



## Budget Request Form FY2018

*Department should complete one form for each individual request*

**Department:** Student Activities

**Program, Service, or Operation Requested**

Student Development Specialist II – SDS II

SAFAB Use Only	
YES	NO

**General Description:**

The SDS II for Extended Orientation position will be instrumental in providing full-time support for the advising needs of the sponsored organization, Aggie Transition Camps (ATC). Similar to Fish Camp, Aggie Transition Camps has been coordinating an extended orientation program for incoming students at mid-year (Howdy Camp) and for students transferring to TAMU via T-Camp (summer sessions) for over 25 years. The advising responsibility for ATC has traditionally been a part-time role of the Assistant Director in Extended Orientation with assistance of a graduate assistant.

Over the past few years, ATC has expanded its scope in serving not just transfer students, but also non-traditional freshman (older or dual enrollment graduates), graduate students, and online students seeking to acclimate themselves to Texas A&M University. This goal of serving the increasing needs a diverse incoming student body by providing an experience that fosters student relationships, while informing them of the services and opportunities that exist at TAMU, is in alignment with Division and University goals.

ATC’s future goal to increase their program size has created a need for increased advising support and full-time staff attention to ensure that Aggie Transition Camps can accommodate their expanding role with various types of constituents. A full-time advisor for this organization is necessary and consistent with University orientation advisor assignments, it ensures the safe and successful operations of the organization, and the current staffing structure is not conducive to ATC’s desire for programming additions needed to accommodate an increase in participation. A full-time SDS II advisor will ensure that students have support throughout the year while also providing the Extended Orientation team an individual that could provide consistent direction specific to the implementation of the Extended Orientation Leadership Training Institute – a required educational curriculum for the senior student leaders in Fish Camp, ATC, and Venture Camp.

**Request Type:**     Full     Increase     One-Time     Partial/Matching

STUDENT | AFFAIRS | FEE | ADVISORY | BOARD

Type of Funds Requested     UAF                       Other

**General Questions:**

**How does this address an important need and positively impact students?**

Data derived from longitudinal studies conducted with participants of T-Camp and Howdy Camp note a positive, statistically-significant difference in the retention rates of students who attend extended orientation camps versus those who do not. Participation in extended orientation experiences afford students the ability to form friendships and develop an understanding of the various support services around campus before classes start, and these programs make a difference in students' ability to be successful on campus. Transfer students, older students and graduate students are traditionally underserved and face the dilemma of people assuming they already know things about the college experience. By providing them with an opportunity that allows them to learn more about the Aggie experience, while sharing their concerns or reticence in an environment that recognizes their unique needs, increases the likelihood of their success as students.

**What department/Division Strategic Plan item does this support?**

Department:

- Remain committed to our role as educators, mentors, and advisors that utilize the Facilitator Model to partner with individual students and student organizations as facilitators of the involvement experience.
- Continue to develop new and innovative programs and services that are current and relevant to our students.
- Provide an inclusive, respectful, and welcoming environment for all stakeholders that we serve.

Division: Goal 2 – Contribute to student success, including retention and timely graduation.

It is the goal of the Extended Orientation area to meet the needs of incoming students to foster relationships and inform them of services and opportunities that exist in their new environment. While our current programs are very popular and effective, it is clear that there are students who are not currently being served by these.

**What is the impact if not funded?**

If not funded, the Assistant Director will continue to advise ATC and a graduate assistant will continue to be employed for a portion of the year. However the desires of the organization to expand their programs will not be possible simply due to time constraints, staff support requirements and associated high-level of risks. Similarly, additional opportunities for growth with the new Venture Camp program initiative will be stifled due to time-constraints and expectations associated with ATC advising responsibilities of the Assistant Director.

**Please provide any data, evidence, input (student faculty, staff, other) you gathered to help you determine the need for additional resources.**

Information supporting the need for the additional extended orientation programs has been gathered over many years through avenues including student surveys and focus groups, assessment feedback disclosed through Fish Camp and T-Camp participant surveys, and national studies conducted around the various models of orientation and extended orientation programs at 4-year colleges and universities. More attention is being paid to alternative orientation experiences by a number of our academic and admissions partners (Blinn Team, Blinn Team Engineering, Veterans Resource and Service Center, and Admissions) as was evidenced by this past summer's attendance.

Students participating as ATC directors, chairs, and counselors are also quick to identify the differences between their program focus and those offered by Fish Camp, citing the differences in maturity of participants and desired information sought during discussion group sessions.

**What actions have you implemented internally to address the identified need?**

Practicum students seeking summer experience have been used for freshman camps, however Fish Camp has the budget to provide a small stipend for those individuals. ATC does not have the resources available to them to employ a part-time advisor. During Howdy Camp and T-Camp sessions, Student Activities staff have volunteered to serve as support staff and receive no compensation.

Support of ATC programs and its availability to grow and expand is much more contingent on the ability of a staff member to advise the student organization and coordinate the new programs, rather than an addition to the programmatic budget.

**Generally, what assessment tools will you use to evaluate this program/service?**

Aggie Transition Camps utilizes assessment tools including pre- and post evaluations, qualitative analysis of participant journaling, and longitudinal studies of the rates of retention for students who attend. In addition, participation rates and trends are investigated regularly as a part of future planning for logistical purposes.

For the new SDS II staff member, assessment tools will largely align with the Human Resource metrics of Annual Evaluations, goal achievements, and weekly supervisor meetings to oversee progress.

**How have other sources of funding (fundraising, sponsorship, reserves, etc.) been considered? Please explain.**

Completely self-funded, Aggie Transition Camps dedicates tremendous time to fundraising in order to keep camp attendance fees affordable rather than increasing the registration cost for campers beyond a reasonable rate. While, their fundraising efforts have been very successful, raising over \$6,000 in 2016 toward participant scholarships, participant registration has continued to expand in scope and enrollment, which in turn requires an increase in large-scale fundraising events and heightened organizational complexity. While desired, ATC's organizational budget support of a full-time advisor is not a possibility at this time. No recurring funding sources for the additional staff support needed to coordinate this program has been identified.

**Funding Description:**

	Dollar Amount
<b>Total Estimated Cost</b>	
SDS II Salary	\$38,000.00
Benefits (30%)	\$11,400.00
Professional Development	\$1,400.00
<i>Less Estimated Partial/Matching Funds (if applicable)</i>	
<b>TOTAL INCREASE REQUESTED</b>	<b>\$50,800.00</b>

SAFAB Comments/Notes: