

Texas State University-San Marcos Outcomes Report

General Information

Academic Year:	2010-2011
Division:	Student Affairs
Unit:	Multicultural Student Affairs
Department:	Multicultural Student Affairs
Outcome Type:	Administrative / Educational Support
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Status:	Data Entry Closed

Mission Statement

The mission of the Office of Multicultural Student Affairs is to provide academic, cultural and personal support for underrepresented students for the purposes of degree completion and the development of skills for lifelong success.

Evidence of Improvement

Outcome: Students who participate in cultural programs will develop cultural competency skills and knowledge.

Paws Preview Diversity Presentation - The outcomes measure was that 80% of a random sample of participants would pass the Paws Preview post-presentation questionnaire at a rate of 75% or higher. For 2009-2010, the participant questionnaire average was 96%; in 2010-2011, it was 85%. The decrease in the percentage to 85% still exceeded the outcome goal and was aligned with the action plan developed for last year's report. Last year's action plan involved incorporating a greater degree of content complexity within the 2010-2011 Paws Preview presentation to provide students with a more challenging program than was presented in 2009-2010.

The 2010-2011 Diversity presentation once again received the 2nd highest rating of all Paws Preview presentations just as it did in 2009-2010. The continued rating of 2nd place, coupled with the 2010-2011 post-questionnaire pass-rate of 85% (compared to the 2009-2010 pass-rate of 96%), indicates that the more complex diversity concepts incorporated in the 2010-2011 presentation content provided participants with sufficiently challenging information and an equal level of satisfaction and engagement as participants' experienced in 2009-2010.

Post Event Evaluation Forms (PEEFs) – The outcomes measure was that 75% of USAC (Underrepresented Student Advisory Council) organizations would develop, plan and coordinate a cultural program, activity or event, as reported on the PEEFs (Post Event Evaluation Forms), which was a change from the 2009-2010 measure. For 2009-2010, the measure was that 75% of the USAC organization would sponsor a collaborative USAC event with another organization (without specifically assessing the utilization of specific skills and knowledge required to sponsor the events).

The 2009-2010 outcome measure was met by 51% of USAC organizations, which fell short of goal by 24%; in 2010-2011 the outcome measure was met by 83% of USAC organizations. The increase in the percentage to 83% exceeded the outcome goal by 8% and was aligned with the action plan developed for last year's report. Last year's action plan involved adjusting the measure to "75% or more of USAC organizations that attended leadership training would be able to develop, plan and coordinate a cultural program activity or event." This helped improve MSA student programs by increasing the number of organizations that developed the skills and knowledge to implement successful cultural programs.

Outcome: Texas State TRiO participants (SSS, ETS, UB, RTS) will be provided with opportunities by Trio program staff which enable them to achieve their academic goals.

TRiO - In 2009-2010, the outcome measure was modified from retention rates to grade-level advancement and post-secondary acceptance rates, specifically, a 70% post-secondary acceptance rate for senior-level pre-college participants, an 80% grade level advancement rate of pre-college participants, and an 80% academic goal attainment rate for SSS participants. Therefore, the 2009-2010 data was used to establish a baseline for the 2010-2011 outcomes.

For 2009-2010, ETS, RTS and UB met the outcome goal. For 2010-2011, ETS, RTS and UB met the outcome goal for post secondary acceptance. ETS and RTS met the goal for grade-level advancement; however, UB did not meet this goal.

For 2009-2010, SSS achieved the academic attainment goal and again for 2010-2011.

ETS-For 2009-2010, the post-secondary average was 74% and the grade-level advancement average was 91%. For 2010-2011, the program demonstrated an 85% post-secondary acceptance average and a 97% grade-level advancement average, indicating increases of 11% and 6%.

RTS- For 2009-2010, the post secondary average was 85% and the grade-level advancement average was 99%. For 2010-2011, the program demonstrated an 82% post-secondary acceptance average and a 98% grade level advancement average, which exceeded the goals but decreased in percentages by 3% and 1%.

UB- For 2009-2010, the post-secondary average was 72% and the grade-level advancement rate was 98%. For 2010-2011, the program demonstrated a 75% grade-level advancement rate and 87% post-secondary acceptance rate; both averages exceeded the goals. There was a 3% increase for post secondary acceptance and an 11% decrease for grade-level advancement.

