Dean of Students Office
*Comprehensive Program Review**

April 1, 1995

Table of Contents

I. The Dean of Students Office	Section I
II. The Assistant Dean of Students	
Student Government	Section II
Student Foundation	Section III
III. The Assistant to the Dean/Coordinator of Student Justice	Section IV
IV. The Students' Legal Advisor	Section V
V. The Coordinator of Greek Affairs	Section VI
VI. The Coordinator of the Mentoring Program	Section VII

** (For Purposes of this review, each section of this report is an independent program review summary with any needed footnotes or attachments filed at the conclusion of the chapter rather than at the conclusion of the report).*

Comprehensive Program Review

Student Affairs Division

Mentoring Program

Self-Study Report

Southwest Texas State University

1995

Comprehensive Program Review
Self-Study Report

MENTORING PROGRAM
Southwest Texas State University

I. Brief History of the Mentoring Program

Describe how the department currently fits into the organization of the Student Affairs Division. Briefly describe major changes in the department's organizational structure, organizational relationships within the division (e.g., changes in reporting lines), staffing, physical location, and in the orientation or focus of programs and services since the last review. Include major new services and programs which have been added or deleted from the functions of the department, e.g., mentor program, part-time job service. Briefly describe any primary program or service changes that have affected the department, e.g., loss of personnel due to university budget cuts.

In 1989, a group of SWT Student Affairs professionals attended a national retention conference. One of the outcomes of that conference was a decision by Southwest Texas State University to form a mentoring program. After a series of visits to campuses with established mentoring programs, the program was initiated. The first year the program was operated by the Dean of Students with the assistance a part-time staff member from the Multicultural Student Affairs Office. The second year, a full-time professional was given release time to expand the program. Now in it's third year, the Mentoring program is operated by a half-time graduate assistant.

The Mentoring Program Graduate Assistant reports to the Dean of Students via the Assistant Dean of Students. The program is located in Suite 820 in the J.C. Kellam Building. New programs offered by this office include: peer mentoring, mentor training, and assistance mentoring to exchange students.

II. Findings and Recommendations made during Previous Review

Specify the type, date and time of the last program review, e.g., Southern Association of Colleges and Schools (SACS) accreditation, comprehensive program review. Briefly summarize major findings and recommendations of the reviews. Did the director and staff of the department agree with the recommendations? Describe the responses made to date. Indicate any planned responses incorporated into the strategic plan of the department. What were the primary strengths and weaknesses of the department identified in the review? What changes (if any) have been implemented to strengthen the department that were NOT specific recommendations from a review?

The previous review was completed before this program was established. As a result, there are no findings or recommendations to report from the previous review.

III. Description of the Mentoring Program

A. Mission and Goals

Include a statement of the department's mission, major responsibilities, and goals directly related to accomplishment of its mission. Attach a copy of the department's strategic plan.

The Mentoring Program's mission is to increase the retention of students by providing incoming freshmen and new transfer students an opportunity to learn from university mentors who serve as coaches, role models, advisors, guides, and referral agents.

The Mentoring Program, of the Dean of Students Office, began in 1992. It is currently under the direction of the Assistant Dean of Students and staffed by one graduate assistant and one student worker.

Goals:

1. To increase student retention by assigning students with volunteer faculty, staff, or peer mentors who serve as personal guides or role models with whom students may seek encouragement, support, and assistance during their first year at SWT.

2. Inform, educate, and provide opportunities for mentors to learn more about the process of mentoring. This is done through seminars, brochures, lectures and mentoring tips.

3. To record and track all previous participants in the Mentoring Program for the purpose of generating statistical data which will be used for program improvements. (see attachment 1)

B. Programs and Services

Briefly describe the programs and services provided by the department.

1. The primary program is the matching process wherein participants are assigned a mentor for the full academic year.

2. The Mentor Conference is a yearly endeavor held in the early fall. This conference is designed to be a refresher course for previous mentors as well as a full training for new mentors.

3. The Mentoring Program has ventured forth with the Center for International Education to create a new type of peer mentoring for exchange students. The students who mentor these exchange students serve in a different capacity from our general peer mentors. A short training session is held specifically for these mentors.

4. Every year the Mentoring Program holds a Holiday Social late in the fall semester as a celebration of the culmination of the semester and the completion of the first semester in the program for new students.

5. The Feel the Spirit committee and the Mentoring Program Office work together throughout the academic year to serve a two-fold purpose. The Mentoring

Program Office receives free tickets and tokens for the concession stand for all its participants to attend specific athletic events. This attendance increases overall student participation at athletic events and also serves to increase school pride and loyalty. Additionally, this program provides an opportunity for the mentor and mentee to meet in an informal and comfortable environment.

1. Basis for Specific Services and Programs

Describe what information and data are used to determine the relevant needs and interests of students. What are the specific services and programs provided by the department? What other factors and information are used in determining the focus of programs and services?

Each semester, all student participants' grade point averages and attrition rates are compiled in a report by Institutional Research and Planning (see attachment 1) which helps assess if the program is meeting established goals and objectives. Additionally, at the culmination of each semester, the office sends a user survey to all participants to gather opinions about the programs and services offered.

Currently, there are no other factors or information gathering techniques used.

2. Programs and Service Delivery

Briefly describe how programs and services are primarily provided to students, e.g., on-site, outreach, individual, group activities. Identify strategies used to make students aware of services and programs.

The primary service this office provides is the assignment of mentors. The office targets freshmen and transfer students. Promotions are held to reach both target populations which include but are not limited to: Freshmen Orientation Presentations, Predicted Academic Success (PAS) student presentations, Making Academic Success Happen (MASH) student presentations, distribution through Residence Life, and through freshmen-geared organizations such as the Freshman Leadership Development Program. The Student Affairs division periodically conducts seminars in which each department has a booth. The Mentoring Program strives to be in attendance at each event to set up a booth and answer questions. In addition, this office is listed in several general brochures and in campus information distributed to all students. Furthermore, past and present mentors often serve as a referral service to the program for those students they encounter on a regular basis.

3. Target Populations

Indicate programs directed at specific student population groups e.g., disabled, Greek organization groups, ethnic minorities, graduate students.

The Mentoring Program's target population is freshmen and transfer students. All of the promotions and programs are designed to recruit these populations to become mentees. However, upper-level (60+ hours) students who are leaders on campus are targeted to become peer mentors. This is done though recruiting. The recruitment takes place in late summer and early fall by sending letter and applications

to student organizations asking them to distribute the materials to interested and qualified members.

4. Collaborative Efforts

Briefly discuss primary collaborative working relationships with other Student Affairs departments. Describe how collaborative efforts in these relationships serve to increase efficiency and quality of programs and services. Indicate maintenance efforts and methods used to facilitate smooth and team-oriented efforts within the working relationships.

The Mentoring Program works with many departments and offices at SWT. The main purpose for this is to facilitate a network of support for both mentors and mentees. For instance, mentors may find their mentee has problems which they are not capable of handling. By forming a network of supporting departments, a mentor can properly refer a mentee to another service on campus such as the Counseling Center, Student Learning Assistance Center, or the Student Health Center. Furthermore, other departments on campus often encounter a student they feel might benefit from the services. The Mentoring Program staff strives to be educated about all student services available on campus.

The staff has also recently began the process of forming the Mentoring Program Advisory Board which is composed of Faculty, Staff, Administrators, Peer Mentors and students who have completed the Mentoring Program. This is a diverse group which will provide recommendations on improving the programs currently offered.

5. Primary Obstacles

Describe the primary problems and obstacles experienced by the department in providing general or specific programs and services, e.g., loss of facility space, conflicting programs, university calendar.

The primary obstacle this program faces is continued dedication of it's participants; both mentors and mentees. Once the matching process is concluded, the responsiblity of maintaining the relationship becomes an issue for the matched pair. To keep interest at a high level, the participants the Mentoring Program are currently receiving incentives and reminders (both mentors and mentees) in hopes of maintaining the dedication level of the participants. Some examples of this type of programming include: Mentoring Newsletter, Mentoring Tips, Christmas social and the end of the year reception.

6. Evaluation

Describe evaluation methods used to assess quality and effectiveness of programs and services. Indicate how evaluation results are incorporated into subsequent program or service planning and revision activities.

Each semester a survey is distributed and collected from both mentors and mentees. Additionally, after the mentor conference, evaluations are distributed to evaluate the conference.

The information received from these tools is compiled into a report and becomes a resource for improving future programs and services.

C. Resources

1. Current personnel: provide personnel flow chart of the department

a. Administrative Personnel

List by title each individual with administrative responsibility within department. Include date of hire for the present position and description of current job responsibilities and duties. In addition, identify previous positions relevant to the current position, highest degree earned, institution granting most recent degree, and ethnic origin of each administrative staff member.

The Mentoring Program is supervised by Fred Guerra, who assumed the Assistant Dean of Students responsibilities in the summer of 1992. (See the ASG section for more information about Mr. Guerra.)

b. Full-time Professional Personnel (unclassified)

List by title each half-time professional staff member located in the department. Include a statement that briefly describes each person's job responsibilities and duties. In addition, include date of hire for current position, previous positions held that are relevant to the current position, highest degree earned, institution granting most recent degree, and ethnic origin of each staff member.

This program does not employ any half-time professional personnel.

c. Classified Personnel

List by title each classified staff member in the department including graduate assistants. Include a statement that briefly describes each person's job responsibilities. In addition, include date of hire, highest degree earned and institution granting most recent degree. Identify ethnic origin of each staff member.

