

Office of Multicultural Student Affairs
Annual Report
Student Affairs Division
Texas State University
2009-2010

Major Accomplishments/Retention Initiatives

1. Support Programs & Services:

- **MSA co-sponsored the Undoing Racism Program with Sociology and Social Work**
- **Mamas Kitchen** distributed 1080 meals to students.
- USAC Post-Event Evaluation Forms (PEEFs) reported **7998 participants in MSA leadership and diversity programs.**
- The Native American Students Association hosted the **5th Annual Native American History Month “Celebration of the People” and 4th Annual Cultural Awareness Conference.**
- **25th Annual MLK Commemoration Celebration**
- **Bobcat Alternative Spring Break** cultural/service trip: New Orleans, Houston and Galveston.
- **Diwali: Festival of Lights** attended by 400 students, faculty, staff and community members.
- **3rd Annual R.E.A.L. Retreat** attended by 80 women
- **27th Annual Gospel Expressions Association Gospel Fest** featured Twinkie Clark of the Clark Sisters
- Celebrated **7th Annual Taste of Africa.**
- **Allies of Texas State Biannuals:** Dr. Marci Bowers presented, “Transcending Gender” and a panel of gay and lesbian parents and individuals raised by same sex couples.
- MSA and Allies celebrated **4th Annual Lavender Graduation** with 19 graduates.
- **Allies celebrated 10th Anniversary** with a panel of alumni and currently active Allies.
- **Cesar Chavez Week: Worker Appreciation Breakfast** for maintenance and grounds staff and evening keynote speaker Roberta Ryder (President/ CEO of National Center for Farm worker Health).
- Upward Bound students participated in the **RACE: “Are We So Different?”** exhibit at the Institute of Texan Cultures.
- **12 of 14 UB seniors met the deadline for priority admission** into Texas public colleges and universities.
- 159 of **160 ETS seniors completed post-secondary college applications.**
- ETS’s Advisor Jenny Gebert grew the **dual credit program** with Austin Community College, placing Travis High School second in the district of students participating in dual credit classes. ETS student Miguel Patino was accepted into **Stanford University** with all expenses paid. Karina De la Fuente and Binh Nguyen received **Dell Scholars Awards.** ETS Advisor Jason Brown was instrumental in LBJ/LASA High School being named the **#1 school in Texas Common Application submissions in Central Texas.**
- ETS Advisor Traci Maxwell assisted 2 ETS students gain admission to the New York Academy of Performing Arts. One student received a **\$20,000 scholarship.**
- ETS Advisor Marcos de Leon facilitated the NCAA registration process to assist three students in receiving full **athletic scholarships in football, soccer, and volleyball** and his student Hector Hernandez, named salutatorian, received a Presidential Scholarship from Texas A&M.
- **SSS received its certification** in May 2010 from College Reading and Learning Association (CRLA)
- Student Support Services (SSS) met its goal of **servicing 200 students** for the academic year.
- SSS provided over **960 hours of tutoring** to its members.
- Over **1,000 students attended SSS-sponsored workshops.**
- SSS sponsored **4th annual Bobcat Bridge Program;** with an average 3.75 GPA.
- SSS Success Coaches conducted **718 success sessions** over the course of the year.
- Six SSS participants applied to the **Big Brothers Big Sisters Program.**
- 31 SSS participants made the **Dean’s List** in the fall and 26 in the spring.

