

# Texas State University

## Outcomes Report

### General Information

<b>Academic Year:</b>	2011-2012
<b>Division:</b>	Student Affairs
<b>Unit:</b>	Multicultural Student Affairs
<b>Department:</b>	Multicultural Student Affairs
<b>Outcome Type:</b>	Administrative / Educational Support
<b>Contact Name:</b>	Sherri Benn
<b>Status:</b>	Entry Meets Minimum Requirements

### Mission Statement

The Office of Multicultural Student Affairs provides academic, cultural and personal support for underrepresented students for purposes of degree completion and leadership in a culturally diverse and global society.

### Evidence of Improvement

#### 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 2010-2011, the participant questionnaire average was 85% whereas in 2011-2012 the participant questionnaire average was 86%. The increase in the percentage of 86% exceeded the outcome goal and was aligned with the action plan developed in 2009-2010 (incorporating a greater degree of content complexity within the 2010-2011 and future PAWS Preview presentations to provide students with a more challenging program that was presented in 2009-2010).

The 2011-2012 Diversity Presentation received the highest rating of "excellent" compared to all PAWS Preview presentations. This high rating in addition to the consecutive years (FY10 and FY11) of 2nd highest ratings and 2011-2012 post-questionnaire pass-rate of 86% indicates that the more complex diversity concepts incorporated in the 2010-2011 presentation content provided participants with sufficiently challenging information and equal level of satisfaction and engagement as participants experienced in previous years (2009-2010).

#### Post Event Evaluation Forms (PEEFs)

The outcomes measure was that 75% of Underrepresented Student Advisory Council (USAC) organizations would develop, plan and coordinate a cultural program, activity or event, as reported on the Post-Event Evaluation Forms (PEEFs).

In 2010-2011, the measure was met by 83% of USAC organizations. In 2011-2012, the measure was met by 96% of USAC organizations. In 2011, of the 36 USAC organizations, 14 (43.75%) completed a Post Event Evaluation Forms. 100% of those 14 organizations indicated that they successfully developed, planned and coordinated a cultural, activity or event. This measure continues to improve MSA student programs by increasing the number of organizations that developed the skills and knowledge to implement successful cultural programs.

#### TRiO

The baseline for the 2010-2011 outcomes were established using data from the 2009-2011 data. The baseline included 70% post-secondary acceptance rate for senior-level pre-college participants, 80% grade level advancement rate of pre-college participants, and 80% academic goal attainment rate for SSS participants.

For 2010-2011, ETS, RTS and UB, also, met the outcome goal for post-secondary acceptance and grade-level advancement. For 2011-2012, ETS, RTS and UB met the outcome goal for post-secondary acceptance and grade-level advancement.

For 2010-2011, SSS achieved the academic attainment goal. In 2011-2012, SSS, again, achieved the academic attainment goal.

ETS- For 2010-2011, the program demonstrated an 85% post-secondary acceptance rate and a 97% grade-level advancement rate. For 2011-2012, the post-secondary acceptance rate was 90% and the grade level advancement rate was 96%, indicating an increase of 5% and decrease of 1%.

RTS- For 2010-2011, the program demonstrated an 82% post-secondary acceptance rate and a 98% grade level advancement rate. For 2011-2012, the post-secondary acceptance rate was 71% and the grade-level advancement rate was 95%, indicating a decrease of 11% and 3%.

UB- For 2010-2011, the program demonstrated a 87% post-secondary acceptance rate and 100% grade-level advancement rate. For 2011-2012, the post-secondary acceptance rate was 100% and the grade level advancement rate was 100%, indicating an increase of 13% and steady rate of 100%.

SSS- For 2010-2011, the rate at which participants met their academic goals was 88%. For 2011-2012, the rate at which participants met their academic goal was 89%, indicating an increase of 1%.

### **TRiO Satisfaction Survey**

The 2010-2011 outcome measure was that 80% of surveys administered to TRiO pre-college students and parents would rate the TRiO programs as satisfactory. For 2010-2011, all three programs exceeded the goal with 80% or more of surveyed participants and parents rating the programs as satisfactory. For 2011-2012, all three programs continue to exceed the outcome measure of 80%.

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). In 2011-2012, 92% of participants and 94% of parents indicated that they were satisfied overall with the RTS program, and 92% of participants would recommend the program to their peers.

RTS- 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). In 2011-2012, 92% of participants and 78% of parents responded with an overall satisfaction rating, and 92% of participants would recommend the program to their peers.

UB- 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). For 2011-2012, 87% of participants and 100% of parents responded that they were satisfied with the UB program, and 82% of participants would recommend the program to their peers.

The action plan implemented in 2010-2011 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. The action plan developed using data from 2011-2012 will assist in improving services, efficiently communicate expectations to families about the program, and establish a higher yield rate for surveys.