The graduate assistant in the Mentoring Program is Rebecca Spurlock. Ms. Spurlock, who is Caucasian, has a Bachelor of Science in Recreational Administration from Southwest Texas State University and was hired in the Dean of Students Office in September, 1994. Currently, Ms. Spurlock is working on her Master's of Arts degree in College Student Affairs. Previously, Ms. Spurlock worked for the University as a student worker in the following departments: Staff Development, Campus Activities and Student Organizations, Students' Legal Advisor, Recreational Sports, and Student Justice. Additionally, Ms. Spurlock also completed an internship with the City of Austin Parks and Recreation Program during the Summer, 1994.

d. Temporary Staff

List by title all employees that are considered temporary personnel in the department. Create a statement for each individual which describes each position and its function. In addition, include date of hire, highest degree earned and institution granting most recent degree. Identify ethnic origin of each individual.

This program currently does not have any temporary staff.

e. Students

List the number of students employed by the department annually. Identify the purpose and scope of each of the student positions utilized within the department.

The Mentoring Program employs one student worker annually. This student assists with general clerical work and maintenance of computer files.

f. Physical Plant and Equipment

List all facilities, i.e., the buildings, office space, labs and property used by the department. In addition, identify the capital equipment or inventory that contribute to the success of the department. Briefly describe the status of these resources versus the department's needs with regards to physical plant and equipment and replacement or renovation plans and schedules.

The Mentoring Program is located on the 8th floor of the J.C. Kellam in the Dean of Students suite. The graduate assistant and student worker are housed in a semi-private area within the Dean of Students suite. The Assistant Dean of Students has a private office within the Dean of Students suite. The office area contains one Macintosh LC computer and printer. Additionally, the office area houses a desk, a credenza, two reception chairs and a file cabinet. We also have one phone line designated for the Mentoring Program.

g. Funding

Briefly discuss the method of funding for the department, detailing amounts budgeted in the categories of salaries, wages and operations. In addition, identify income generation accounts and the programs and activities that generate these resources.

The Mentoring Program is currently funded by the Dean of Students Maintenance and Operation account. The staff plans to approach the Student Service Fee Advisory Committee in FY 95 for new funding. The following is a breakdown of spending during FY 94:

Wages:	Student Workers	$ 825.00
	Graduate Assistant	$8,994.00
Maintenance and Operation		$4,650.00
Travel		$2,025.00

During FY 95, this program was funded out of a grant account. It is important to note that the salary for the graduate assistant is not paid out of the general Mentoring account but from the Dean of Students M&O account.

h. Other Resources

Describe community resources, grants, joint programs, affiliated centers, cooperating institutions, etc. that contribute to the department's programs and services.

As of yet, the Mentoring program has not used any community resources, grants, or joint programs outside of those departments and existing campus programs mentioned earlier.

D. Assessment

Briefly describe each major assessment and evaluation activity within the unit and the findings and changes that have been implemented based on these activities. Attach a copy of the department's assessment plan.

This program does not have a prior assessment available to it at this time.

1. Demographic studies of the students served by the department

This information is captured via the data that the Institutional Research and Planning Office compiles.

2. User satisfaction with current programs and services

Students who sign up for the Mentoring Program seem pleased with the current program.

3. Assessment of the needs for service and programs within the SWT student population.

Plans to assess the program on an annual basis are underway. However, at this time there have been no assessments completed to date.

E. Staff Development, Research and Creative Activity

1. Introductory Summary Statement on Staff Productivity over the Last Five Years

Briefly describe highlights from each of the categories in sections 2 to 9 below.

2. Publications

Identify contributions by staff members to scholarly publishing, editing of journals or other publications. Name the publications and specific works having significant impact.

Currently there are no publications by Mentoring staff members although a brochure and newsletter have been incorporated into the program.

3. Funded Projects

Identify major funding obtained by staff. Identify agencies, dates, amounts, key individuals, purpose, results, and benefits to students or the institution.

There have been no major funding projects obtained by Mentoring staff members.

4. Conference

Identify conferences that staff planned or hosted. Describe the role of staff in conducting the conference and include any evaluation results. Identify conferences attended by staff members and describe the level of the staffs participation in these conferences, e.g., attendant, presenter, invited speaker.

The Mentoring Program hosted an "on campus" Mentor Conference for mentors in October, 1994. The conference was planned and executed by the former Coordinator of Mentoring. Several SWT faculty and staff were the speakers for the conference.

The Mentoring Program is planning to participate in the International Mentoring Association Conference in April.

5. Training and Educational Programs

Describe training programs and educational workshops developed or implemented by the department for the purpose of enhancing professional development of staff. Identify other staff development resource enhancements such as acquisition and use of educational materials.

In addition to the Mentor Conference, staff has also developed a series of Mentoring Tips (see attachment 2) which serve as a mini-newsletter of pertinent information related to mentoring. We also publish a mentoring newsletter for mentors once a semester.

6. Teaching Activity

Identify staff members who teach courses for academic credit and specify the course taught.

There are no Mentoring staff members currently involved in teaching courses for academic credit.

7. Leadership Roles

Identify leadership roles of staff members in professional organizations.

The Assistant Dean and graduate assistant in Mentoring are both currently members of the International Mentoring Association. (For additional information about the Assistant Dean, please see the ASG section of this report.) Ms. Spurlock, graduate assistant, currently serves as a facilitator for the Freshmen Leadership Development Program and is an advisor to Delta Gamma. Additionally, Ms. Spurlock is the secretary/treasurer for Student Foundation.

8. Honors and Awards

List recognitions and awards received by staff members; briefly identify the significance of each award.

Mr. Fred Guerra, Assistant Dean, has been cited by SWT for his ten years of service to the University, recognized as the Outstanding SWT Greek Advisor, SWT Alumni Achiever Award and San Marcos High School Alumni Hall of Fame.

9. Other Evidence of Staff Productivity Important to the Department

During the fall semester, the graduate assistant in Mentoring attended a seminar on professional development in San Antonio. She will be attending seminars in

the Spring sponsored by the International Mentoring Association concerning mentoring in University settings in addition to attendance at University offered staff development programs.

F. Outreach and Community Service Related to Division Goals

Describe major outreach and community service activities conducted over the past five years. Include outreach services to target populations, speaking and consultation to nonprofit groups, partnership programs with community groups or organizations, and other outreach activities to the general public.

The Mentoring Program has no outreach and community service projects at this time although fraternity and sorority members are participating as mentors to students at Travis Elementary School.

IV. Vice President's Section

The content of this section will be defined by the Vice President for Student Affairs, who in a preplanning meeting, may pose questions to be answered in the course of the self-study and site visit.

V. Long-Range Plans

Summarize long-range plans related to the following four categories.

A. Future Personnel Needs

This section should discuss future personnel needs of the department and how these positions would be funded.

Presently, the Mentoring Program is primarily staffed by one graduate assistant who works half time. As the program grows and enrollment is increased, creation of a full-time staff position should be reviewed and seriously considered. This position should be funded through student service fee money as the Mentoring Program is a student service.

B. Future Funding Needs

This section should address the increased funding requirements of the department in the future and the anticipated source(s).

The current budget sufficiently meets the needs for the Mentoring Program. However, as the program is growing and is defining its role more clearly through programming and new services, a budget increase will be needed within the next 1-2 years. Additionally, new monies could be used to increase the number of conferences the graduate assistant could attend. Mentoring programs are relatively new and attendance at such conferences could greatly increase the knowledge base needed to expand and improve the program. The anticipated source of funding is student service fees or perhaps through a retention incentive grant program.

C. Trends and Opportunities for Development

This section should describe emerging trends and future opportunities for the department.

The positive benefits of mentoring have only begun to be explored in university settings. As new data is emerging in the field, the current program and services could be expanded to all students. The program could potentially grow by 50% of the freshman class in the next 6-8 years. The future opportunities include working in collaboration with academic departments, academic residence halls, and the Counseling Center.

Additionally, the peer mentoring portion of the service could easily be expanded to include more students and more services.

D. Immediate and Long-Range Problems to Overcome

One of the immediate problems facing this office are the lack of reliable resources. The Dean and Assistant Dean of Students will request the Student Service Fee Advisory Committee to fund the Graduate Assistant position on a permanent basis. Additionally, the problem of accessibility to students will be greatly improved when this office moves to the new student center in 1997.

One of the priorities will continue to be to increase the participation levels of mentors and mentees. With the early gains in academic performance and retention, this program is one of the most effective at the university in meeting SWT's retention objectives. The staff will continue to investigate methods and techniques for increasing faculty, staff, and student participation. The recent addition of peer mentors has worked well. Other options including off-campus mentors from the business and professional community to mentor students with particular career interests will also be explored.

Attachment 1

The attached graphs provide a statistical breakdown of those students who were enrolled in the Mentoring Program over the last three years. Each individual page represents one year's participants. Additionally, the number of participants is broken down by type of admission into the University as well as by race.

These figures are used to determine the effectiveness of the Mentoring Program based on a comparison of grade point averages of those mentored verus their unmentored counterparts. The attrition rates are also contained on the included graphs. The following is a synopsis of the information contained in the graphs:

Population	Number Enrolled	Grade Point Average	Retention Rate
1992-1993 Mentored Students	85	2.74	92%
1992-1993 General Population	2,257	2.42	75%
1993-1994 Mentored Students	209	2.64	84%
1993-1994 General Population	2,407	2.43	75%

This information is used during our recruitment of both mentors and mentees. It is also contained in our semesterly newsletters, public relations information, and our program brochure.

Table 1.

