fall 2009</td>
<td>43</td>
<td>Spring 2010</td>
<td>17</td>
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<tr>
<td>Fall 2008</td>
<td>63</td>
<td>Spring 2009</td>
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<td>Fall 2007</td>
<td>92</td>
<td>Spring 2008</td>
<td>33</td>
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<tr>
<td>Fall 2006</td>
<td>73</td>
<td>Spring 2007</td>
<td>40</td>
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<tr>
<td>Fall 2005</td>
<td>46</td>
<td>Spring 2006</td>
<td>36</td>
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<tr>
<td>Fall 2004</td>
<td>29</td>
<td>Spring 2005</td>
<td>20</td>
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<tr>
<td>Fall 2003</td>
<td>40</td>
<td>Spring 2004</td>
<td>22</td>
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Drug Violations:

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<th></th>
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<tr>
<td>Fall 2011</td>
<td>43</td>
<td>Spring 2012</td>
<td>95</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>30</td>
<td>Spring 2011</td>
<td>27</td>
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<tr>
<td>Fall 2009</td>
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<td>Fall 2007</td>
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<td>Fall 2006</td>
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<td>Spring 2007</td>
<td>17</td>
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<tr>
<td>Fall 2005</td>
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<td>Spring 2006</td>
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<td>Fall 2004</td>
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<td>Spring 2005</td>
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Honor Code Violations:
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<td>Fall 2011</td>
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<td>47</td>
<td>73</td>
<td>03</td>
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<tr>
<td>Fall 2010</td>
<td>28</td>
<td>26</td>
<td>54</td>
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<td>Fall 2009</td>
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<td>Fall 2008</td>
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<td>54</td>
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<td>Fall 2007</td>
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<td>72</td>
<td>03</td>
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<td>Fall 2006</td>
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<td>89</td>
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<td>Fall 2005</td>
<td>46</td>
<td>39</td>
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<td>Fall 2004</td>
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### Violation Numbers by Charge:

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<th>Violation</th>
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<tbody>
<tr>
<td>Drugs</td>
<td>43</td>
<td>95</td>
<td>138</td>
</tr>
<tr>
<td>Alcohol</td>
<td>57</td>
<td>29</td>
<td>86</td>
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<tr>
<td>Violation of Federal State or Local Law</td>
<td>34</td>
<td>50</td>
<td>84</td>
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<tr>
<td>Honor Code (academic)</td>
<td>26</td>
<td>47</td>
<td>73</td>
</tr>
<tr>
<td>Failure to Comply</td>
<td>25</td>
<td>27</td>
<td>52</td>
</tr>
<tr>
<td>Disorderly/Disruptive Behavior</td>
<td>22</td>
<td>21</td>
<td>43</td>
</tr>
<tr>
<td>Weapons or Explosives</td>
<td>12</td>
<td>28</td>
<td>40</td>
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<tr>
<td>Failure to Present ID</td>
<td>20</td>
<td>14</td>
<td>34</td>
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<tr>
<td>Unauthorized Entry/Trespassing</td>
<td>17</td>
<td>14</td>
<td>31</td>
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<tr>
<td>Endangering Behavior</td>
<td>12</td>
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<tr>
<td>Abuse of the Conduct System</td>
<td>15</td>
<td>08</td>
<td>23</td>
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<tr>
<td>Assault</td>
<td>13</td>
<td>07</td>
<td>20</td>
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<tr>
<td>Stealing</td>
<td>07</td>
<td>12</td>
<td>19</td>
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<tr>
<td>Vandalism/Damage to Property</td>
<td>06</td>
<td>09</td>
<td>15</td>
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<tr>
<td>Policies Governing Residence Life</td>
<td>08</td>
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<td>Threatening Another</td>
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<td>07</td>
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<tr>
<td>Fraud</td>
<td>02</td>
<td>07</td>
<td>09</td>
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<tr>
<td>Providing False Information</td>
<td>05</td>
<td>00</td>
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<td>Accessory to a Violation</td>
<td>02</td>
<td>02</td>
<td>04</td>
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<tr>
<td>Hazing</td>
<td>01</td>
<td>01</td>
<td>02</td>
</tr>
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<td>Grade Appeal</td>
<td>01</td>
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<td>Harassment</td>
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<td>01</td>
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<td>Sexual Assault</td>
<td>01</td>
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<td>Others</td>
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<td>26</td>
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### Total Charges

<table>
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<tr>
<th></th>
<th>FA</th>
<th>SP</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>373</td>
<td>440</td>
<td>813</td>
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All cases are reviewed monthly and then complied at the end of each academic year. This is done to ensure all cases are completed and to determine changes in numbers of violations and/or types of violations.
The total number of violation reports for the 2011-12 academic year was 487, a 19% increase from last year.

Alcohol Violations: There was a 17% increase in the number of alcohol cases compared to last year. Totals from eight previous years are also listed for comparison.

Assessment: Drug Violations: There was a 242% increase in the number of drug cases compared to last year. Totals from eight previous years are also listed for comparison. Last year there was a significant decrease in the number of drug cases referred to the Office of Student Conduct.

Assessment of Academic Honor Code Violations: There was a 27% increase in the number of academic honor code cases compared to last year. Totals from seven previous years are also listed for comparison.

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

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

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

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

OBJECTIVE 1.4 UPDATE: The Director of Student Conduct serves as the chairperson of the Admissions Safety Review Committee. Other members include the: University Attorney, Chief of Police, Director of Undergraduate Admissions, Registrar, and the Dean of Graduate Studies. The committee reviews new applications and readmit applications that list previous/pending criminal charges or suspension histories and determine if the applicants are denied or accepted under special conditions. Eighty-one (81) applicant background checks required review. Five (5) of these applications were denied admission to the university.