SSS- For 2009-2010, the participants met their academic goals at an 87% average. For 2010-2011, the average was 88%, indicating a 1% increase. Last year's TRIO action plan involved modifying the outcome goals of the programs to compliment the required Department of Education goals, which helped all programs to meet the funding and reporting requirements of the grant while providing needed student services.

TRIO Satisfaction Survey - The 2010-2011 outcome measure was that 80% of survey participants would rate the program as satisfactory on the survey. This was a change from the 2009-2010 outcome measure. The data collected in 2009-2010 was used to establish a baseline measurement for this year's outcome. For 2010-2011, all three programs exceeded the goal with 80% or more of surveyed participants and parents rating the programs as satisfactory.

ETS- For 2010-2011, 98% of survey participants responded that they were satisfied with the program (it met their needs and they would recommend this program to their peers). This was the first year ETS administered the survey.

RTS- For 2009-2010, 92% of survey participants indicated that they were satisfied with the RTS program and would recommend it to their peers. For 2010- 2011, 95% of survey participants rated the program as satisfactory (it met their needs and they would recommend this program to their peers), indicating a 3% increase.

UB- For 2009-2010, 57% of survey participants responded that they were satisfied with the UB program. For 2010-2011, 91% of survey participants were satisfied with the UB program (it met their needs and they would recommend this program to their peers), indicating a substantial increase of 44%.

Last year's TRIO action plan involved better communication with parents, additional student assistance during the summer, administering the survey to all pre-college students and their parents after the summer program and reviewing the administration process of the surveys. This helped us to improve services by communicating expectations to families about the program, assisting students who did not meet the goals during the fall and spring, and more effectively disseminating the surveys.

Outcome: The office of Multicultural Student Affairs will develop programs which enhance students' knowledge of complex diversity concepts and skills.

Interruptions – The outcomes measure was for MSA peer educator teams (Interruptions) to develop and present 2 or more programs per year on diversity. For 2009 -2010, the MSA peer educator teams (Interruptions) developed and presented 3 presentations on power, privilege and interrupting racism. For 2010-2011, the peer educators presented a total of 7 programs on interrupting racism, which was an increase of 4 presentations. Last year's action plan involved adding a second measure for presentation attendees to self-report on increased awareness related to presentation topics presented by the peer educators. The data collected on the participants' awareness from 2010-2011 will be used as a baseline measure for 2011-2012.

Interruptions - The 2nd outcomes measure for the peer educators (Interruptions) was that 50% or more of presentation attendees completing evaluations of the presentations would report having gained more knowledge of diversity. For 2010-2011, 80% of participants indicated they had gained new information regarding race and racism. This will be used as base-line information for next year.

Action Plan

Based on the results of the Paws Preview Diversity Questionnaire the action plan includes the following: 1) continue incorporating increasingly complex diversity concepts 2) use the questionnaire to include the more complex questions related to the presentation content and 3) continue using the same presentation format because of its effectiveness as indicated by participants' ranking it as 2nd place of all Paws Preview programs. Additionally, a new method of questionnaire dissemination will be utilized. The MSA staff and students will continue to use the same PAWS Preview Diversity Presentation methods to improve and reinforce knowledge of diversity. The staff will review the assessment tool to ensure that participants' critical-thinking skills are being challenged in such a way that requires them to retain, reflect, and report accurate information provided during the presentation. Additionally, a review of the methodology and the distribution of pre and post assessment tools will be conducted considering not all participants attending the diversity session were able to complete and/or return the assessment tool. Whatever changes are needed after a review of the program each year will be made the summer before the program is implemented.

Based on the results from fall 2010, MSA will continue to provide leadership training to USAC organizations to ensure USAC organizations obtain skills to develop, plan and coordinate cultural programs, activities or events. Additionally, 1) the Post Event Evaluation form (PEEFs) will be revised into an electronic format in order to gather more specific information about the cultural programs, activities and events being sponsored by the USAC organizations, 2) MSA will develop a tracking system (through the TRACS system) in order to assist students with reporting program information in a more timely manner, specifically, immediately following USAC programs, event and activities, and 3) all materials used in MSA leadership training (USAC Retreat) will be posted to the USAC TRACS site so that all USAC organizations will have on-going access to all forms, as well as all other resources provided during the MSA leadership training (USAC Retreat).