Semester to Semester Outcomes for Fall 1992 New Students in Mentoring Program

Admission Program	Fall 1992					Spring 1993						Fall 1993						Spring 1994						Fall 1994	
	12th Day Enrolled	End of Semester				12th Day Enrolled		End of Semester				12th Day Enrolled		End of Semester				12th Day Enrolled		End of Semester				12th Day Enrolled	
		Number	Mean	Probation				Number	Mean	Prob/Susp				Number	Mean	Prob/Susp				Number	Mean	Prob/Susp			
	N	Enrolled	GPA*	N	%**	N	%***	Enrolled	GPA*	N	%**	N	%***	Enrolled	GPA*	N	%**	N	%***	Enrolled	GPA*	N	%**	N	%***
Freshman (0 SCH)	85	85	2.79	7	8%	85	100%	85	2.74	7	8%	77	91%	77	2.72	6	8%	73	86%	73	2.75	4	5%	65	76%
General	33	33	3.06	2	6%	33	100%	33	3.09	2	6%	31	94%	31	3.09	0	0%	29	88%	29	3.08	0	0%	26	79%
P.A.S.	24	24	2.63	2	8%	24	100%	24	2.56	2	8%	22	92%	22	2.47	3	14%	21	88%	21	2.55	1	5%	18	75%
P.A.S. Contract	19	19	2.77	0	0%	19	100%	19	2.50	2	11%	17	89%	17	2.52	2	12%	16	84%	16	2.59	1	6%	15	79%
Individual Approval	3	3	1.93	2	67%	3	100%	3	2.04	1	33%	2	67%	2	2.38	0	0%	2	67%	2	2.28	0	0%	2	67%
Special Admission	6	6	2.47	1	17%	6	100%	6	2.59	0	0%	5	83%	5	2.34	1	20%	5	83%	5	2.31	2	40%	4	67%
White Non-Hispanic	41	41	2.94	3	7%	41	100%	41	2.89	1	2%	40	98%	40	2.87	1	3%	38	93%	38	2.89	0	0%	33	80%
Black Non-Hispanic	14	14	2.65	0	0%	14	100%	14	2.55	3	21%	12	86%	12	2.52	3	25%	11	79%	11	2.53	2	18%	9	64%
Hispanic	29	29	2.63	4	14%	29	100%	29	2.60	3	10%	24	83%	24	2.56	2	8%	23	79%	23	2.61	2	9%	22	76%
Asian/Pacific Islander	1	1	3.24	0	0%	1	100%	1	3.12	0	0%	1	100%	1	2.90	0	0%	1	100%	1	2.79	0	0%	1	100%
Fresh-Trans (1-29 SCH)	1	1	4.00	0	0%	1	100%	1	4.00	0	0%	1	100%	1	4.00	0	0%	1	100%	1	4.00	0	0%	1	100%
Individual Approval	1	1	4.00	0	0%	1	100%	1	4.00	0	0%	1	100%	1	4.00	0	0%	1	100%	1	4.00	0	0%	1	100%
Hispanic	1	1	4.00	0	0%	1	100%	1	4.00	0	0%	1	100%	1	4.00	0	0%	1	100%	1	4.00	0	0%	1	100%
Transfer (30+ SCH)	3	3	3.10	0	0%	3	100%	3	3.02	0	0%	2	67%	2	3.25	0	0%	3	100%	3	2.89	0	0%	2	67%
General	3	3	3.10	0	0%	3	100%	3	3.02	0	0%	2	67%	2	3.25	0	0%	3	100%	3	2.89	0	0%	2	67%
White Non-Hispanic	2	2	3.40	0	0%	2	100%	2	3.25	0	0%	2	100%	2	3.25	0	0%	2	100%	2	3.18	0	0%	1	50%
Hispanic	1	1	2.50	0	0%	1	100%	1	2.57	0	0%	0	0%	0	0.00	0	0%	1	100%	1	2.30	0	0%	1	100%

Source: Office of Institutional Research & Planning

Data from: Master Student Index (RGXXMSIF), Student Information (GPXXSTIF), Application Detail (GPAMAPDF) files.

* Cumulative S.W.T. GPA

** Percent based on number completing the semester shown.

*** Percent based on 12th-day enrollment of Fall 1992 semester.

IRP: 26 September 1994

Table 2.
Semester to Semester Outcomes for the Fall 1992 New Students

Admission Program	Fall 1992					Spring 1993						Fall 1993						Spring 1994						Fall 1994	
	12th Day Enrolled	End of Semester				12th Day Enrolled		End of Semester				12th Day Enrolled		End of Semester				12th Day Enrolled		End of Semester				12th Day Enrolled	
		Number	Mean	Probation				Number	Mean	Prob/Susp				Number	Mean	Prob/Susp				Number	Mean	Prob/Susp			
	N	Enrolled	GPA*	N	%**	N	%***	Enrolled	GPA*	N	%**	N	%***	Enrolled	GPA*	N	%**	N	%***	Enrolled	GPA*	N	%**	N	%***
Freshman (0 SCH)	2,257	2,229	2.33	624	28%	1,853	82%	1,830	2.42	465	25%	1,437	64%	1,426	2.57	233	16%	1,262	56%	1,246	2.67	123	10%	1,143	51%
General	1,304	1,296	2.51	276	21%	1,133	87%	1,120	2.57	223	20%	893	68%	885	2.71	101	11%	794	61%	788	2.80	62	8%	714	55%
P.A.S.	593	587	2.14	200	34%	506	85%	502	2.16	184	37%	389	66%	387	2.31	106	27%	336	57%	331	2.43	46	14%	306	52%
P.A.S. Contract	127	125	2.13	49	39%	71	56%	71	2.43	11	15%	62	49%	61	2.43	7	11%	55	43%	55	2.48	7	13%	52	41%
Individual Approval	164	152	1.84	76	50%	97	59%	93	2.22	30	32%	61	37%	61	2.61	10	16%	49	30%	44	2.65	3	7%	43	26%
Special Admission	22	22	2.05	10	45%	17	77%	16	2.31	5	31%	12	55%	12	2.37	2	17%	11	50%	11	2.44	2	18%	11	50%
Early Admission	25	25	2.66	2	8%	7	28%	7	2.78	2	29%	5	20%	5	2.49	0	0%	6	24%	6	2.63	0	0%	7	28%
Special Talent	20	20	1.87	11	55%	20	100%	19	1.90	10	53%	14	70%	14	1.93	7	50%	10	50%	10	2.23	3	30%	9	45%
G.E.D.	2	2	2.84	0	0%	2	100%	2	2.93	0	0%	1	50%	1	3.10	0	0%	1	50%	1	3.00	0	0%	1	50%
White Non-Hispanic	1,647	1,625	2.41	414	25%	1,337	81%	1,325	2.51	288	22%	1,061	64%	1,053	2.63	145	14%	926	56%	915	2.74	69	8%	844	51%
Black Non-Hispanic	167	165	2.07	64	39%	146	87%	143	2.15	51	36%	108	65%	109	2.37	29	27%	93	56%	93	2.47	13	14%	85	51%
Hispanic	395	391	2.14	133	34%	328	83%	322	2.19	112	35%	232	59%	229	2.43	49	21%	215	54%	210	2.47	38	18%	184	47%
Asian/Pacific Islander	29	29	2.34	8	28%	27	93%	25	2.37	10	40%	23	79%	23	2.48	8	35%	16	55%	16	2.68	2	13%	17	59%
Amer-Ind/Alaskan	10	10	1.77	3	30%	6	60%	6	2.03	2	33%	6	60%	5	2.08	1	20%	4	40%	4	2.34	1	25%	4	40%
Non-resid Alien	8	8	2.71	1	13%	8	100%	8	2.69	1	13%	6	75%	6	2.91	0	0%	8	100%	8	2.76	0	0%	8	100%
Unknown	1	1	0.64	1	100%	1	100%	1	1.73	1	100%	1	100%	1	1.07	1	100%	0	0%	0	0.00	0	0%	1	100%
Fresh-Trans (1-29 SCH)	351	339	2.39	99	29%	277	79%	267	2.48	69	26%	207	59%	198	2.66	31	16%	184	52%	180	2.74	13	7%	160	46%
Regular	118	116	2.63	25	22%	97	82%	97	2.69	18	19%	78	66%	78	2.78	6	8%	75	64%	75	2.87	2	3%	71	60%
P.A.S.	51	50	2.19	17	34%	42	82%	41	2.40	12	29%	36	71%	36	2.44	10	28%	29	57%	29	2.54	4	14%	25	49%
P.A.S. Contract	7	7	1.98	3	43%	4	57%	4	1.86	2	50%	4	57%	4	1.75	2	50%	3	43%	3	1.85	2	67%	2	29%
Individual Approval	162	153	2.29	52	34%	124	77%	115	2.40	36	31%	82	51%	76	2.71	11	14%	72	44%	68	2.74	4	6%	57	35%
Special Admission	12	12	2.30	2	17%	9	75%	9	2.43	1	11%	6	50%	3	2.13	2	67%	4	33%	4	2.21	1	25%	4	33%
Special Talent	1	1	2.56	0	0%	1	100%	1	2.18	0	0%	1	100%	1	2.19	0	0%	1	100%	1	2.36	0	0%	1	100%
White Non-Hispanic	269	260	2.50	65	25%	216	80%	206	2.55	48	23%	159	59%	151	2.72	22	15%	142	53%	139	2.83	5	4%	121	45%
Black Non-Hispanic	21	21	1.74	13	62%	16	76%	16	2.06	6	38%	12	57%	12	2.29	5	42%	9	43%	8	2.39	2	25%	8	38%
Hispanic	48	45	2.12	17	38%	35	73%	35	2.27	11	31%	28	58%	27	2.52	4	15%	25	52%	25	2.36	6	24%	23	48%
Asian/Pacific Islander	4	4	0.69	3	75%	2	50%	2	1.80	2	100%	1	25%	1	2.16	0	0%	1	25%	1	2.34	0	0%	1	25%
Amer-Ind/Alaskan	1	1	2.00	0	0%	1	100%	1	1.67	1	100%	1	100%	1	2.03	0	0%	1	100%	1	2.02	0	0%	1	100%
Non-resid Alien	8	8	2.92	1	13%	7	88%	7	2.81	1	14%	6	75%	6	2.67	0	0%	6	75%	6	2.70	0	0%	6	75%
Transfer (30+ SCH)	1,478	1,449	2.57	301	21%	1,247	84%	1,214	2.64	229	19%	1,028	70%	992	2.75	125	13%	939	64%	859	2.79	87	10%	784	53%
General	1,444	1,415	2.57	294	21%	1,221	85%	1,190	2.64	226	19%	1,004	70%	968	2.75	121	13%	916	63%	837	2.80	85	10%	765	53%
Special Admission	31	31	2.70	5	16%	23	74%	21	2.98	1	5%	24	77%	24	2.77	4	17%	23	74%	22	2.73	2	9%	19	61%
Special Talent	3	3	1.02	2	67%	3	100%	3	1.58	2	67%	0	0%	0	0.00	0	0%	0	0%	0	0.00	0	0%	0	0%
White Non-Hispanic	1,106	1,083	2.66	198	18%	945	85%	918	2.71	158	17%	796	72%	766	2.81	90	12%	723	65%	661	2.85	61	9%	604	55%
Black Non-Hispanic	70	69	2.02	29	42%	57	81%	56	2.27	16	29%	41	59%	41	2.44	9	22%	42	60%	41	2.41	7	17%	31	44%
Hispanic	237	234	2.35	63	27%	193	81%	188	2.43	43	23%	146	62%	143	2.53	20	14%	133	56%	119	2.61	14	12%	111	47%
Asian/Pacific Islander	28	27	2.50	5	19%	21	75%	21	2.81	3	14%	20	71%	19	2.80	2	11%	18	64%	17	2.87	1	6%	17	61%
Amer-Ind/Alaskan	8	8	2.59	2	25%	5	63%	5	2.73	1	20%	2	25%	2	3.25	0	0%	3	38%	2	2.74	1	50%	3	38%
Non-resid Alien	26	25	2.59	4	16%	24	92%	24	2.60	7	29%	21	81%	19	2.63	4	21%	18	69%	18	2.70	3	17%	17	65%
Unknown	3	3	2.60	0	0%	2	67%	2	2.11	1	50%	2	67%	2	2.83	0	0%	2	67%	1	2.97	0	0%	1	33%