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

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

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

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

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

Training for the CJB, CAB, and Grievance Committee will remain much the same for the next academic year. Presenters will be added from Counseling and Testing for the training involving sexual assault cases. Training will occur at the beginning of the Fall 2012 semester.

All Office of Student Conduct cases were completed. With the use of the Maxient Conduct Manager this year, the process was made much simpler. The database system has made the reporting of case information fast and efficient. Other members of the campus community are beginning to become comfortable with the system. Record keeping is much simpler as the database provides multiple methods of reporting, all highly detailed, and, when needed, Maxient provides the opportunity for customized reporting.

The Admission Safety Review Committee will continue to meet and make appropriate decisions regarding applications requiring review.

**Goal 2:** Provide proactive outreach to the campus community.

**Objective 2.1:** Provide educational opportunities for the campus community.

**Strategy 2.1.1:** Develop and present programs to faculty and staff.
Strategy 2.1.2: Develop and present programs to students and student groups.

OBJECTIVE 2.1 UPDATE: Eight (8) New Student Orientation sessions were scheduled during the summer. The Director of Student Conduct provided information on Student Rights and Responsibilities and Campus Safety initiatives during parent sessions. The title of their presentation was, “Rights, Responsibilities & Resources.”

Multiple (30+) Presentations were made to campus groups, including freshman seminars and university faculty members. These presentations covered topics ranging from the Code of Conduct and the University Judicial Process, to How to Deal with Disruptive Students. Training sessions were conducted for faculty, staff, and students.

Assessment Procedure: For presentations to faculty and staff, follow-up in person or in writing to determine if the presentation met the needs of the group and request any suggestions for additions to the presentations. For presentations to students, follow-up with professors in person or in writing to determine if the participants in the classes learned from the presentations.

Use of Assessment Data: The programs presented were largely successful and increased in number from the previous year. These presentations were made to students in freshman seminar classes, sports teams, and to faculty and staff. For the coming year, the Office of Student Conduct will seek to further expand the number of opportunities for presentations and the topics covered. Efforts will be made to reach a larger portion of the student population to educate them regarding the Student Code of Conduct and the procedures of the Office of Student Conduct. It is our hope that these proactive methods will decrease the number of violations of the code. Other methods of assessing the level of success of future presentations will be developed next academic year.

Goal 3: Use new technologies and expand use of technologies in the student conduct process.

Objective 3.1: Fully integrate the database, “Maxient – Conduct Manager,” into the university setting.

Strategy 3.1.1: Interest other offices and constituents (e.g. Housing and Residence Life) in using the new database for purposes of reporting incidents on and off campus incidents.
Strategy 3.1.2: Work with Housing and Residence Life and provide training to begin using the new database for reporting of all incidents.

OBJECTIVE 3.1 UPDATE: The new Case Manager was trained in the use of the system and now uses this database to track cases for the Emergency Health and Safety Committee and CARE Team.

Trainings were held for and with the staff in the Counseling and Testing Center, Campus Police and the chair of the Campus Judicial Board. The Police Department now uses Maxient as their reporting mechanism for all incidents and the Counseling and Testing Center staff use the database for cases involving alcohol and other drugs. The database is also utilized for application review by the Admissions Safety Committee, the Vice Chancellor for Student Affairs utilizes the database for tracking community service performed by students who have been assigned by the courts to do so as a part of their sentence. The Campus Judicial Board uses the database for sharing case information with the members of the board and to hear cases.

Assessment Procedure: Obtain feedback from the individuals who will use the database on a day-to-day basis.

Use of Assessment Data: The Office of Student Conduct will continue to utilize technology in the processes of the office. Training for staff will continue as needed.

Those offices and constituents that have adopted the Maxient Database have found that the technology assists them and is an effective tool. It was my hope that during the summer months the Office of Housing and Residence Life would also adopt the database as a part of their process for handling judicial issues that are adjudicated by their office. They were not ready to do so. The system is now fully utilized by the EHS committee and, while Housing did not choose to use the system this year, I am hopeful that they will do so in the 2012-2013 academic year.

Goal 4: Continue to meet “Best Practices” related to policies and procedures.

Objective 4.1: Continue to edit and update the various policies and procedures for the Office of Student Conduct and the Admissions Safety Review Committee.

Strategy 4.1.1: Research other institutions' information on line, in hard copy, and through personal contact with other administrators.
In conjunction with individuals at UNCP, determine appropriate adjustments to the current policies.

**OBJECTIVE 4.1 UPDATE:** Policies are continuously reviewed by the Office of Student Conduct. Additionally, recommendations are made by other campus Offices. These policies are then reviewed. There are often discussions with University Counsel relative to these policies and contacts and conversations with individuals at other UNC campuses to determine if changes should be made to policies. Information from national organizations, such as ASCA, is reviewed regularly to assist in determining the national “best practices” in student conduct.

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

**Use of Assessment Data:** There were no large changes this year to the policies and procedures for the Office of Student Conduct. The following changes did occur:

1. Volume III of the SGA Constitution was removed and placed in the Student Handbook under the Rights and Responsibilities section.

2. Some small changes were made in order to expand the number of individuals will serve on the Campus Judicial Board. This increases the total number of members from 9 to a minimum of 12.

3. The membership of the Campus Appeal Board was changed slightly. The members this year, and continuing forward, will be: the chair of the Faculty Senate, a faculty member, a staff member, and president of the SGA or designee from the Executive Board.

4. All policies have been or are in the process of being reformatted as required by the Chancellors Office.

5. A new policy is being created that will describe the process for expulsions.
Student Health Services
Assessment of 2011-2012 Goals and Objectives

Goal 1: Continue to provide high quality and cost effective health care services to students with a strong emphasis on prevention including, but not limited to, immunizations, health screenings, and health education.