As a result of the information gathered via the data, the staff of all three pre-college Trio programs should continue to 1) share the program goals and discuss expectations with the families served by the program at the beginning of each year, 2) provide additional summer assistance for programs that do not meet their fall and spring goals to ensure that all 3 programs yield the program's post-secondary goal, 3) administer surveys to all three pre-college groups of program parents after the summer programs have concluded in order to enhance family satisfaction since all elements of the programs are not completed until the summer components are accomplished and 4) review the administration process of surveys for all three pre-college TRIO groups.

These things seem to allow for an enhanced familial communication and more thorough adjustment by students and parents to program changes. Additionally, utilizing multiple methods for administering surveys will be employed in the future to yield a greater response rate for all three programs. The same instrument will be disseminated so the data can be compared from one year to the next and between programs.

Resources for each of these programs will be federal grant funding from the U.S. Department of Education allocated for each TRIO program during FY 2012.

The action plan will include 1) the continued use of a "Presenter Checklist" 2) the advisory board that will continue to assist the peer educator teams in the development of presentations, presentation skills (the advisory board consists of 1 faculty, 2 staff and 1 graduate student), 3) peer educators will continue learning how to train new peer educators to replace training by advisors, 4) attendee assessment will be revised and 5) an additional training components will be incorporated into the peer educator training modules to improve effectiveness.

Outcome 1

Students who participate in cultural programs develop cultural competency skills and knowledge.

Outcome 1 - Method 1

80% or more of a random sample of the students who participate in the Paws Preview Diversity presentation and take the Paws Preview Diversity questionnaire will pass at a rate of 75% or greater. The Diversity Questionnaire will be administered each fall semester.

Outcome 1 - Method 1 - Result

In fall 2009 75% (2641) of students completed the questionnaire with pre and post scores of 89% and 96% respectively. In comparison, in fall 2010, 65% (2,343) of students completed the questionnaire with an average 85% (pre) and 87% (post scores). The goal of 75% for the outcome was reached however, the difference in number of participants completing questionnaire was the result of a lower percentage of students obtaining questionnaires due to PAWS Preview scheduling conflicts. Participants were freshman and/or freshmen transfer students.

The data conveys that participants retained presentation information by responding correctly to questions related to the specific learning outcomes. However, this year's post-quiz pass-rate of 87% was a decrease from the previous year's post-quiz pass-rate of 96%. This indicates that the more complex diversity-related material which was incorporated into the 2010 presentation did provide participants with a more challenging presentation. This change in percentages from 2009 to 2010 tells us that students are learning new information, they come to the program with a basic competency level and the effort to incorporate more complex concepts within the 2010 presentation provide a more appropriate level of complexity within the content so that students are more sufficiently challenged by new and progressive information.

The results indicate that the dissemination process for the post questionnaires needs to be modified so that students' knowledge from the pre-presentation questionnaires will not influence the outcomes average of the post-presentation questionnaires. This will ensure a more accurate assessment of students' prior knowledge base.

Outcome 1 - Method 2

75% of Underrepresented Student Advisory Council (USAC) organizations that attend MSA leadership training will be able to develop, plan and coordinate a cultural program, activity or event, as reported on the USAC PEEF's (Post Event Evaluation Forms). The PEEF's will be analyzed each summer.

Outcome 1 - Method 2 - Result

In fall 2009, the measure used to determine the success of diversity and leadership programs was an assessment of the leadership skills used by USAC organizations that participated in MSA leadership training, specifically by measuring program collaboration with one or more USAC organizations with a goal of 75%. The result from fall 2009 was the baseline measurement for fall 2010. However, in 2010 the PEEF was modified to include assessment of specific skills used, expressly, the organizations' abilities to develop, plan and/or coordinate a cultural program, activity or event.

In fall 2009, 51% of student organizations that attended the MSA leadership training, collaborated with at least one other organization to develop, plan or coordinate a cultural program, activity or an event. In fall 2010, after implementing and incorporating a measurement of skill, to develop, plan

or coordinate a cultural program, activity or event rather than program collaboration, of the 32 USAC organizations that attended leadership training, 11 (34%) completed a PEEF. 100% of those 11 organizations who completed a PEEF indicated that they successfully developed, planned and coordinated a cultural, activity or event. Although there was a decrease from 2009 in the number of organizations that collaborated with one or more organizations, data from 2010 indicated that 83% of USAC organizations reported that their USAC sponsored events enhanced their ability to plan and coordinate events that promote cultural diversity.