- SSS achieved “**Veteran Friendly Office**” designation after more than 25% of office staff attended training.
 - RTS staff created a **Senior Handbook**, an-all-in-one resource guide for college admission and financial aid.
 - RTS assisted their senior class to earn **over 1 million dollars in scholarships** for the 4th year in a row.
2. Retention & Degree Completion
- MSA continued to sponsor **Multicultural Graduation and Lavender Graduation Celebrations**.
 - **83% of SSS participants were in good academic standing** (2008-09).
 - **87% of SSS** students who received services in 2008-09 were retained (which included graduations).
 - 9th - 11th grade **Upward Bound participants** yielded a retention rate of 98%.
 - **8 of 11 Upward Bound summer “Bridge” participants** enrolled in post-secondary education.
 - **91% of ETS participants** were promoted to the next grade level in middle or high school.
 - **96% of ETS senior participants** successfully graduated from high school.
 - 74% of ETS Seniors participants enrolled in** postsecondary education in the fall semester of 2009.
 - 99% of RTS non-seniors participants were promoted to the next grade level.**
 - **100% of all RTS senior** graduated from high school.
 - **85% of RTS Seniors** enrolled in postsecondary education fall 2009.
3. Life Long Success
- MSA sponsored the 5th **All Male Conference (AMC)** for underrepresented males.
 - MSA continued the **Black and Latino Initiative: Power, Privilege & Masculinity** in fall 2009.
 - MSA, Hip Hop Congress & TRiO sponsored the **6th Annual Hip-Hop TRiO Student X-Change**
 - **Hip Hop Congress Kidz** programs were presented to over 400 elementary students.
 - **Diversity presentation** for freshmen participating in the **PAWS Preview Program** was 1st place as the highest rated presentation at PAWS Preview fall 2009
 - 100 high school students participated in the Hip Hop Congress **diversity presentation** at the C5 Leadership Youth Summit in Austin, Texas.
 - **17th Annual African American Leadership Conference (AALC)** held 30 workshop presentations, and matched 60 incoming freshmen with mentors.
 - **Allies of Texas State** held 1 facilitator and 10 Allies trainings, and trained 179 new Allies.

Progress on 2004-2010 Administrative Support Plan

Progress of MSA objectives

- MSA provided quality programming for 1st generation and underrepresented students.
- MSA supported an increased number of 1st generation and underrepresented students.
- MSA provided opportunities for life-skills building of 1st generation and underrepresented students.
- MSA sponsored high quality diversity programs for the university and surrounding communities.

Progress of Department Strategies

- Restructured MSA Bobcat Day presentation to provide separate sessions for students and parents.
- All Male Conference conducted outreach to community college, university and high school males.
- Re-assessed the role of USAC Cultural Representatives.
- Reformatted the USAC leadership retreat to include the True Colors personality assessment, a reference handbook and diversity keynote speaker.
- Reviewed, assessed and evaluated USAC programming for cost effectiveness and quality.
- Sponsored a graduate intern to administer assessment instrument to the LGBTQ student community.
- Student Development Coordinator provided co-leadership to the Allies Team sponsoring new and innovative LGBTQ programming.
- Continued support of interfaith student advisory council through USAC programming.
- Integrated local high school students into leadership conference programming (AMC, AALC, HHC).
- Continued to support African American and Hispanic students through underrepresented student support groups i.e. Hombres Unidos, Latinas Unidas, Black Men United and Black Women United.

- Gathered data from the MSA User non-user survey, Trio satisfaction surveys, USAC Post Event Evaluation Forms, Paws Preview Diversity Survey and Interruptions Peer Educator presentation evaluations.
- Did not use MSA Advisory Council for feedback on department programs and services.
- Restructured Paws Preview presentation and evaluation.
- Enhanced website to provide program calendar, on-line evaluation and registration forms, veteran friendly information, funding proposal forms and LBJ scholarship forms as well as the inclusion of a social networking component.
- Utilized the webpage to provide assessment information, including assessment tools, results and annual reports from FY 07 to the present.
- Continued to support Hip Hop Congress programming (i.e. Congress Kids, Annual Hip Hop Trio Student Exchange, and Paws Preview Diversity presentation).
- Mama's Kitchen programming was designated for specific cultural months in order to enhance collaboration.
- Supported Lavender Graduation and increased the number of student participants, by enhancing marketing and promotion.
- Supported Multicultural Graduation Celebration and replaced keynote speakers with student speakers.
- Supported diversity peer educators (Interruptions) with an extensive training program and opportunities to conduct presentations.
- Co-sponsored the Undoing Racism program with Sociology and Social Work.
- Did not develop an electronic newsletter and instead restructured and expanded the website content.
- Developed new student learning outcomes.
- Submitted proposal to hire 50% FTE Student Development Specialist to work with LGBTQ students.
- Sponsored programs that promoted social justice concepts, i.e. power and privilege, anti-racism, equality (Undoing Racism, Interruptions, USAC Retreat).