Objective 1.1: Ensure that all students enrolled in the university meet all North Carolina Immunization Requirements.

Strategy 1.1.1: Update sections on N.C. Immunization Requirements in the student handbook, catalog, Student Health Services Brochure, and Student Health Services website to include new immunization guidelines.

Strategy 1.1.2: Provide health forms and information to students at New Student Orientation regarding the N.C. Immunization Requirements.

Strategy 1.1.3: Provide immunizations to students at a low cost and during New Student Orientation sessions.

Strategy 1.1.4: Send letters to non-compliant students before the 30-day deadline.

Strategy 1.1.5: Input and look up immunizations in the North Carolina Immunization Registry (NCIR).

OBJECTIVE 1.1 UPDATE: Student Health Services continues to inform students of the North Carolina immunization requirements. Health forms that were received by Student Health Services during the summer were reviewed and letters were mailed back to students who were non-compliant. At the 30 day deadline in fall 2011, there were 93 students non-compliant but these students received compliance within two weeks. In the spring 2012, there were 11 students non-compliant. These students also became compliant within two weeks. Both fall and spring numbers are down tremendously.

The immunization software program Medicat has helped track students who are due for immunizations. Student Health Services can also access the North Carolina Immunization Registry which allows a review of immunizations given throughout North Carolina. A total 285 immunizations were given in fall 2011 and 146 for spring 2012.

Objective 1.2: Strengthen and enhance current health educational
programs/services that encourage/assist students in developing healthy lifestyles that enhance their intellectual and personal growth and development.

**Strategy 1.2.1:** Provide outreach activities on health related and prevention topics in collaboration with other UNCP departments, in residence halls, Freshman Seminar classes, University Center, and at Student Health Services which are relevant to risk factors.

**Strategy 1.2.2:** Recruit, retain, and strengthen Peer Educators to participate in the Peer Educator Program (APPLE Corp).

**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:** Partner with the community for outreach programs.

**Strategy 1.2.6:** 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 1.2.7:** Improve programming incentives to attract more student participation.

**Strategy 1.2.8:** Annual Pembroke Day Health Fair.

**Strategy 1.2.9:** Health education brochures/bulletin boards in waiting area and at health programs.

**Strategy 1.2.10:** World AIDS Week programming and events related to HIV/STDs.

**OBJECTIVE 1.2 UPDATE:** Student Health Services had over 8535 nurse and provider visits for the 2011-2012 year. According to survey results, over 56% of students seen by SHS made appointments.

Student Health Services continues to work with various departments on campus to provide health educational classes. Student Health Services and the Counseling and Testing Center were able to recruit and retain over 12 Peer Educators for the year.
The Peer Educators along with the Health Educator/Staff Nurse helped develop and implement several health education programs on campus. (World AIDS Walk/Vigil, Fear Factor, Alcohol Awareness Program, Sex on the Big Screen, Sexual Responsibility Health Fair, etc.).

Students were given incentives for participation in programs. For example, door prizes, t-shirts, cups, mugs, pencils, pens, etc. Health education programs were provided to students in the residence halls, University Center, Freshman Seminar classes and Student Health Services’ classroom.

The Nurse Health Educator presented at 15 Freshman Seminar classes. Robeson County Health Department continues to provide free HIV/syphilis screening to students twice a month. A total of 92 screenings were performed. Robeson County Health Department also continued to offer family planning classes. A total of 12 classes were conducted with 68 students participating. One hundred and fifty six (156) received free pap smears and free birth control through the family planning program offered at SHS by the Robeson County Health Department. Student Health Services also performed one hundred and eighty six (186) pap smears. A total of fifty seven (57) student teaching physicals were performed and a total of 450 STD (Sexual Transmitted Diseases) screenings were done. Student Health Services offered two blood drives, one on September 28 with 146 participants and one on April 18 with 79 participants. Over 40 agencies participated in the Pembroke Day Health Fair with over 2000 people in attendance.

**Objective 1.3: Expand programming marketing and advertising.**

**Strategy 1.3.1:** Display activities on the University Center marquee.

**Strategy 1.3.2:** Post flyers, posters, and tabletops throughout campus.

**Strategy 1.3.3:** Send emails to students through the student listserv.

**Strategy 1.3.4:** Involve student groups and student organizations in various programs.

**Strategy 1.3.5:** Maintain updated website.

**Strategy 1.3.6:** Advertise in the Pine Needle and in This Week.

**OBJECTIVE 1.3 UPDATE:** Student Health Services programs and special events were emailed to the University Center Director to advertise
on the marquee outside the University Center. Posters, flyers, and tabletops were posted throughout campus. Student Life helped distribute information about services offered through their Facebook page.

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

**Objective 1.4: Review, update assessment plan for Student Health Services.**

- **Strategy 1.4.1:** Continue developing program evaluation surveys through StudentVoice.
- **Strategy 1.4.2:** Revise and continue distributing satisfaction surveys to students after services have been rendered and after programs.
- **Strategy 1.4.3:** Use StudentVoice analysis to assess quality of programming and services.

**OBJECTIVE 1.4 UPDATE:** Student Health Services continues to evaluate on-going services and programs to meet the needs of UNCP students. Student Health Services revised the Student Satisfaction Survey. The surveys were distributed via iPods using Student Voice. Surveys were distributed after services and the results were posted on the SHS website.

From the Patient Satisfaction Survey Student Voice results indicate that:

1) Over 84% of students were very satisfied with their SHS experience.
2) Over 93% were confident that their interactions with SHS staff would be confidential.
3) 97% stated that the staff treated them with respect.
4) 95% stated that staff members acted professionally.
5) Over 95% were very satisfied with the provider.
6) 92% stated they were able to schedule an appointment around their schedule.