### **Interruptions**

The outcomes measure was for MSA peer educator teams (Interruptions) to develop and present 2 or more programs per year on diversity. For 2010-2011, the peer educators (Interruptions) presented a total of 7 programs on interrupting racism, which was an increase of 4 presentations. For 2011-2012, 6 MSA peer educator teams developed and delivered 6 presentations on power, privilege and interrupting racism. 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. For 2011-2012, 92% of participants indicated they had gained new information regarding race and racism.

### **Action Plan**

Based on the results of the Paws Preview Diversity Questionnaire the action plan includes the following: 1) continue to incorporate increasingly complex diversity concepts 2) continue to use the questionnaire to include the more complex questions related to the presentation content and 3) continue to use the same presentation format because of its effectiveness as indicated by participants' ranking and evaluation when compared to past rankings and evaluations (i.e. fall 2010). 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 continue to 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 will continue to be conducted in order to consistently evaluate and monitor the pre and post assessment tools. Any changes that are needed after a review of the program will continue to be administered the summer before the program is implemented.

Based on the results from 2011-2012, MSA has been effective in providing USAC organizations with opportunities to develop a diversity-based leadership skill set, however, a new focus will be incorporated into training which will specifically highlight social justice as a concept for leadership development. Additionally, 1) with the edition of a newly revised Post Event Evaluation Form (PEEF's) MSA will consistently revise its electronic format in order to gather more specific information about the cultural programs, activities and events being sponsored by USAC organizations, 2) MSA will continue to utilize 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) materials used in the MSA social and cultural 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 training for USAC organizations.

As a result of the use of new methodology in gathering the data, all three pre-college TRiO programs will continue to 1) ensure the program goals and expectations are discussed with the families served by the program at the beginning of each fall and spring semester, 2) continue to provide additional summer assistance for programs that do not meet their fall and spring goals in order to ensure that all 3 programs meet their objectives, 3) administer surveys to all three pre-college program parents at the end of the spring semester in order to capture consistent data from all three programs, 4) continuously review the administration and dissemination process of surveys for all three pre-college TRiO groups, and 5) continue to

use the methodology in 2011-2012 which separated survey questions regarding satisfaction with program and willingness to recommend TRiO program to their peers.

These changes will continue to provide opportunities for participants and parents to effectively communicate with program staff regarding changes to the programs. Newly altered methods for administering surveys will continue to be employed in order to yield a sufficient response rate for all three programs. The same instrument will continue to 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 for the MSA peer educators (Interruptions) will continue the use of 1) the "Presenter Checklist" 2) the advisory board (1 faculty, 1 staff and 1 graduate student) will continue to assist the peer educator teams in the development of presentations and presentation skills, 3) peer educators will continue learning how to train new peer educators with new materials, 4) attendee assessment will continue to be used and 5) an additional training and assessment 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 2010, 65% (2,343) of students completed the questionnaire with pre and post scores of 85% and 87% respectively. In 2011, the results from the pre and post questionnaires demonstrated that 27% (1,131) of students completing the questionnaire passed with averages of 75% (pre-score) and 86% (post-score). The goal for the outcome was reached, however; the difference in the number of participants completing the questionnaire was the result of the intentional dissemination of fewer and more targeted questionnaires to a lower percentage of students.

The data conveys that participants retained presentation information by responding correctly to questions related to the specific learning outcomes. This year's post-quiz pass-rate (86%) was a slight decrease from the previous year's post-quiz pass-rate (87%). This indicates that the more complex diversity-related material which was incorporated into the 2011 presentation continues to provide participants with a more challenging presentation. This change in percentages from 2010 to 2011 indicates three things 1) that students are learning new information, 2) they come to the program with a basic competency level, and 3) the effort to incorporate more complex concepts within the 2011 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 the changes incorporated into the fall 2011 dissemination process continue to influence the outcome's average of the post presentation questionnaires and support an 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 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 2010, 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. 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.

In 2011, of the 36 USAC organizations, 14 (43.75%) completed a Post Event Evaluation Form. 100% of those 14 organizations indicated that they successfully developed, planned and coordinated a cultural, activity or event.

The data indicates that the USAC organizations that participated in the MSA leadership training continue to utilize the skills that they acquired in the development, planning and coordination of cultural programs, activities or events. Therefore, the 75% goal of USAC student organizations that attended MSA training used their acquired skills to develop, plan and coordinate programs. The data indicates that the leadership training provided by the MSA office continues to be successful in providing skills that allow USAC organizations to develop, plan and coordinate cultural programs, activities or events. This indicates 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 be in good academic standing (2.0 and above).

### Outcome 2 - Method 1 - Result

The measure used in 2010 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 received 82% and above post-secondary acceptance rate for senior-level TRiO participants and 97% and above grade level advancement of pre-college participants (NOTE: As reported in 2010, UB had not met the grade level advancement of 80% based on the measurement of seniors enrolled in post-secondary education; however, a review of the data indicated UB did meet grade level advancement of pre-college participants with 100% of participants advancing in grade level). In 2010, 88% of SSS participants reached their academic goals. In 2011, ETS, RTS and UB met the outcome goal of 70% for post-secondary acceptance and 80% of grade level advancement. In 2011, the SSS program achieved the 80% measure for meeting academic goals.