Assessments

Assessment: PAWS Preview Diversity Presentation Questionnaire **Administered:** fall of 2009

Findings: 2,641 students completed the Paws Preview Diversity questionnaire. Participants were freshman and/or freshmen transfer students. Based on a 23% random sample of the quizzes, the accumulated average for the participants' questionnaires was 96.3%. A random sample of participants was given the questionnaire before the presentation. The pre- and post-questionnaire scores were 89.23% and 96.3% respectively.

Improvements: The goal was greatly exceeded. Based on the data, it seems that students come with a base-level of knowledge regarding the diversity concepts which were presented during the diversity presentation. This enabled them to pass the pre-questionnaire at a rate (89%) which exceeded the post-questionnaire outcome goal (75%). Therefore, the presentation and questionnaires will be revised to include more complex concepts related to diversity. The fall 2010 pre-and post-questionnaire scores will then be compared to the fall 2009 scores.

Assessment: Annual Survey of Users and Non-Users of MSA **Administered:** fall of 2009

Findings: 927 students responded to MSA Survey in the fall of 2009. 65% of respondents indicated having an awareness of the Multicultural Student Affairs office. The greatest number of respondents indicated that they became aware of MSA through email (43%), PAWS Preview (21%) and New Student Orientation (20%). However, 68% of total respondents have not used direct services or attended programs offered or supported by MSA. The respondents indicated they have used services as follows: individual assistance and academic programs (6%), cultural programs (10%), student organizations (4%), and leadership programs (3%). When respondents were asked to rate MSA's effectiveness, they responded that the office was effective in the following services areas: student leadership development (48%); serving Texas State students (50%), providing culturally, holistic and academic support (52%); providing outreach services (55%); and heightening cultural awareness on

campus (57%). 36%-50% of respondents indicated they were *not sure or neutral* about MSA's effectiveness in these areas.

Improvements: Steps will be taken to oversample target population for Annual Survey of Users and Non-Users of MSA in fall 2011.

Assessment: USAC Post-Event Evaluation Forms (PEEFs)

Administered: FY10

Findings: 51.06% of student organizations that participated in the MSA leadership training, through the USAC leadership retreat, collaborated with at least one other organization to develop, plan or coordinate a cultural program, activity or an event. The number of groups involved in the collaborations ranged from 1 other organization up to 12 with an average of 2 groups collaborating per event.

Improvements: The PEEF's will be revised in order to gather more specific information about the cultural programs, activities and events being sponsored by the USAC organizations. The data from fall 2009 will be compared with the data for fall 2010. Additionally, more explicit information regarding the logistics of the collaborations will be incorporated within the PEEFs. MSA will also develop a tracking system to assist students with reporting PEEFs information in a timely manner, specifically, immediately following a USAC program, event or activity. To further enhance the leadership development process, resources used during the MSA leadership training will be posted to the MSA website so that all USAC organizations will have on-going access information that was presented during the MSA leadership training as well as the PEEFs.

Assessment: MSA Peer Educator Teams (Interruptions)

Administered: FY10

Findings: 2 MSA peer educator teams (called Interruptions) developed 3 presentations on power, privilege and interrupting racism, and presented a total of 6 programs. The teams presented to 2 student groups, 1 faculty group, and the general student population in the mall area of campus. Additionally, the teams delivered 2 workshops to the peer education organization itself and the advisors for purposes of self evaluation and peer and advisor feedback. 100% of peer educators (2 teams of 5 students) who made presentations indicated on a self-evaluation form that by developing presentations they gained more comprehensive knowledge and understanding of specific diversity concepts and enhanced their delivery and presentation abilities. They further indicated the self-evaluation process enabled them to feel more at ease fielding questions from their peers. The findings were collected for the peer educators' presentations. The ratings averaged 4.32 on a 1-5 Likert scale, ranging as follows: 5-very good, 4-good, 3-average, 2-poor, 1-very poor. 85% of presentation attendees (105 out of 132) indicated that they gained new knowledge from the peer educators' presentations.

Improvements: Though the level of achievement met the outcome goal, some peer educator presenters did not always disseminate evaluations at the conclusion of their presentations. Therefore a "Presenter Checklist" will be developed for peer educators to review prior will to and at the conclusion of their presentations to be prompted to disseminate evaluations at all presentations. This will ensure that data and feedback are gathered at each presentation by all peer educators.