**Assessment Procedure:** Director will compile data on services and programs and include numbers in the annual report. The number of students and staff requesting health services and programming will be reviewed annually. The number of students requesting health screening will also be reviewed.
Use of Assessment Data: Programs and services will continue to be offered throughout the upcoming year. Marketing the programs increased the number of students who participated in various programs. Students enjoyed using the iPods for assessment of programs and services. SHS has purchased two iPads to use in 2012-2013.

Goal 2. Provide students and parents with information regarding changes and enhancements in the 2011-2012 UNC System insurance plan.

Objective 2.1: Provide information to students regarding requirement changes and new enhancements to the 2011-2012 insurance plans.

Strategy 2.1.1: Emails to all students (undergraduates and graduates).

Strategy 2.1.2: Develop flyers, posters, and tabletops to distribute campus wide.

Strategy 2.1.3: Present the information at New Student Orientations in the Parent Session.

Strategy 2.1.4: Discuss enhancements during Freshman Seminar classes.

Strategy 2.1.5: Provide insurance brochures via the web and hard copies to students when necessary.

Strategy 2.1.6: Encourage students to use the student insurance web-based services.

OBJECTIVE 2.1 UPDATE: Several official emails were sent during the year by the Vice Chancellor for Student Affairs and Student Health Services reminding students to log on the student insurance web site to review new enhancements to the 2011-2012 insurance plan.

Over 1200 flyers were given during New Student Orientation and the Director of Student Health Services presented to parents regarding changes in the new plan as well as price increases. Posters and tabletops were distributed throughout campus and students were encouraged to access the web for information regarding enhancement services.

Objective 2.2: Provide information to students and parents on the process for waiving school insurance.
Strategy 2.2.1: Provide handouts during New Student Orientation to every student and parent.

Strategy 2.2.2: Post step-by-step waiver instructions on the SHS website.

Strategy 2.2.3: Send official emails from the Vice Chancellor for Student Affairs Office reminding students of the waiver process and deadlines.

OBJECTIVE 2.2 UPDATE: Several official emails were sent during the year by the Vice Chancellor for Student Affairs and Student Health Services reminding students to waive their insurance. Flyers were given during New Student Orientation and the Director of Student Health Services presented to parents regarding the waiver process for the insurance. Posters and tabletops were distributed throughout campus. Step by step instructions were posted on the Student Health Services website on how to waive school insurance. These instructions were also given to each new student during the New Student Orientation Sessions.

Objective 2.3: Provide training to UNCP Student Health staff regarding the changes in the UNC system insurance plan.

Strategy 2.3.1: Provide in-service training to staff on new enhancements and web-based services.

OBJECTIVE 2.3 UPDATE: The Director of Student Health Services conducted a training session with all Student Health Services staff informing them of the new insurance enhancements. 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 policy and make changes as needed. The premium cost and number of students who participate in the school health insurance plan will be reviewed.

Use of Assessment Data: When considering coverage for the 2012-2013 academic year, the current and proposed insurance policy was reviewed by the Director of Student Health Services and the UNCP campus insurance committee. A decision was made by General Administration for all sixteen university schools to have the same plan.
Goal 3: Provide a state of the art facility for the health and wellness needs of students that contributes to their ability to continue their education.

Objective 3.1: Determine whether a new building is possible or renovation will take place to current building.

Strategy 3.1.1: Meet with the Vice Chancellor for Student Affairs to discuss options.

Strategy 3.1.2: Review and evaluate options for location of new building.

Strategy 3.1.3: Ideas for new location will be considered and approved by UNCP Board of Trustees.

Strategy 3.1.4: Design team will confirm that the budget allowance will provide for new construction instead of renovation.

OBJECTIVE 3.1 UPDATE: After several meetings, it was determined by the committee that renovation and phasing would have a negative impact on the overall project budget. Due to difficulties in maintaining health services operations without the benefit of affordable swing space, the university made the decision to consider the benefits of a new building on an alternative site to accommodate the proposed program need. The space requirements outlined in the program were based on the needs of the building users and the long term needs of the university. It was determined that a new building could be constructed within the current budget without any additional funds. Three possible sites on campus for a new freestanding health services building were evaluated. The university chose to move forward with the site at the corner of University Drive and University Road. This site was approved by the UNC Pembroke Board of Trustees.

Objective 3.2: Identify the scope of plan, review designs, and prepare for implementation.

Strategy 3.2.1: Work with the Office of Facilities Planning and Construction on a proposed plan/project schedule.

Strategy 3.2.2: Work closely with Counseling and Testing for input on the design of the building.

Strategy 3.2.3: Visit other newly constructed or renovated Student Health Service buildings.

Strategy 3.2.4: Attend and participate in designer meetings to
review and monitor progress of the design/construction of the new building.

**OBJECTIVE 3.2 UPDATE:** Several meetings were conducted to discuss the preliminary space program. A space program was developed by Small Kane Webster Conley Architects. The initial programming meeting revealed that the total amount of program space requested exceeded the available space identified in the OC-25. On September 27, 2011, the university approved the elimination of testing services from the user group. Several preliminary designs have been discussed but a final design has not been approved. The building is currently in the design process.

**Assessment Procedure:** Complete design and begin construction of new Student Health Services building by July 2012.

**Use of Assessment Data:** Several designs have been discussed but a final design has not been approved. Comments from Student Health Services and the Counseling and Testing Center have been submitted to the university architects and to Small Kane Webster Conley Architects.

**Goal 4:** Provide quality continuing education opportunities to the staff that complement the health services provided.