ETS- For 2010, the program demonstrated an 85% post-secondary acceptance and a 97% grade-level advancement of pre-college participants. For 2011, the post-secondary acceptance average was 90% and the grade level advancement of pre-college participants was 96%.

RTS- For 2010, the program demonstrated an 82% post-secondary acceptance and a 98% grade level advancement of pre-college participants. For 2011, the post-secondary acceptance was 71% and the grade-level advancement was 95%.

UB- For 2010, the Upward Bound program demonstrated 87% post-secondary acceptance and 75% grade level advancement for program participants. In 2011, the post-secondary acceptance was 100% and the grade level advancement rate for program participants was 100%.

SSS- In 2010, 88% of program participants met their programs college level academic goals. In 2011, 89% 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 continues to align with the action plan developed in the 2010 report. The methods proved to be effective in meeting the outcomes as proven by the data. Therefore these methods will continue to be utilized and consistently re-evaluated at the end of the summer.

### 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) the 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 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. In 2012, 92% of participants and 94% of parents indicated that they were satisfied overall with the ETS program, and 92% of participants would recommend the program to their peers.

RTS- In 2011, 95% of RTS participants and 93% of their parents responded with an overall satisfaction rating. In 2012, 92% of participants and 78% of parents responded with an overall satisfaction rating, and 92% of participants would recommend the program to their peers.

UB- In 2011, 91% of participants and 84% of parents responded with an overall satisfaction rating. These ratings also included the *recommendation to their peers* component. In 2012, 87% of participants and 100% of parents responded that they were satisfied with the UB program, and 82% of participants would recommend the program to their peers.

In general, the data aligns with the modifications mentioned in last year's (2010) action plan which include a more efficient assessment of parent and student satisfaction, and the development of a new methodology and dissemination of assessments in order to collect a greater number of surveys from participants and parents. This data continues to confirm that the strategies helped programs 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. Presentation participants were undergraduates, graduate students, law enforcement personnel and higher education professionals. For 2010-2011, Interruptions presented a total of 7 programs on interrupting racism and race awareness. For 2011-2012, 6 MSA peer educator teams (Interruptions) developed and delivered 6 presentations on power, privilege and interrupting racism. Additionally, the teams delivered 12 workshops to the peer education organization itself and their advisors for purposes of self-evaluation and feedback.

The modified assessment in 2010-2011 was used 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 3 of the 6 sessions conducted by Interruptions Peer Educators during 2011-2012 will be compared with 2010-2011 baseline data.

In 2010-2011, as baseline data, 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.

In 2011-2012, 93.5% of presentation participants indicated "Excellent and Good" when asked if presenters clearly communicated information. 85.1% answered "Excellent and Good" when asked if the information was informative and 89.4% answered "Excellent and Good", when asked if information was presented in a logical format.

This was the third year the group developed and delivered presentations to their peers as well as professionals. The group met its outcome goals, exceeding it by 5 presentations. Additionally, the group made 2 presentations to law enforcement professionals this year.

The 2010- 2011 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 2011-12 data indicates that their level of competency is relayed to the audience in a clear, informative and logical format. This "clearly communicated" category received 93.5% rating of good-excellent, which indicated that the additional 12 presentations given to the organization itself enhanced the delivery of presentations to outside groups.

This year's action planned was developed with an additional outcome measure, which enabled peer educators to determine their level of effectiveness facilitated through increased attendee awareness and knowledge of presentation topics. Clearly defined learning outcomes allowed peer educators to accurately capture the measure of their effectiveness and clarity in presentations.

### **Outcome 3 - Method 2**

Presenter evaluation forms will be completed after each presentation and 60% or more of students completing them will report having gained more comprehensive knowledge of specific diversity topics presented by Peer Educators 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.

For 2011-2012, 78% 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 28%. For 2011-2012, a random sample of 14% (44 out of 313) responded to the survey. 92% of participants responded "Excellent and Good" when asked if the information provided participants with something new to think about regarding race and racism. 84% 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 students continue to be receptive to information presented by their peers and that when peer educators are well trained and informed both students as well as professionals are open to engaging sensitive topics, new concepts, and ways to increase their awareness on said topics, which is where we need to continue focusing our efforts.

Over the past two years the action plan addressed the outcomes measure, which enabled the peer educators to develop more specific learning outcomes, while incorporating new materials for their presentations. This allowed the presenters and advisors to determine if attendees increased

their awareness and knowledge of presentation topics based on presentation delivery and format. This enabled the peer educators to develop presentation content in a more concise and exact manner, even when incorporating new material, thereby enhancing their presentation implementation and desired outcomes.

**Approval History**

**Approval History Event**

Outcomes Approved Level 1

Outcomes Approved Level 2

**Approver**

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