This tells us that the USAC organizations that participated in the MSA leadership training utilized the skills that they acquired in the development, plan and coordination of cultural programs, activities or events. Therefore, the 75% goal of USAC student organizations that attended MSA training and used their acquired skills to develop, plan and coordinate programs was met. The data indicated that the leadership training provided by the MSA office was successful in providing skills that allowed USAC organizations to develop, plan and coordinate a cultural program, activity or event. This tells us that MSA should continue to provide training opportunities for USAC student leaders to acquire diversity leadership skills.

Outcome 2

Texas State Trio participants (SSS, ETS, UB, RTS) are provided with opportunities by Trio program staff which enable them to achieve their academic goals through high school graduation and post secondary enrollment.

Outcome 2 - Method 1

The program records of all Trio staff will be reviewed each semester and analyzed annually and will yield an 80% grade level advancement rate of pre-college Trio participants and a 70% post-secondary enrollment rate of all senior-level Trio participants.

Program records will indicate that 80% or more of all college-level Trio participants (SSS) will meet the academic goals developed with their academic coaches and be in good academic standing (2.0 and above).

Outcome 2 - Method 1 - Result

In 2008, ETS, RTS and UB received 90% or above completion rates and SSS an 80% completion rate. In fall 2009 the Trio measure was modified to gather more detailed information related to the completion rates in each program. The measure used in 2009 was a 70% post-secondary acceptance rate for senior-level Trio participants, 80% grade level advancement of pre-college participants and 80% of SSS participants reaching their academic goals. In 2010, ETS, RTS and UB met the outcome goal for post secondary acceptance. ETS and RTS met the goal for grade level advancement however, UB was slightly under the goal of 80% with 75%. The SSS program achieved the 80% goals for meeting academic goals.

ETS- In 2009, a 74% post-secondary acceptance and 91% grade level advancement for program participants was reported. In fall 2010 the ETS program demonstrated 85% post-secondary acceptance and 97% grade level advancement for program participants.

RTS- In 2009, a 85% post-secondary acceptance and 99% grade level advancement for program participants was reported. In fall 2010 the RTS program demonstrated 82% post-secondary acceptance and 98% grade level advancement for program participants.

UB- In 2009, a 72% post-secondary acceptance and 98% grade level advancement for program participants was reported. In fall 2010, the Upward Bound program demonstrated 87% post-secondary acceptance and 75% grade level advancement for program participants.

SSS- In 2009, 87% of program participants met the programs college level academic goals and in fall 2010, 88% of program participants met their programs college level academic goals.

Based on the data gathered for each of the programs reporting post-secondary acceptance and grade level advancement rates, it appears that the data aligned with the action plan developed in last year's report. The methods proved to be effective in meeting the outcomes. These methods will continue to be utilized and re-evaluated at the end of the summer. In addition, the data will be re-evaluated in August to determine if assistance provided in the summer by program staff increases the yield rate of acceptance letters for seniors. It should be noted that in the Upward Bound program the fall 2009 post-secondary acceptance rate was 72%, and increased to 87% in 2010. This was due to changes in administration of the program.

Outcome 2 - Method 2

Annual surveys administered to Trio students and parents (of pre-college students) will yield an 80% satisfaction rating with the Trio programs. Surveys will be administered electronically and by hardcopy at parent meetings at the end of the academic year.

Outcome 2 - Method 2 - Result

All pre-college TRIO programs met the goal of an 80% satisfaction rating based on surveys returned. Satisfaction was determined on the basis of 1) students feeling satisfied that the program had met their educational needs and 2) their willingness to recommend TRIO Program to other students. A project evaluation survey was administered to determine whether the program was satisfactory in meeting the needs of the student participants. All three programs exceeded the goal of 80%.

ETS- In the spring of 2010, 98% of students responded that they were satisfied with the program, it met their needs, and that they would recommend this program to their peers. In spring 2011 98% of ETS participants and parents responded that they were satisfied with the program, specifically indicating participants' needs were met and that they would recommend the program to their peers.

RTS- In spring of 2010, 92% of participants indicated that they were satisfied with the RTS program and would recommend the program to their peers. In spring of 2011, 95% of RTS participants and 93% of their parents responded with an overall satisfaction rating.