**Objective 4.1:** Encourage staff to build upon their nursing skills for effectively delivering quality health care and skills-based health education.

- **Strategy 4.1.1:** Assist staff to attend at least one workshop or conference.
- **Strategy 4.1.2:** Budget for staff professional opportunities.
- **Strategy 4.1.3:** Encourage continuing education and allow staff to attend in-service trainings.
- **Strategy 4.1.4:** 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, safety, and blood borne pathogens. Staff has received training on the North Carolina Immunization Registry and on the new ADAAA guidelines. The Student Health Services staff has completed several online CEU’s through various medical websites. The director shared several websites and educational opportunities available to the nurses.
throughout the year. Money was available in the budget for staff development. The staff currently has staff development logs and is encouraged to update logs with any new professional development certificates received. Nursing staff are required to have 15 hours of CEU’s every two years by the North Carolina Board of Nursing.

The Director and Health Educator attended the Southern College Health Association meeting in Gainesville, Florida, in March.

**Assessment Procedure:** Discussions with staff regarding training opportunities. Evaluate number of training sessions each staff nurse attends.

**Use of Assessment Data:** Staff was encouraged to seek out professional development training programs in which they were interested in attending. When renewing their nursing license, the staff could look back at their professional development logs to see how many contact hours they had achieved. Director will continue to evaluate training programs.
Office of Student Involvement and Leadership
Assessment of 2011-12 Goals and Objectives

Goal 1: Expand the leadership capacity of students.

Objective 1.1: Develop and provide students with leadership training, education, and developmental opportunities.

   Strategy 1.1.1: Expand the participation, role, and scope of the living learning community.

   Strategy 1.1.2: Identify a mix of targets and methods to achieve the office’s leadership related learning outcomes.

   Strategy 1.1.3: Host LeaderShape.

   Strategy 1.1.4: Develop a working definition of leadership that ties to leadership theory and office and institutional missions.

OBJECTIVE 1.1 UPDATE: The Leadership Living Learning Community continued for a second year with 55 students participating. First year students took FRS 1000, ENG 1050, ENG 1060, and HST 1000 in cohort. Additionally, the community met weekly with the OSIL staff to discuss leadership concepts. Each student was also paired with an OSIL staff member to serve as a leadership coach. The LLC had a positive impact on retention and first year GPA for participants as compared to the general FY class. Retention was 10% higher and grades were 0.1 higher.

The office has developed coaching and leadership certificates that will go live fall 2012. Staff members developed and piloted a multi-campus technology based leadership experience. The program included four campuses with different demographics with 16 student participants. Plans are underway to conduct an expanded second year program.

In May, 23 students participated in LeaderShape at Ft. Caswell in Oak Island, NC.

The staff and students are operating under the follow definition of leadership that is an amalgamation of leadership literature and institutional context:

Leadership is a purposeful, collaborative, values-based, and relational process of people in a supportive community creating positive change.
Community and campus involvement is a powerful vehicle for leadership. To effectively practice leadership in these contexts one must:

- live and think in a state of possibility.
- develop and nurture relationships.
- promote positive change.
- understand and communicate leadership as a process, not a position.
- empower others to act.
- practice controversy with civility.
- embrace and appreciate differences of all people.

**Objective 1.2:** Develop and provide student organizations with regular leadership training, education, and developmental opportunities to expand their leadership capacity in support of their programmatic autonomy and obligations as a complement to the office and mission.

**Strategy 1.2.1:** Set aside regular meeting time for leadership training, education, and development for ACE and SGA.

**Strategy 1.2.2:** Educate ACE and SGA of their programmatic obligations as an extension of the Student Life Office and mission.

**Strategy 1.2.3:** Support SGA’s and ACE’s continued programmatic autonomy with advisory support from office staff.

**Strategy 1.2.4:** Educate student organizations on effective leadership practices, concepts, resources, and structures within the university community to support their work.

**OBJECTIVE 1.2 UPDATE:** Early in the fall semester, meeting times were set aside to discuss leadership concepts. As the semester progressed, it necessitated focusing on programmatic obligations and providing advisory support for these obligations. A preliminarily student organization needs assessment tool was developed and beta-tested with both ACE and SGA. Beyond semester transition retreats focused on logistics training (FRS, OrgSync, etc.) and involvement fairs. Organization leadership education or development opportunities were not provided.

ACE had a good year expanding its role within the OSIL context. SGA quietly did quality work as well.

**Objective 1.3:** Increase student involvement in the development, planning, and implementation of co- and extra-curricular programs.
Strategy 1.3.1: Involve students in the development, planning, and implementation of office programs.

Strategy 1.3.2: Co-sponsor programs with other offices that involve students in the development, planning, and implementation of the program.

Strategy 1.3.3: Support and fund other student organizations self-developed, planned, and implemented programs.

OBJECTIVE 1.3 UPDATE: The student coordinators again worked directly with staff, and often autonomously, to develop, plan, and implement a variety of programs. The success achieved would not have been possible without their involvement. 2012-13 will see the expansion of student employment roles within the office through the Hawk Assistantship program.

The only student organizations receiving funds directly from the office (other than ACE and SGA) were the previous year’s Chancellor’s Cup winners. The office must finalize a funding process for the upcoming year.

Assessment Procedure: Qualitative and quantitative assessments will be used including surveys and focus group meetings.

Use of Assessment Data: The learning community has been intentionally using StrengthsQuest and Student Leadership Practices Inventory assessment data. Both tools have and will continue to inform work and provide baseline data for leadership conversations with students. Selection for both the LLC and LeaderShape used rubrics based in StudentVoice. Qualtrics was also used for the LLC application process which will allow staff to maintain and track longitudinal data on students. A student organization was developed for needs assessment and was beta-tested with ACE and SGA. This assessment tool must be expanded and more purposely tied to the office outcomes. The Turning Technology clickers must be better utilized and the data they could provide.