Source: Office of Institutional Research & Planning Data from: Master Student Index (RGXXMSIF), Student Information (GPXXSTIF), Application Detail (GPAMAPDF) files.

* Cumulative S.W.T. GPA ** Percent based on number completing the semester shown. *** Percent based on 12th-day enrollment of Fall 1992 semester.

IRP: 15 September 1994

Table 3.

Semester to Semester Outcomes for Fall 1993 New Students in Mentoring Program

Admission Program	Fall 1993					Spring 1994						Fall 1994	
	12th Day Enrolled	End of Semester				12th Day Enrolled		End of Semester				12th Day Enrolled	
		Number Enrolled	Mean GPA*	Probation				Number Enrolled	Mean GPA*	Prob/Susp			
	N			N	%**	N	%***			N	%**	N	%***
Freshman (0 SCH)	209	209	2.58	40	19%	175	84%	174	2.64	28	16%	150	72%
General	113	113	2.83	11	10%	105	93%	105	2.83	9	9%	95	84%
P.A.S.	42	42	2.33	12	29%	41	98%	41	2.28	12	29%	30	71%
P.A.S. Contract	43	43	2.23	14	33%	22	51%	22	2.48	4	18%	21	49%
Individual Approval	4	4	1.54	2	50%	2	50%	2	1.41	2	100%	0	0%
Special Admission	6	6	2.67	1	17%	4	67%	3	2.57	1	33%	3	50%
Special Talent	1	1	2.89	0	0%	1	100%	1	2.86	0	0%	1	100%
White Non-Hispanic	112	112	2.76	16	14%	100	89%	100	2.76	13	13%	86	77%
Black Non-Hispanic	28	28	2.50	6	21%	23	82%	23	2.69	3	13%	18	64%
Hispanic	64	64	2.27	18	28%	47	73%	46	2.35	12	26%	41	64%
Asian/Pacific Islander	2	2	2.62	0	0%	2	100%	2	2.24	0	0%	2	100%
International	3	3	3.16	0	0%	3	100%	3	3.05	0	0%	3	100%
Fresh-Trans (1-29 SCH)	11	11	2.46	2	18%	10	91%	10	2.35	2	20%	8	73%
General	5	5	2.51	1	20%	5	100%	5	2.62	1	20%	5	100%
P.A.S.	2	2	2.28	1	50%	2	100%	2	1.63	1	50%	1	50%
P.A.S. Contract	2	2	2.69	0	0%	1	50%	1	2.57	0	0%	1	50%
Individual Approval	1	1	2.00	0	0%	1	100%	1	2.50	0	0%	0	0%
Special Admission	1	1	2.50	0	0%	1	100%	1	2.09	0	0%	1	100%
White Non-Hispanic	8	8	2.60	1	13%	7	88%	7	2.43	1	14%	6	75%
Black Non-Hispanic	2	2	2.25	0	0%	2	100%	2	2.30	0	0%	1	50%
Hispanic	1	1	1.75	1	100%	1	100%	1	1.91	1	100%	1	100%
Transfer (30+ SCH)	27	27	2.58	5	19%	24	89%	24	2.69	3	13%	20	74%
General	26	26	2.60	5	19%	23	88%	23	2.74	2	9%	20	77%
Special Admission	1	1	2.15	0	0%	1	100%	1	1.63	1	100%	0	0%
White Non-Hispanic	18	18	2.64	2	11%	17	94%	17	2.69	1	6%	15	83%
Black Non-Hispanic	2	2	2.95	0	0%	2	100%	2	2.76	1	50%	1	50%
Hispanic	6	6	2.44	2	33%	4	67%	4	2.81	1	25%	3	50%
Amer-Indian/Alaskan	1	1	1.69	1	100%	1	100%	1	2.09	0	0%	1	100%

Source: Office of Institutional Research & Planning

Data from: Master Student Index (RGXXMSIF), Student Information (GPXXSTIF), Application Detail (GPAMAPDF) files.

* Cumulative S.W.T. GPA

** Percent based on number completing the semester shown.

*** Percent based on 12th-day enrollment of Fall 1993 semester.

IRP: 26 September 1994

Table 4.

Semester to Semester Outcomes for Fall 1993 New Students in Peer Mentoring Program

Admission Program	Fall 1993					Spring 1994						Fall 1994	
	12th Day Enrolled	End of Semester				12th Day Enrolled		End of Semester				12th Day Enrolled	
		Number Enrolled	Mean GPA*	Probation				Number Enrolled	Mean GPA*	Prob/Susp			
	N			N	%**	N	%***			N	%**	N	%***
Freshman (0 SCH)	20	20	2.74	3	15%	19	95%	19	2.70	2	11%	16	80%
General	15	15	2.76	2	13%	14	93%	14	2.75	2	14%	11	73%
P.A.S.	3	3	2.55	1	33%	3	100%	3	2.61	0	0%	3	100%
P.A.S. Contract	2	2	2.87	0	0%	2	100%	2	2.55	0	0%	2	100%
White Non-Hispanic	9	9	3.03	1	11%	9	100%	9	2.87	1	11%	8	89%
Black Non-Hispanic	3	3	1.90	1	33%	3	100%	3	2.10	1	33%	3	100%
Hispanic	7	7	2.74	1	14%	6	86%	6	2.79	0	0%	4	57%
Asian/Pacific Islander	1	1	2.69	0	0%	1	100%	1	2.55	0	0%	1	100%
Fresh-Trans (1-29 SCH)	2	2	2.75	0	0%	2	100%	2	2.88	0	0%	2	100%
General	2	2	2.75	0	0%	2	100%	2	2.88	0	0%	2	100%
White Non-Hispanic	1	1	2.23	0	0%	1	100%	1	2.72	0	0%	1	100%
Hispanic	1	1	3.27	0	0%	1	100%	1	3.03	0	0%	1	100%
Transfer (30+ SCH)	2	2	2.25	1	50%	2	100%	2	2.26	0	0%	2	100%
General	2	2	2.25	1	50%	2	100%	2	2.26	0	0%	2	100%
White Non-Hispanic	1	1	3.00	0	0%	1	100%	1	2.52	0	0%	1	100%
Black Non-Hispanic	1	1	1.50	1	100%	1	100%	1	2.00	0	0%	1	100%

Source: Office of Institutional Research & Planning

Data from: Master Student Index (RGXXMSIF), Student Information (GPXXSTIF), Application Detail (GPAMAPDF) files.