UB- In spring 2010, 57% of participants responded that they were satisfied with the UB program and would recommend the program to their peers. In 2011 there was a substantial increase in the satisfaction rating for the Upward Bound program with a 91% satisfaction rating for participants and an 84% parent satisfaction rating. These ratings also included the recommendation to their peers component.

In general, the data aligns with the action plans developed in last year's report. According to last year's plan, enhanced communication with parents, additional student assistance during the summer, and administering the survey at the end of the summer would enhance program satisfaction. This data confirms that the strategies helped us to meet participant/family expectations, thereby yielding positive levels of satisfaction for the families who participate in Trio programs, which is where we will continue to focus our efforts.

Outcome 3

The office of Multicultural Student Affairs develops programs which enhance students' knowledge of complex diversity concepts and skills.

Outcome 3 - Method 1

MSA peer educator teams will each develop and present 2 or more programs per year on diversity. The data will be reviewed at the end of the academic year, during the summer.

Outcome 3 - Method 1 - Result

Interruptions (MSA peer educators) is a multi-racial, anti-racism peer educator group. The group provides presentations to their peers and others on various topics related to anti-racism. Session participants were undergraduate and graduate students and higher education professionals. For 2009-2010, 2 MSA peer educator teams (Interruptions) developed and delivered 3 presentations on power, privilege and interrupting racism. Additionally, the teams delivered 2 workshops to the peer education organization itself and their advisors for purposes of self-evaluation and feedback. For 2010-2011, Interruptions presented a total of 7 programs on interrupting racism and race awareness. They modified their assessment to measure the number and quality of presentations given by the peer educators, and participants' self-reported increased awareness related to presentation topics. The data collected from 7 sessions conducted by Interruption Peer Educators during 2010-2011 will be used as a baseline for 2011-2012.

In 2010, 84% of presentation participants indicated "Excellent and Good" when asked if presenters clearly communicated information. 86% answered "Excellent and Good" when asked if the information was informative and 89% answered "Excellent and Good", when asked if information was presented in a logical format.

This was the second year the group developed and delivered presentations to undergraduate students and graduate students through classes as well as presentations to higher education professionals. The group met its outcome goals, exceeding it by 5 presentations.

The 2009- 2010 questionnaire data tells us that the peer educators greatly benefit from developing presentations themselves as well as from the constructive feedback from their peers and advisors. Additionally, the data indicates that Interruptions Peer Educators gain a higher level of understanding and competency through the presentation of information, and the 2010-11 data indicates that their level of competency is relayed to the audience in a clear, informative and logical format.

Last year's action plan was addressed by the addition of another outcomes measure, which enabled the peer educators to determine their levels of effectiveness facilitated through increased attendee awareness and knowledge of presentation topics. This affected peer educators effectiveness and presentation clarity because the presentation learning outcomes could be more clearly defined.

Outcome 3 - Method 2

Presenter evaluation forms will be completed after each presentation and 50% or more of students completing them will report having gained more comprehensive knowledge of diversity as rated on a 1-5 Likert scale. The data will be reviewed at the end of the academic year, during the summer.

Outcome 3 - Method 2 - Result

For 2010-2011, 85% of a random sample of post-presentation questionnaires indicated that attendees gained new knowledge from the peer educators' presentations which exceeded the outcome goal by 35%. For 2010-2011, a random sample of 14% (64 out of 470) responded to the survey. 80% of participants responded "Excellent and Good" when asked if the information provided participants with something new to think about regarding race and racism. 83% of participants responded "Excellent and Good" when asked if the information provided participants with things that they could do to become more race-aware.

This tells us that information is well-received by students from their peers and that students are open to learning more about sensitive topics when the information is conveyed to them by well-trained and knowledgeable peers, which is where we need to continue to focus our efforts.

Last year's action plan was addressed by the addition of this outcomes measure, which enabled the peer educators to develop specific learning

outcomes for their presentations in order to determine if attendees increased their awareness and knowledge of presentation topics. This enabled the peer educators to develop presentation content in a more concise and exact manner, thereby enhancing their presentation implementation.

Approval History

Approval History Event

Outcomes Approved Level 1

Outcomes Approved Level 2

Outcomes Audit Report Submitted

Results Approved Level 1

Results Approved Level 2

Results Audit Report Submitted