Goal 2: Develop programs driven by learning outcomes that are supported by a consistent process of assessment and evaluation.

Objective 2.1: Continue to identify student needs and learning outcomes baseline.

Strategy 2.1.1: Offer self-assessment tools (SQ, SRLS, sLPI, DiSC, MBTI, etc.) to identify needs, strengths, and deficiencies.
OBJECTIVE 2.1 UPDATE: The primary focus of the self-assessment effort used StrengthsQuest and SLPI. DiSC was also used at LeaderShape. This data has helped shaped conversations with students.

Objective 2.2: Program planning will begin and purposefully build from, and tie back to, mission and purpose statements with corresponding learning and program outcomes and assessment strategies.

   Strategy 2.2.1: Fully develop and operationalize learning outcome grid that connects office mission, programs, CAS standards, and learning outcomes.

   Strategy 2.2.2: Begin all program development and planning by establishing learning outcomes and/or program outcomes.

   Strategy 2.2.3: Use a variety of assessment methods to determine status of learning outcomes and program outcomes attainment.

OBJECTIVE 2.2 UPDATE: The outcomes learning grid continues to be a living document which is used effectively. Directly tying CAS and the Student Involvement mission, the grid was used to identify learning outcomes of programs. The most prominent use of this document has been in the leadership certificate planning.

A qualitative review of LLC blogs was also completed to match to learning outcomes. ACE members who attended NACA completed blog reflections – some as video blogs.

Objective 2.3: All staff increase their capacity to conduct assessment.

   Strategy 2.3.1: Staff participate in StudentVoice or other online or in-person training sessions.

OBJECTIVE 2.3 UPDATE: Staff did not participate in any additional training sessions.

Assessment Procedure: Qualitative and quantitative assessments will be used including surveys and focus group meetings.

Use of Assessment Data: The office did a nice job solidifying outcomes and foundation for programming and education success. Staff did well qualitatively and anecdotally collecting data and must increase the use of this data to inform practice.
Goal 1: Create and maintain student-oriented facilities, programs, and services and provide accessible, safe, and sufficient facilities, space, and equipment.

Objective 1.1: Promote programs and services.

Strategy 1.1.1: Upgrade Venus 1500 software and program marquee for automatic updates. Submit commercials to mtvU weekly.

Strategy 1.1.2: Utilize EMS to communicate facility schedules to the Digital Communication System.

Strategy 1.1.3: Inform the university community (faculty/staff/students) and the surrounding community of our state-of-the-art game room facility and all the services offered.

Strategy 1.1.4: Implement use of refund monies and credit card machine in Hawks Nest Game Room.

OBJECTIVE 1.1 UPDATE: Activities and services were posted to the UC web site, on the student listserv, uploaded to the master calendar, posted on the marquee, monitors and portable display boards, and promoted through Facebook.

Upgrade of the Venus 1500 software was not accomplished due to it becoming a low priority compared to other programs and events but will be added to the 2012-2013 goals.

Additional hardware was acquired through Texas Digital (TD) to communicate with the Event Management System (EMS) so that programs and services could be loaded to the TD monitors. Due to technical glitches, the process did not work and the daily schedules were uploaded to the monitors using the content manager in the TD hardware rather than an automated upload using EMS.

The Hawk’s Nest game room manager used flyers, bulletin boards, marquees in the UC mall area and the bowling lane screens to advertise specials including tournaments (bowling, ping pong, billiards, checkers, chess, foosball, and spades), free play times, and special events for homecoming week.
Objective 1.2: Assess space utilization and expansion needs and improve facility configurations.

Strategy 1.2.1: Data collection through Event Management Systems (EMS) software.

Strategy 1.2.2: Installation of traffic counters for the facility.

Strategy 1.2.3: Enhance and improve University Center lounge.

Strategy 1.2.4: Formalize the Advisory Council.

OBJECTIVE 1.2 UPDATE: The Event Management System (EMS) has allowed for accurate reporting and documentation of room utilization. For the University Center and University Center Annex spaces, there was a total of 3,291 bookings (2527 for UC and 764 for UC Annex) from July 1, 2011, through June 30, 2012, a 19% increase from last year. Total utilization for all facilities online in EMS was 6,534.

The traffic counters were installed in November 2011. Since installation, traffic counts indicate that 317,011 people entered the UC and 87,550 entered the game room.

An enhancement plan for the University Center was identified as a job target for the Division of Student Affairs and a Lounge Renovation Committee was established to review the needs for the first floor. A ‘Staying on Task’ report was submitted monthly for providing updates to the Chancellor’s Cabinet. Plans are to retain the individuals who are serving on the lounge renovation project committee for the advisory council.

In 2012-13 with input from the Office of Disability Services, a checklist that ensures compliance with the ADA Amendments Act will be included in the Facilities Reservation System (FRS).

Objective 1.3: Develop a comprehensive plan for equipment replacement and facility enhancement.

Strategy 1.3.1: Collaborate with DoIT on audio-visual needs.

Strategy 1.3.2: Work with Facilities Planning to plan projects and evaluate existing furnishings/equipment.

OBJECTIVE 1.3 UPDATE: UC and Programs collaborated with the Division of Information Technology (DoIT) regarding media services and implemented a comprehensive equipment upgrade throughout both
facilities that was finalized in 2011-12 with the exception of a solution for securing the audio-visual equipment in the annex. The joint effort resulted in an upgrade of the audio-visual equipment in the UC and UC Annex. Camcor was selected as the vendor to implement the improvements and Daryl Burgwyn with DoIT was assigned as the project manager. The conference spaces throughout both facilities were equipped with thin clients, flat panel monitors, pixie controls for LCD projectors, and other technologies.