* Cumulative S.W.T. GPA

** Percent based on number completing the semester shown.

*** Percent based on 12th-day enrollment of Fall 1993 semester.

IRP: 26 September 1994

Table 5.
Semester to Semester Outcomes for the Fall 1993 New Students

Admission Program	Fall 1993					Spring 1994						Fall 1994	
	12th Day Enrolled	End of Semester				12th Day Enrolled		End of Semester				12th Day Enrolled	
		Number Enrolled	Mean GPA*	Probation				Number Enrolled	Mean GPA*	Prob/Susp			
	N			N	%**	N	%***			N	%**	N	%***
Freshman (0 SCH)	2,407	2,364	2.35	664	28%	1,958	81%	1,928	2.43	474	25%	1,515	63%
General	1,532	1,508	2.49	347	23%	1,314	86%	1,304	2.55	258	20%	1,032	67%
P.A.S.	539	533	2.11	191	36%	460	85%	453	2.17	156	34%	344	64%
P.A.S. Contract	106	104	1.95	45	43%	47	44%	47	2.33	12	26%	48	45%
Individual Approval	157	146	1.84	69	47%	99	63%	89	1.98	38	43%	59	38%
Special Admission	15	15	2.40	4	27%	11	73%	10	2.28	4	40%	10	67%
Early Admission	45	45	3.36	3	7%	14	31%	13	3.19	0	0%	13	29%
Special Talent	11	11	2.20	4	36%	11	100%	10	2.14	4	40%	8	73%
G.E.D.	2	2	1.35	1	50%	2	100%	2	1.16	2	100%	1	50%
White Non-Hispanic	1,731	1,696	2.43	423	25%	1,414	82%	1,392	2.50	295	21%	1,096	63%
Black Non-Hispanic	136	135	2.15	53	39%	118	87%	117	2.21	48	41%	89	65%
Hispanic	484	477	2.10	174	36%	382	79%	375	2.19	128	34%	289	60%
Asian/Pacific Islander	34	34	2.39	8	24%	26	76%	26	2.62	1	4%	23	68%
Amer-Indian/Alaskan	12	12	2.26	4	33%	10	83%	10	2.50	2	20%	10	83%
International	9	9	3.17	1	11%	7	78%	7	3.29	0	0%	7	78%
Unknown	1	1	1.90	1	100%	1	100%	1	2.09	0	0%	1	100%
Fresh-Trans (1-29 SCH)	396	382	2.33	100	26%	305	77%	297	2.44	73	25%	236	60%
General	151	144	2.54	23	16%	121	80%	119	2.63	13	11%	99	66%
P.A.S.	71	70	2.17	21	30%	59	83%	57	2.27	18	32%	45	63%
P.A.S. Contract	6	6	2.25	1	17%	2	33%	2	2.61	0	0%	1	17%
Individual Approval	165	159	2.21	54	34%	121	73%	117	2.33	42	36%	88	53%
Special Admission	2	2	1.98	1	50%	1	50%	1	2.09	0	0%	2	100%
G.E.D.	1	1	2.17	0	0%	1	100%	1	2.50	0	0%	1	100%
White Non-Hispanic	283	271	2.44	60	22%	222	78%	219	2.53	46	21%	177	63%
Black Non-Hispanic	24	22	1.78	10	45%	16	67%	15	1.99	5	33%	13	54%
Hispanic	75	75	2.00	28	37%	55	73%	51	2.16	20	39%	36	48%
Asian/Pacific Islander	8	8	2.61	1	13%	6	75%	6	2.50	1	17%	6	75%
Amer-Indian/Alaskan	2	2	3.84	0	0%	2	100%	2	3.85	0	0%	2	100%
International	3	3	2.75	1	33%	3	100%	3	2.69	1	33%	1	33%
Unknown	1	1	2.79	0	0%	1	100%	1	2.77	0	0%	1	100%
Transfer (30+ SCH)	1,632	1,582	2.56	331	21%	1,351	83%	1,318	2.64	214	16%	1,137	70%
General	1,607	1,557	2.56	322	21%	1,336	83%	1,303	2.64	212	16%	1,121	70%
Special Admission	23	23	2.33	8	35%	13	57%	13	2.71	1	8%	14	61%
Special Talent	2	2	1.87	1	50%	2	100%	2	2.17	1	50%	2	100%
White Non-Hispanic	1,231	1,200	2.61	234	20%	1,030	84%	1,007	2.67	160	16%	876	71%
Black Non-Hispanic	75	71	2.17	23	32%	58	77%	57	2.31	13	23%	48	64%
Hispanic	261	248	2.38	61	25%	208	80%	201	2.51	36	18%	167	64%
Asian/Pacific Islander	28	26	2.37	7	27%	25	89%	23	2.66	2	9%	20	71%
Amer-Indian/Alaskan	12	12	2.57	2	17%	11	92%	11	2.57	1	9%	9	75%
International	21	21	3.03	3	14%	16	76%	16	3.05	2	13%	15	71%
Unknown	4	4	2.44	1	25%	3	75%	3	2.75	0	0%	2	50%

Source: Office of Institutional Research & Planning Data from: Master Student Index (RGXXMSIF), Student Information (GPXXSTIF), Application Detail (GPAMAPDF) files.

* Cumulative S.W.T. GPA ** Percent based on number completing the semester shown. *** Percent based on 12th-day enrollment of Fall 1993 semester. IRP: 15 September 1994

Attachment 2

The attached Mentoring Tips are mailed out approximately every two weeks to our mentors. The purpose of the tips is two-fold: 1) to serve as a reminder to make continuous contact with their mentee; 2) to noftify the mentors of current events and services available on campus. The response received from the tips has been extremely positive and the Mentoring Program will continue this service.

Mentoring Tip #1

Asking open ended questions will get your mentee talking.

Examples:

How did you feel about your classes?
What is your lifetime goal?
What do you like the most about SWT?
What did you like about...?

Coming Soon:
More Mentoring Tips!

Have you talked to your mentee lately?
Please remember to contact your mentee during this crucial Fall semester.

Mentoring Tip #2

Stages of Mentoring Relationships (1)

Initiation (seed): The mentor, someone who can offer guidance to a younger or less experienced person, seeks out a mentee or is sought out by one. After initial pairing, the mentee mostly follows, accepts guidance, may see the mentor as a role model or other form of authority. The pair builds trust, develops communication skills, listens and shows respect for each other while suspending judgement, expressing committment, and setting limits for the relationship.

Cultivation (roots): Once the relationship has been established, mentor and mentee interact more equally and the relationship is characterized by mutual friendship, exchange of information and setting, as well as achieving goals as a team. Trust continues to develop based on each person's self-perception, revealed by a consistency of behaviors and expressed attitudes.

Transformation (wings): The mentee begins to develop greater autonomy, requires less guidance, makes decisions, and sets goals with less and less dependence on the mentor's guidance or advice. While mentees begin to take risks and to define themselves, mentors are supportive by providing feedback and new opportunities for the mentees' growth.

Separation (empowerment): Successful separation is achieved when the mentor accepts and embraces the mentee's decisions, and directions for growth. The mentee achieves empowerment, too, through acceptance and affirmation of self and others.

In what stage are you?

(1) Adapted from William Gray. The International Mentoring Assocation, 1986.

Have you talked to your mentee lately?
Please remember to maintain contact during this crucial Fall semester.
If you have any questions about Mentoring, please contact Rebecca at 245-8218 or by e-mail at RS107.

Mentoring Tip #3

A Mentor is Someone Who....

acts like an older brother or sister
defends, and speaks for, the student when there is trouble
generates respect and trust
assists students to think like winners
teaches by example and direction
provides a positive role model
has something positive to contribute
participates in activities designed to motivate students
listens without judging
discusses career-related topics
helps figure out how to solve financial problems
listens to personal problems
gives advice on how to avoid or reduce problems
does fun things
tutors and helps build good study habits

_____

_____

(Fill in the blanks)

Have you talked to your mentee lately?
Please remember to maintain contact during this crucial Fall semester.
If you have any questions about Mentoring, please contact Rebecca at 245-8218 or by e-mail at RS107.

Mentoring Tip #4

An important part of mentoring is providing information to your mentee.

Important Numbers on Campus

ADEPT 245-3601
Career Services 245-2645
Counseling Center 245-2208
Disabled Student Services 245-3451
English Writing Lab 245-3018
Financial Aid 245-2315
Free Computer Labs 245-2106
LBJ Student Center 245-8686
Multicultural Student Affairs 245-2278
Residence Life 245-2382
Student Health Center 245-2161
Student Learning Assistance Center (SLAC) 245-2515
Students' Legal Advisor 245-2370
Student Organizations 245-3656
Student Part Time Employment 245-2645
Student Recreation Center 245-2940
Student Support Services 245-2275
UPD 245-2805

Have you talked to your mentee lately?
Please remember to contact your mentee early in the Spring semester.
If you have any questions about Mentoring, please contact Rebecca at 245-8218 or by e-mail at RS107.

Mentoring Tip #5

Effective leadership skills are an invaluable assest in today's job market.

Opportunity available for mentees:

5th Annual Southwest Leadership Conference
Saturday, February 25, 1995
8:00 a.m. - 4:30 p.m.

Registration fees:	$15.00 (through February 17)
	$20.00 (February 20 - 24)
Registration includes:	conference t-shirt and two meals

Participation is limited, so be sure to encourage your mentee to attend and register early. Registration forms are available in the Office of Campus Activities and Student Organizations, 308 LBJ Student Center. If you have any questions regarding the Southwest Leadership Conference, please call (512) 245-3219 or e-mail BW102.

Program sponsored by:
Office of Campus Activities and Student Organizations
&
Office of Greek Affairs.

Have you talked to your mentee lately?
Please remember to contact your mentee early in the Spring semester.
If you have any questions about Mentoring, please contact Rebecca at 245-8218 or by e-mail at RS107.

Comprehensive Program Review

Student Affairs Division

The Office of Greek Affairs

Southwest Texas State University

Self-Study Report

1995

I. Brief History of Student Affairs Department

Describe how the department currently fits into the organization of the Student Affairs Division. Briefly describe major changes in the department's organizational structure, organizational relationships within the division (e.g., changes in reporting lines), staffing, physical location, and in the orientation or focus of programs and services since the last review. Include major new services and programs which have been added or deleted from the functions of the department, e.g., mentor programs, part-time job services. Briefly describe any primary program or service changes that have affected the department, e.g., loss of personnel due to university budget cuts.

The Office of Greek Affairs reports to the Office of the Dean of Students, which reports to the Office of the Vice President for Student Affairs. This reporting line is a change from 1990-1991, when before this time, the office reported to the Dean through the LBJ Student Center and was integrated with the Office of Campus Activities and Student Organizations. The office is located in 302 LBJ Student Center, where it is a guest of the LBJ Student Center. The current Coordinator of Greek Affairs came on board in 1991. One of the current Graduate Assistants came on in 1992, another in 1993 and a third in 1994. A large number of major programs have been added since the hiring of a new Coordinator in 1991.