Presentations presented by Department Staff

1. Dr. Sherri Benn, Jesse Silva, and Hip Hop Congress: *PAWS Preview Diversity Presentation*
2. Dr. Sherri Benn, Jesse Silva: *True Colors Personality Assessment: Educational Staff Development*
3. Dr. Sherri Benn, Dr. Gregory Snodgrass & Dr. Katherine Selber: *Transition from Combat to Classroom: Helping Student Veterans Succeed at Texas State, Professional Development, Ex-SAC, Academic Advisors*
4. Dr. Sherri Benn, Jesse Silva, & Hip Hop Congress; *Congress Kidz, Travis & Oak Spring Elementary Schools*
5. Dr. Sherri Benn, Dr. Angela Ausbrooks & Dr. Barbra Trepagnier: *Building Better Cross-cultural Relations between Women, Texas Women in Higher Education Conference*

6. Dr. Sherri Benn: Why It's Difficult to Talk about Race, Interruptions Training
7. Dr. Sherri Benn: Things I Want You to Know, Black Women United
8. Dr. Sherri Benn: BSA Women's Leadership Panel
9. Dr. Sherri Benn: Leadership Begins with You, Alpha Kappa Psi Business Fraternity
10. Dr. Stella Silva; RTS, Senior Banquet Welcome Speaker
11. Dr. Stella Silva: UB, Parent Meeting
12. Jonnie Wilson: Women and Self Esteem, Texas State
13. Jesse Silva: Black & Latino Initiative: Power, Privilege & Masculinity, Hombres Unidos & BMU
14. Jesse Silva: 6th Annual Hip-Hop TRiO Student X-Change, Texas State
15. Jesse Silva: 5th Annual All Male Conference, Texas State University
16. Jesse Silva: True Colors Personality Assessment, University Seminar (2), College of Health Professions Senior/Internship Students
17. Jesse Silva: Diversity Presentation, C5 Youth Leadership Summit, Austin, Texas

Special Recognitions for Department and/or Staff

1. MSA –Dr. Stella Silva, Outstanding Contribution to Student Affairs
2. MSA - Jonnie Wilson, Outstanding Staff of Year (BSA), Mentoring Appreciation Award (AALC)
3. MSA -Jesse Silva, Champion of Success (VPSA), Mariel M. Muir Excellence In Mentoring Award, Student Organization Advisor Award (BSA)

Major Objectives for 2010-2011

1. Initiate and support the formation of a bi-racial student organization through USAC.
2. Restructure Leadership Institute for Minority Males to co-sponsored event with Upward Bound to include male students from San Marcos and Lehman high schools
3. Restructure USAC Leadership Retreat to serve as a multicultural conference.
4. Implement restructured assessment plan.
5. Sponsor an Undoing Racism workshop for students.

Major Trends/Obstacles for 2010-2011

1. Dominant culture students continue to explore whiteness concepts and are beginning to seek inclusion in MSA program and services, yet struggle with where they fit within a diverse, multicultural population.
2. Increasing interest LGBT student needs.
3. Bi-racial student population growth.
4. Vocational/Tech & 2-year post-secondary programs of greater interest to graduating HS seniors.
5. The economy increasing post-secondary enrollment of TRIO students in community colleges.
6. Economic factors continue to impact TRiO funding.
7. Students are more socially conscious regarding the environment, sustainability, service, gender expression & sexual orientation, and social justice.
8. Awareness of MSA's programs & services greatest through direct contact, with staff, student organizations and program attendance.
9. Students are seeking services and programs for RRHEC.
10. MSA User Non-user survey revealed an interest in additional services for international students.
11. Students continue to contact MSA for individual assistance with services not directly provided by MSA (i.e. housing, ODS, counseling, parking services, academic advising and religious classes).
12. Greater interest in faith-based and gender-focused programming.
13. Trio programs continue to encounter difficulty with staff turn-over and operations due to turnover in school administration.
14. TAKS testing continues to be problematic for ETS when trying access students during the school day.
15. More financial aid packaging with loans vs. grants is an issue for 1st generation & low income students.