**Objective 1.4: Create a comprehensive event assistance plan.**

   **Strategy 1.4.1:** Meet with setup crew prior to events.

   **Strategy 1.4.2:** Meet with sound technician prior to events.

   **Strategy 1.4.3:** Contact the customer the day before the event to review event needs.

**OBJECTIVE 1.4 UPDATE:** To improve customer service, an event assistance plan was developed which included meeting with the facility requestors holding major events and having weekly meetings with the setup and sound crews prior to events.

**Objective 1.5: Streamline the lost and found process.**

   **Strategy 1.5.1:** Partner with Campus Police and GPAC to receive items in a timely manner.

   **Strategy 1.5.2:** Partner with Residence Life and Facilities Operations to identify lost keys.

   **Strategy 1.5.3:** Post a list of lost and found items in weekly e-nnouncements.

**OBJECTIVE 1.5 UPDATE:** Although the process for lost and found was streamlined, the campus culture of hanging onto items rather than submitting them to the central location has not changed. A mass email was sent to faculty and staff to inform them that the Information Station was the designated location for lost and found items. To notify students, a message was included in E-nnouncements. Calls were made bi-weekly to Campus Police and to GPAC to remind them to turn in lost and found items to the Information Station within one week after items are turned into them. This procedure worked well. A list of found items was advertised through E-nnouncements which resulted in a few more retrieving their property. The initiative to minimize the amount of items donated to the Odom Home was not as successful as planned. For BraveOne cards,
individuals were contacted via email and, if the cards were not retrieved within the allotted timeframe, the cards were submitted to the Business Services Office. Keys identified as UNCP keys were submitted to either Residence Life or Facilities Operations. Also, this spring semester, the Pine Needle interviewed the manager regarding the services provided through the Information Station including lost and found. All these efforts have resulted in some items being retrieved by owners, but not as much as warranted.

Assessment Procedures: Number of programs offered and number of participants. Number of patrons using facilities. Improvements to facility configurations. Director will compile and include numbers in the annual report. Hawks Nest manager will compile and include numbers in the monthly and annual report. Formation of Advisory Council. Meet with Facilities Planning to evaluate completion of items. Review inventory of equipment and furnishings to determine replacement needs.

Use of Assessment Data: The audio-visual upgrade project streamlined and standardized technology so users can seamlessly use any room technology with little to no learning curve. Much of the upgrades were needed to provide technology services and others were to support efficiency and user success. The Extron system controllers eliminated a lot of technology issues and addressed user complaints. The installation of the thin clients has helped eliminate the need for facility users to bring in laptops and has reduced the need to check out laptops through DoIT. The number of technical assistance phone calls to the department and DoIT have decreased as well. Customers have been very satisfied with the results.

The event assistance plan resulted in fewer complaints--one or two complaints compared to a dozen the previous year. This plan also enabled the departments to work more efficiently and resulted in fewer event resets.

Plans are to continue to brainstorm ways to communicate the centralized lost and found service to the campus community including encouraging departments to turn in found items rather than holding onto them.

After much review and consideration, the department submitted a proposal to the Vice Chancellor for Student Affairs to discontinue the Miss North Carolina franchise. This proposal, if accepted, will allow the department to offer more scholarships to participants as well as provide opportunities for increasing program options.

A review of the wake-up call service, including surveying users, resulted in a decision to discontinue this service after the current contract expires in 2013.
The need for a parents program was considered and identified as a possibility. Pending the identification of a permanent location for implementation, UC and Programs has initiated some groundwork including a dedicated website. A parent listserv was also created as was a promotional card that is distributed at new student orientation sessions and other programs inclusive of parents.

Based on the response to upgrades in the UNCP Hawk’s Nest game room, plans are to continue to improve and update the area. Continuing projects include using the game room website to promote programming and encourage usage of the area, utilizing social media for marketing including the creation of a Facebook page, and reaching out to community groups to encourage usage. In response to surveys, plans are to continue efforts to work with the Financial Aid Office to identify ways to allow students to have monies allotted on their BravesOne card for use in the game room. An alternate solution is to change the point-of-sale system so the source can accept Brave Bucks or Munch Money.

The billiards team was reestablished and traveled to Virginia Tech exposing student participants to the experience of competing against other well-known universities. As a result, the staff generated a lot of word of mouth advertising and publicity. In addition, more state of the art equipment, games, and machines were installed including an X-box 360 gaming console, sound system, and corn hole boards. Preventative maintenance items included resurfacing the bowling lanes as well as recovering billiard tables.

Several facility enhancements were identified in the UC Annex and Facilities Planning and Construction staff agreed to use project funds to pay for these upgrades which include bistro tables/chairs, sound control booth, and replacement shades for the assembly room, tile for the catering closet, overlay and steps for the staging area, as well as outdoor seating and an exterior sound hookup.

As per the new ADA Amendments Act, the accommodation statement was posted in a prominent location, the alternate format statement was included on all communications, web pages were reviewed for compliance with universally accessible connotations, the shuttle bus was made available to groups accommodating wheelchair bound individuals regardless if the vehicle was previously reserved by another group, and all flyers will be reviewed for inclusion of the alternate format statement prior to approval for posting.

**Goal 2: Provide a centralized facility scheduling system through campus-wide implementation of the Event Management System.**

**Objective 2.1:** Implement EMS software in areas and facilities not currently utilizing the system.
**Strategy 2.1.1:** Meet with other facility managers to determine who would benefit from being added to EMS.

**Strategy 2.1.2:** Provide training sessions for the campus community.

**OBJECTIVE 2.1 UPDATE:** Currently there are 10 facilities utilizing the Event Management System. Additional facilities have been identified for inclusion and are in the process of being added. This will continue into the 2012-2013 goals.