II. Findings and Recommendations made during Previous Review

Specify the type, date and time of the last program review, e.g., Southern Association of Colleges and Schools (SACS) accreditation, comprehensive program review. Briefly summarize major findings and recommendations of the reviews. Did the director and staff of the department agree with the recommendations? Descibe the responses made to date. Indicate any planned responses incorporated into the strategic plan of the department. What were the primary strengths and weaknesses of the department identified in the review? What changes (if any) have been implemented to strengthen the department that were NOT specific recommendations from a review?

The most recent review of this department came with the Greek Life Task Force review, completed in June, 1991. Please refer to Appendix 1, the Executive Summary of the Greek Life Task Force review, which will provide a summary of the major findings and recommendations of this review. It should be noted that 66 out of 67 of the GLTF recommendations were addressed through projects completed by this department. Many new projects were implemented to strengthen this department which were not specific recommendations from a review. Following is a partial list:

Instituted a new member orientation program for new Fraternity and Sorority members
Established Fraternity and Sorority Advisors Roundtables
Re-organized Greek Week to include educational and community service components
Facilitated publication of a Greek newspaper, "The Greek Gazette"
Co-Sponsor of the Southwest Leadership Development Conference
Established the Greek Expectations Annual Review (GEAR) at SWT
Established a Chapter of GAMMA (Greeks Advocating the Mature Management of Alcohol)
Instituted "Our Chapter, Our Choice" peer alcohol awareness program at SWT
Developed a peer education committee: DIG (Diversity In Greeks)
Established a Volunteer Services program for greek organizations at SWT
Assisted with the establishment of a Mentoring Program for SWT
Helped to design the university's Mediation program

Co-coordinated the publication of the university's student handbook
Facilitated a Greek Academic Task force and developed new academic development programs
Constructed new guidelines for the registration and recognition of SWT Greek organizations
Assisted with the design and planning of a new Student Union for SWT
Instituted an annual Greek Academic Conference
Established an independent Greek Alumni Housing Corporation
Instituted a Greek Anti-Hazing Task Force and hosted a Greek Anti-Hazing Workshop

III. Description of the Student Affairs Department

A. Missions and Goals

Include a statement of the department's mission, major responsibilites, and goals directly related to accomplishment of its mission. Attach a copy of the department's strategic plan.

Mission Statement

We believe that Fraternity or Sorority membership can be among the most meaningful steps a student will take during his or her college years because of the lasting friendships that can be made and the worthwhile experiences in leadership and organization that are available. Because of these high expectations for the benefits received from Greek membership, we have equally high standards for the support mechanisms that must be present within the programs of the Chapters recognized on this campus.

Description of Office

The Office of Greek Affairs provides advice, counseling, education, programming, support and administration for the activities of the Greek Councils including the Interfraternity Council, Pan-Hellenic Council, and Panhellenic Association, and each of their member organizations. We serve as liaison to SWT and San Marcos in affairs affecting the Greek Community. The Office of Greek Affairs also supervises the activities of the Order of Omega (Greek Honor Organization), GEAR committee (Greek Expectations Annual Review, DIG (Diversity in Greeks) and GAMMA (Greeks Advocating the Mature Management of Alcohol).

The Office of Greek Affairs employs a Coordinator, one half-time secretary, three Graduate Assistants and four student workers. The office is located in the LBJ Student Center, Suite #302. The Office of Greek Affairs reports to the Office of the Dean of Students.

Major Goals

1. Provide accurate and complete information to prospective members of the Greek System and see that their induction into and continued membership in recognized Greek Organizations is free of hazing and academic distraction.
2. Provide educational resources, training in leadership, academic development, and interpersonal relationships and personal, confidential counseling to the leaders and members of currently recognized student organizations, including but not limited to those that are Greek affiliated.
3. Hold the members of and the organizations this office advises accountable to the standards established by the University, the community, and the National/International organizations.
4. Provide consistent contact with various SWT offices, SWT Faculty, San Marcos businesses, local citizens, parents, and organization advisors regarding the activities of Greek Organizations; also diffuse any problem situations, and present positive public information when possible.

B. Programs and Services

Briefly describe the programs and services provided by the department.

Typical Major Programs

1. Rush: The major recruitment period for all Greek organizations, usually held each semester, which varies by Greek council. The Greek Affairs Office helps to provide facilities and guidance in the process.
2. All Greek New Member Orientation: A semesterly program for new members of Greek organizations at SWT to discuss the responsibilities and opportunities in Greek life.
3. Greek Academic Conference: A one day mini-conference for Scholarship Chairs and New Member Educators of Greek organizations at SWT which provides essential information and techniques to enhance the academic performance of student members.
4. Alcohol Awareness Week/OctSoberfest: Events such as promotions, displays, presentations and festivals which impress the importance of responsible use of alcohol.
5. Greek Affairs Grade Report: Semesterly check of every Greek member's GPA, a compilation of average GPA's for each Chapter, and a comparison report of these figures to university figures.
6. Greek Expectations Annual Review (GEAR): A thorough evaluation of the activities of every Greek organization at SWT.
7. Greek Week: A celebration of the service, education, recreation, and social development roles of Greek Life through a series of events containing these elements.
8. Annual Greek Awards Banquet: A full banquet with over 300 guests representing all Greek organizations at SWT at which we present the awards for outstanding and excellent performance in the GEAR categories and trophies for the winners of various events during Greek Week.

1. Basis for Specific Services and Programs

Describe what information and data are used to determine the relevant needs and interests of the students. What other factors and information are used in determining the focus of programs and services?

Student leaders of the SWT Greek system are surveyed in various focus groups at weekly council meetings throughout the Fall and Spring semesters regarding their needs and desires for programming from the Office of Greek Affairs. Also, the staff of the Office of Greek Affairs attend various professional development conferences and workshops to pick up ideas of effective programs and services that work on peer campuses across the nation. As well, the Faculty advisors and local Alumni who work with our Greek groups are polled informally through various focus groups held at a minimum each semester, of their wishes for programming from the Office of Greek Affairs.

Through the compilation of various statistical information, the Office of Greek Affairs is able to determine relevant needs of the Greek population as well. For example, based on the lack of significant increases in the academic performance of Greeks over the last three years, the Office of Greek Affairs determined the need to step up academic programming through the Greek Academic Conference. Likewise, by monitoring the increasing amounts of community service conducted by Greeks over the last three years, it was deemed necessary to provide a support system to actively connect students

to service opportunities and an incentive program to reward those students who show excellence in this field.

The Office of Greek Affairs hopes to administer a survey instrument provided by the Association of Fraternity Advisors, called the Greek Membership Development Inventory. See Appendix 2 for a look at this instrument. This instrument is a self-evaluation inventory that students can use to assess their development in six key areas and will allow us to provide effective programming to address deficiencies identified in the survey data. Finally, the Office of Greek Affairs has developed the Greek Concerns Survey (see Appendix 3), an evaluation instrument we hope to administer to a reflective sample of our Greek student population to derive statistically sound information about the demographic make-up of our Greek students, their current needs for programming, and their opinion of the services this department delivers.

2. Programs and Service Delivery

Briefly describe how programs and services are primarily provided to students, e.g., on-site, outreach, individual, group activities. Identify strategies used to make students aware of services and programs.

Most programs offered by the Office of Greek Affairs are directed at groups of more than 20 students. Many are directed at groups of over 200. Programs are typically offered in seminar or workshop format, however increasingly interactive techniques are being utilized. Services are also offered to the small group or individual, and are usually called upon by students needing counseling and guidance in their efforts as leaders on the campus. All programs are advertised heavily, through letters, newspaper ads, announcements in council meetings and phone call after phone call.

3. Target Populations

Indicate programs directed at specific student population groups e.g., disabled, Greek organization groups, ethnic minorities, graduate students.

An estimated 95% of all programs and services of the Office of Greek Affairs are offered to SWT students who are members of Greek organizations. Many non-Greek students also take advantage of educational programs and counseling services.

4. Collaborative Efforts

Briefly discuss primary collaborative working relationships with other Student Affairs departments. Describe how collaborative efforts in these relationships serve to increase efficiency and quality of programs and services. Indicate maintenance efforts and methods used to facilitate smooth and team-oriented efforts within the working relationship.

The Office of Greek Affairs collaborates with a number of SWT offices. For example, we work with the Alcohol and Drug Education office in providing a campus-wide program called OctSoberfest, and in providing various alcohol and drug education

programs to greek and non-greek students on campus. We also work with the Student Learning Assistance Center to provide the Greek Academic Conference and various other academic workshops. We also work with Residence Life to collaborate on various events for students in the residence halls. As well, we work consistently with the office of Campus Activities and Student Organizations in the delivery of various major campus programs such as homecoming, sing-song, and the Southwest Leadership Conference. We must also work with the office of Student Justice in investigating and adjudicating violations of the student code of conduct which involve members of Greek organizations. We frequently work with the office of Muticultural Student Affairs in the planning of events which will increase our greek and non-greek students' appreciation of campus diversity, and we also work with the Students' Legal Advisor in the delivery of the annual Mock Trial and other workshops and programs which inform students of their rights and responsibilities. Finally, we work with the Office of Alumni Affairs in the promotion of Alumni involvement in student development.

5. Primary Obstacles

Describe the primary problems and obstacles experienced by the department in providing general or specific programs and services, e.g., loss of facilities space, conflicting programs, university calendar.

Our primary obstacle in the delivery of services and programs is our lack of financial resources. Secondly, attendance to functions by our target student populations can be a problem, especially when we compete for their time with academic schedules and programs offered by peer departments.

6. Evaluation

Describe evaluation methods used to assess quality and effectiveness of programs and services. Indicate how evaluation results are incorporated into subsequent program or service planning and revision activities.

The Office of Greek Affairs conducts a standard evaluation after each educational program delivery with the students attending that program. See Appendix 4 for samples of these evaluation forms and their results. Evaluation totals and subjective remarks are reviewed to determine necessary changes for the future delivery of each program. Also, as most programs are student-driven, the Greek Affairs staff will meet with the student leaders who helped to plan and implement each program to gain their impression of the level of success of the program and their ideas for changes in future delivery of the program.

C. Resources

1. Current personnel

provide personnel flow chart of the department

Please see Appendix 5 for a flow chart of the Office of Greek Affairs. As stated earlier, the Office of Greek Affairs reports to the Office of the Dean of Students. OGA is lead by the Coordinator of Greek Affairs. The staff secretary and three graduate assistants report to the Coordinator. All student workers report to the staff secretary and respond to any request of the Coordinator or Graduate Assistants.

a. Administrative Personnel

List by the title each individual with administrative responsiblities within the department. Include date of hire for the present position and discription of current job responsibilities and duties. In addition, identify previous positions relative to the current position, highest degree earned, institution granting most recent degree, and ethnic origin of each administrative staff member.

The Coordinator of the Office of Greek Affairs is Dan A. Medlin, a white/caucasion male, age 28, with a Bachelor of Science degree in Psychology from Northwestern State University of Louisiana and will complete a Master of Education degree in Counseling from Southwest Texas State University in December, 1995. Dan began working for SWT on September 11, 1991, and before coming here was the Fraternity Advisor at the University of Texas and a Chapter Consultant for the Kappa Sigma Fraternity. The following job description was authored by Dan:

Coordinatorof Greek Affairs

Southwest Texas State University, San Marcos, TX.

As a member of the Dean of Students Staff, provide education, counseling, programming, support and administration for the activities of the greek governing councils including the IFC, NPHC, and Panhellenic, and each of their member organizations, as well as the Order of Omega and GAMMA. Provide accurate and complete information to prospective members of the Greek System and see that their induction into recognized greek organizations is free of hazing and academic distraction. Provide educational resources and activities to currently recognized student organizations to enhance the personal and academic lives of their members. Hold the students accountable to the standards of the University, the community, and their National/International organizations, and reward those individuals and organizations which meet or exceed our expectations. Collaborate and communicate with associated SWT offices, SWT Faculty, San Marcos businesses, local citizens, parents, and organization Advisors regarding the activities of greek organizations, diffuse any problem situations, and present positive public information when possible. Mentor and counsel various student leaders on programming issues and personal troubles. Account Manager for budgets in excess of $70,000. Supervise a staff secretary, three graduate assistants, and four student workers.

b. Full-time Professional Personnel

List by title each full-time professional staff member located in the department. Include a statement that briefly describes each person's job responsibilities and duties. In addition, include data of hire for current position, previous positions held that are relevant to the current position, highest degree earned, institution granting most recent degree earned, and ethnic origin of each staff member.

The Office of Greek Affairs employs no other full-time professional personnel.

c. Classified Personnel

List by title each classified staff member in the department including graduate assistants. Include a statement that briefly describes each person's job responsibilities. In addition, include date of hire, highest degree earned and institution granting most recent degree. Identify ethnic origin of each staff member.

Administrative Assistants

Pamela Boswell is a white female age 39 who has 34 hours completed at Southwest Texas State University towards bachelors degree in Communication Disorders (4.0GPA). Pamela joined SWT on November 1, 1994. She previously held a position as a Department Secretary for a Vocational Nursing Program at Howard Jr. College/Fredericksburg Campus. She has work experience or skills with basic office management, and the ability to exercise independent judgment in performing advanced secretarial duties.

Staff Secretary - Greek Affairs

Assist the Coordinator of Greek Affairs and Graduate Assistants in supervising the functions of Fraternities and Sororities and Greek Governing Councils at Southwest Texas State Univeristy. Provide an organized and stable support system for the Office of Greek Affairs. Directly responsible for the daily operations of the office such as organization of files, inventory and ordering of supplies, answering telephones, relaying messages for Coordinator and graduate assistants and handling questions or giving information concerning Greek Affairs. Also handle typing and proofreading, and operate computer, fax machine and copier. Schedule appoinments for Coordinator and graduate assistants. Supervise student workers, including student workers schedules and time sheets. Coordinate volunteer service network in the office of Greek Affairs. Assist Coordinator and graduate assistants with organizing meetings and preparing invitations and handouts for meetings. Maintain calendar for up-coming Greek events, and process necessary forms for facility reservations. Make travel arrangements and perpare travel applications and expense reports. Directly implement principals and procedures of record keeping and reporting and basic accounting/bookkeeping for club account and Greek Affairs departmental account with annual budgets exceeding $70,000. Assist with major programs of the Greek Affairs office such as annual awards banquet, semester grade report, Greek Academic Conference, Greek Week and other all-Greek programs. Complete other related assignments form the Coordinator of Greek Affairs, the Assistant Dean of Students, the Dean of Students or the Vice President of Student Affairs.

Graduate Assistants

Terence Lee Parker is a black male, age 28, who has completed a Bachelor's Degree in Physical Education from Southwest Texas State University and is pursuing a Master of Education in Counseling/Student Affairs. He began working for SWT on September 1, 1992 and serves the Office of Greek Affairs as the National Pan-Hellenic Advisor. His job description follows:

Graduate Assistant, Office of Greek Affairs, Advisor to the Pan-Hellenic Council.

Assist the Coordinator of Greek Affairs, supervising the activities of Fraternities and Sororities at Southwest Texas State University. Assist with office management and supervision of undergraduate student workers. Assist with major projects of Greek Affairs office such as educational programs, semesterly grade reports, Greek Awards competition, Greek Week, and All-Greek projects. Directly advise the Pan-Hellenic Council at SWT. Work with the PHC Executive Officers and representatives to organize recruiting, public relations, community service, and educational activities. Organize and implement meetings with Pan-Hellenic organization Advisors. Serve as a liaison to the Coalition of Black Faculty and Staff of SWT and the NPHC Faculty Advisor. Attend and assist at weekly Pan-Hellenic Council meetings. Assist with Executive Officer transition and help supervise Judicial Board proceedings. Offer advice on the budget of the Pan-Hellenic Council and assist the Treasurer with financial reports. Complete other related assignments from the Coordinator of Greek Affairs, the Assistant Dean of Students, the Dean of Students, or the Vice President for Student Affairs.

John M. Marroquin is an hispanic male, age 24, with a Bachelor's degree in Criminal Justice from Southwest Texas State University, who is pursuing a Master's degree in Criminal Justice. He began working for SWT on September 1, 1993 and serves the Office of Greek Affairs as the Interfraternity Council Advisor. His job description follows:

Graduate Assistant, Office of Greek Affairs, Advisor to the Interfraternity Council.

Assist the Coordinator of Greek Affairs, supervising the activities of Fraternities and Sororities at Southwest Texas State University. Assist with office management and supervision of undergraduate student workers. Assist with major projects of Greek Affairs office such as educational programs, semesterly grade reports, Greek Awards competition, Greek Week, and All-Greek projects. Directly advise the Interfraternity Council at SWT. Work with the IFC Executive Officers and representatives to organize recruiting, public relations, community service, and educational activities. Organize and implement meetings with IFC organization Advisors. Attend and assist at weekly Interfraternity Council meetings. Assist with Executive Officer transition and help supervise Judicial Board proceedings. Offer advice on the budget of the Interfraternity Council and assist the Treasurer with financial reports. Complete other related assignments from the Coordinator of Greek Affairs, the Assistant Dean of Students, the Dean of Students, or the Vice President for Student Affairs.

Michelle Seranno is an hispanic female, age 24, who holds a Bachelor of Science degree in Government from Texas Woman's University and is pursuing a Master of Education in Counseling/Student Affairs. Michelle began working for SWT on August 1, 1994 and previously worked as a Chapter Consultant for Alpha Omicron Pi Fraternity. Michelle serves the Office of Greek Affairs as the Panhellenic Association Advisor. Her job description follows:

Graduate Assistant, Office of Greek Affairs, Advisor to the Panhellenic Association.

Assist the Coordinator of Greek Affairs, supervising the activities of Fraternities and Sororities at Southwest Texas State University. Assist with office management and supervision of undergraduate student workers. Assist with major projects of Greek Affairs office such as educational programs, semesterly grade reports, Greek Awards competition, Greek Week, and All-Greek projects. Directly advise the Panhellenic Association at SWT. Work with the Executive Officers and representatives to organize recruiting, public relations, community service, and educational activities. Organize and implement meetings with Faculty and Chapter Advisors. Correspond with national and regional NPC representatives and with National/International Headquarters of NPC Sororities. Attend and supervise weekly Council meetings. Assist with Executive Officer transition and help supervise Judicial Board proceedings. Offer advice on the budget of the Council and assist the Treasurer with financial reports.Supervise the implementation of Panhellenic Formal and Informal Rush, including the selection of Rush Counselors, the publication of Rush brochures and booklets, comput-a-rush programming, scheduling of rush activities, and handling questions from students and parents. Complete other related assignments from the Coordinator of Greek Affairs, the Assistant Dean of Students, the Dean of Students, or the Vice President for Student Affairs.

d. Temporary Staff

List by title all employees that are cosidered temporary personnel in the department. Create a statement for each individual which describes each position and its function. In addition, include date of hire, highest degree earned and institution granting most recent degree. Identify ethnic origin of each individual.

As identified, the Office of Greek Affairs has no current "temporary staff."

e. Student Workers

List the number of students employed by the department annually. Identify the purpose and scope of each of the student position utilized within the department.

The Office of Greek Affairs employs four student workers. At least one student worker has a specific responsibility in the department, that of maintaining our Greek database of organization officers and members. Other student workers assist with the promotion of programs and services and in handling basic clerical duties.

f. Physical Plant and Equipment

List all facilities, i.e., the buidings, office space, labs and property used by the department. In addition, identify the captial equipment or inventory that contributes to the success of the department. Briefly describe the status of these resources versus the department's needs with the regards to physical plans and schedules.