Training sessions have been offered monthly through Human Resources on the Facilities Reservation System. Also, two follow-up training sessions were offered to the 232 current users of FRS.

**Objective 2.2:** Utilize the EMS software to manage usage of the University Center vehicles.

**Strategy 2.2.1:** Add University Center and Programs owned vehicles into EMS.

**OBJECTIVE 2.2 UPDATE:** University Center vehicles are scheduled to be added into EMS in July 2012 so requestors can use FRS for vehicle requests. This will be a pilot for the campus. Facilities Operations Motor Pool has indicated an interest in participating once the system has been tested.

**Assessment Procedures:** Established policies/procedures. Accuracy of room assignments. Implementation of computerized scheduling.

**Use of Assessment Data:** Following the one year implementation, a session was held with EMS users to assess the system and respond to any concerns. The feedback received on the evaluation forms completed was extremely favorable and most users indicated that the system is user friendly, intuitive, and an improvement to the previous facility reservation process. Front-line employees who use the system have recommended that supervisors and department heads be included in the training so they are aware of policies and procedures regarding facility usage. Based on these recommendations, plans are to discuss this further to determine feasibility. As project managers, several areas were identified by UC and Programs staff that would help with the process including requiring setup diagrams for assembly spaces, meeting with event planners and setup staff prior to events, reminding users to include services as part of their reservation, and encouraging users who request audio-visual equipment for events to arrive a minimum of thirty minutes prior to event start time to address unforeseen technical issues.
The Registrar’s Office did not implement classroom scheduling through EMS in Spring 2012 as planned due to staffing issues and a desire to continue to schedule in Banner. However, the costs associated with the acquisition of this software were astronomical and the plan was that all spaces on campus would be reserved using EMS with several phases of implementation planned. The Registrar’s Office agreed to utilize the software prior to our purchasing it and were scheduled to be part of phase one. Ideally, the project managers would like to communicate to UNCP administration the need for a top-down dictate regarding the facility reservation system and the need for academic spaces to be included.

Three areas have been identified for phase two implementation including the Multicultural and Minority Affairs space, the Regional Center, and a non-academic computer lab in the Math and Computer Science Department. Identification of other spaces that might be included are the Human Resources Training Room and the Chancellors Board Room.

The master calendar component of EMS was evaluated to determine if all events need to be included on the calendar. EMS administrators are able to run reports to determine events happening on campus in those facilities live in EMS. There is no way to capture those activities not listed on the calendar in facilities that are not live in EMS. Additional review is needed to establish a reasonable solution comprehensive of the entire campus and to have a true master calendar.

Due to scheduling conflicts with vehicle reservations, the paper reservation process was eliminated and reservations were handled through Microsoft Outlook. Even then double booking of vehicles did happen. This led to a decision to include vehicle reservations in EMS.

Goal 3: Further develop the University Center assessment plan.

Objective 3.1: Utilize StudentVoice to survey, evaluate, and assess programs, services, and facilities.

Strategy 3.1.1: Assess satisfaction with facility and event services, motor fleet, game room, and the Information Station and assess perceptions about the University Center experience.

Strategy 3.1.2: Partner with professional facility planning and programs management firm to conduct a facility needs/space assessment.

OBJECTIVE 3.1 UPDATE: Although Student Voice was not used, assessment was conducted using other instruments. Specifically, surveys were administered to assess satisfaction with the Hawk’s Nest game.
room, programming offerings, services provided, and facility usage and setups including customer service. Staff participated in a training session on Qualtrics, a web-based online survey and polling software and plans are to utilize this instrument in addition to Student Voice in 2012-13. Staff is scheduled to attend a Campus Labs (formerly Student Voice) training session in July.

Survey instruments were used for program evaluations. Based on survey results, students wish to continue the creation station series and the annual Earth Day program but want to see more programs offered.

Results of a shuttle service survey indicated that the service is the only means of transportation for some users and that most are satisfied with the service. The marquee and monitors were used to promote the service. Approximately 112 UNCP students took advantage of the shuttle service.

The Lounge Renovation Committee will be meeting to determine what facility improvements best meet the needs of the campus community through the use of focus groups, surveys, and facility assessments using a program management firm with comprehensive in-house planning capabilities.

**Assessment Procedure:** Enhancement of facilities and services. The expansion of services and programs offered. Results of surveys.

**Use of Assessment Data:** Several surveys were administered this year in the Hawk’s Nest game room to identify activities in which students want to participate. As a result, a popular program for students, faculty, and staff was brought back on campus. The Striking Viking made a third appearance during homecoming and received a great review. Also, survey results indicated that users wanted music. A sound system was installed that allowed for music through Pandora at no additional cost. By popular demand, the game room added 4 corn hole board sets. Several students expressed an interest in starting a billiards team. After months of practice, four members of the team traveled to Virginia Tech to participate in the Association of College Unions International Billiards Tournament. Of the 75 competitors, all four UNCP students finished in the top 45 with one student ranked in the 12th position. Out of 19 teams UNCP finished 9th, a top ten finish for the first appearance in an ACUI tournament since 1995.

To accommodate the expansion of the shuttle service to include transportation to train and bus stations, a central location for train and bus drop-offs was identified in the Raleigh area. In response to requests for transportation during the summer, plans are to include the shuttle service during the summer months.

Based on the survey responses, there is a desire to replace the lounge furniture
with seating that is durable, constructed of high quality materials, and that is covered in a vinyl or similar material that can be maintained. As part of the lounge renovation project, Sauder Education loaned a sample chair to display in the mall area. Users were asked to assess whether the chair was appropriate for the space.