Office Space

The Office of Greek Affairs occupies an office space in the LBJ Student Center with the following footage specifications:

Main Office:	12' x 144'	=	1,728 sq. ft.
Coordinator's Office:	12' x 24'	=	288 sq. ft.
Panhellenic Office:	12' x 18'	=	216 sq. ft.
NPHC Office:	12' x 12'	=	144 sq. ft.
IFC Office:	12' x 15'	=	180 sq. ft.
Total OGA Office:			2,556 sq. ft.

The office space itself is adequate for our needs, however, we are in need of a supply and storage space/closet/room. Preferably another 12'x12' minimum space is needed. We are also in need of more "waiting-room" space, of about 6'x6'. Ultimately, it would be nice to have a conference room at our disposal, however, given adequate planning, space is usually available when needed in the LBJ Student Center.

Following is a brief inventory of our capital equipment and supplies that contribute to the success of the Office of Greek Affairs.

COMPUTERS/PRINTERS:

1 - Macintosh SE computer/monitor
1 - Macintosh Classic II computer/monitor
1 - Macintosh SE computer/monitor
1 - Apple external hard drive
1- Digital VT320 VAX monitor
1 - Apple Laser Writer II printer
1 - Apple Image Writer printer
1 - Digital LQPO2 printer

TECHNICAL EQUIPMENT:

1 - HQ 3-head VCR
1 - Sharp Linytron Television
5 - Easa-phone telephones
1 - Meridian 3-line telephone
2 - Sharp 10-key Calulators
1 - Panasonic Answering Machine
1 - IBM Selectric II Typewriter
1 - Ultrasonic Plus Typewriter

FURNITURE:

9 - various File Cabinets
1 - metal supply cabinet/storage closet
1 - 4 shelf book case
1 - TV/VCR Cart
1 - two-person, cloth covered couch
12 - Wood-framed, cloth/vinyl covered reception chairs
5 - metal-framed, cloth covered stackable chairs
5 - secretarial chairs
5 - desk Chairs
1 - small small round reception table
1 - small end-table
7 - Desks

The capital equipment and supplies listed above allow staff to perform their duities at an acceptable level. In addition to the equipment listed above, the Office of Greek Affairs has been soliciting on a regular basis from the Dean of Students Office and the Office of the Vice President for Student Affairs for new computer equipment. Essentially, our computer needs drastically outweigh our computer capabilities. The most recent request, dated October 12, 1994, was for two Macintosh 6100 computers with 8 mb RAM. Staff was recently informed that this request would be fulfilled, and that two working computers from the inventory would be exchanged for the new units.

g. Funding

Briefly discuss the method of funding for the department, detailing amounts budgeted in the catagories of salaries, wages and operations. In addition, identify income generation accounts and the programs and activities that generate these resources.

The office of Greek Affairs is funded soley by Student Service Fees with an annual budget of $67,350.00. $52,896.00 is allotted for salaries, including those of the Coordinator, half-time secretary and three graduate assistants. $9,840.00 is allotted for operations, from which all supplies and resources are purchased and all program expenses paid. In addition, $1,500.00 is allotted for travel, $1,000.000 is allotted for Capital purchases and $2,114.00 is alloted for student wages. The Office of Greek Affairs also maintains a club account for income generating activities such as ticket sales to the Greek Awards Banquet and other Greek events. This club account handles approximately $5,000.00 per year.

h. Other Resources

Describe community resources, grants, joint programs, affiliated centers, cooperating institutions, etc. that contribute to the department's programs and services.

From time to time the office of Greek Affairs or one of its sponsored programs or organizations will apply for additional funding from the Dean of Students office, Student Service Fee Reserves, or the Student Organization Forum. The LBJ Student Center Directors office often provides minor assistance with supplies or maintenance and the Office of Campus Activities and Student organizations, being better funded, often carries the heavier financial burden in co-sponsored programs. The Office of Greek Affairs recently secured a funded project for $900 through the SWT Alumni Association, to provide scholarships for Greeks with outstanding academic achievement. The Office of Greek Affairs has applied for two Merrick Fund grants over the years, and recently received a $500 a grant from the Sigma Phi Epsilon Foundation to provide Greek academic programming.

D. Assessment

Briefly describe each major assessment and evaluation activity within the unit and the findings and changes that have been implemented based on these activitites. Attach a copy of the department's assessment plan.

1. Demographic studies of the students served by the department

Demographics of the student population most served by the Office of Greek Affairs were assessed during the GPA retrieval program for Fall 1994. Students who are members of Greek organizations at SWT represent just under 8% of the total student population at SWT. Demographics for the Greek system show the following characteristics of the Greek population as compared to those of the total SWT undergraduate student population :

	Greek		SWT	
Category	N	%	N	%
Males:	670	49.5%	8317	46.3%
Females:	684	50.5%	9640	53.7%
Freshmen:	237	17.5%	4187	24.2%
Sophomores:	352	26.0%	3462	20.0%
Juniors:	379	28.0%	3994	23.0%
Seniors:	385	28.5%	5694	32.8%
0- Other	2	0.1%	11	0.06%
1- White/Non-Hispanic:	1173	86.9%	13,334	74.26%
2- Black/African-American:	56	4.2%	981	5.46%
3- Hispanic/Mexican-American:	101	7.5%	3,132	17.44%
4- Asian American	7	0.5%	266	1.48%
5- Native American	5	0.4%	98	0.55%
6- Foreign	5	0.4%	133	0.74%
Living on Campus:	365	27.1%	4,531	21.69%
Living off Campus in San Marcos:	633	46.9%	5,998	28.71%
Living outside of San Marcos:	351	26.0%	10,360	49.60%

2. User satisfication with current programs and services

Satisfaction with Greek Affairs programs and services is most often positive, as indicated in the program evaluations (Appendix 4) conducted after programs such as the New Member Orientation program, the Greek Academic Conference, and the Greek Anti-Hazing Task Force program. The only complaints tend to reference the length of the program, the inconvenient date, or the fact that they might have been required to attend. However, the content and delivery of the programs are always highly rated.

3. Assessment of the needs for services and programs.

Assessment of need for new or enhanced services or programs is an ongoing process for the the Office of Greek Affairs. Each semester, the office conducts an assessment of the GPA performance of every Greek member and his/her organization. Based on these figures over the past few years, the Office of Greek Affairs has enhanced its programming towards the academic development of Greek members. Referring to the Greek GPA chart (Appendix 6), the reader can see the product of these efforts - leveling and increasing Greek GPAs. The semesterly GPA study has also inspired other assessment procedures, one of which was an effort called the Greek Academic Task Force, conducted in Fall 1993. The report and recommendations of this assessment are included with this report as Appendix 7. In brief, this task force recommended 26 new projects to enhance Greek GPA performance. In Fall 1994, 23 of these projects were assigned to the Office of Greek Affairs, and as of January, 1995, 13 were complete.

Another regular feature of our assessment procedures is the Greek Expectations Annual Review. See Appendix 8 for a look at the complete GEAR program. Following is a brief description.

The GEAR committee was established to set out a basic set of expectations for Greek organization operations at SWT. The committee also helps to score the GEAR packets and determine the winners of the Greek Awards competition. The committee consists of student representatives from IFC, NPHC, and Panhellenic Greek organizations, as well as two Faculty and administrative representatives. The annual review process is tied in with the annual Greek Awards competition, and all Greek organizations on campus are asked to complete a self-evaluation in the Spring semester of each year.

Greek organizations complete the evaluation package by **responding** to each stated expectation and by providing information as to how the Chapter **approaches, meets** or **exceeds** these standards. Not every Chapter should be expected to meet or exceed every standard. To be eligible for awards the the Greek Awards program, GEAR packages are due on or before the first class day following Spring Break. Otherwise, packages are due by the last class day of the Spring semester. Fraternities or Sororities who fail to submit a GEAR package by the end of the Spring semester are placed on probation and given 30 class days into the following Fall semester to complete the review. Fraternities or Sororities who fail to complete the review after the probationary period may face a loss of certain priviledges or suspension of their recognition by the university.

Awards are presented to those chapters showing outstanding performance in the various categories and excellence in over-all programming. Following the awards program, Chapters are given their original GEAR packet, scoring packet, and an explanation of the scoring procedures. They are also provided a chart showing the average scores of all organizations they compete with. Along with the scores, Chapters are provided hand-written recommendations and expectations from the Greek Affairs staff. If an item is marked with an "R" it means recommendation, and they are strongly encouraged to address this as a goal for the next year. If an item is marked with an "E" it means expectation, and it is imperative that they accomplish this inthe next year. Chapters failing to accomplish expectations by the following annual review may face probation or other disciplinary sanctions. The GEAR committee will make these recommendations to the Coordinator of Greek Affairs who will discuss an appropriate judicial course with the Dean of Students or his designee. The Office of Greek Affairs retains a copy of the scoring packets, recommendations, and expectations, and a copy is sent to each National Headquarters.

The completion of the GEAR program is also a learning process for the staff of the Office of Greek Affairs, for we learn those areas of Greek life most needing our assistance. Men's average scores from the 1994 GEAR program (See Appendix 8) showed weaknesses in the categories of Scholarship, Service, Spirit, and Education. Women's average scores showed weaknesses in the category of Scholarship, and less than desireable scores in the categories of Social and Education.

E. Staff Development, Research and Creative Activity

1. Introductory Summary Statement on Staff Productivity over the Last Five Years

The staff in the Office of Greek Affairs has been very fluid, but highly productive in the last five years. The current Coordinator of Greek Affairs came on board in 1991. One of the current Graduate Assistants came on in 1992, another in 1993 and a third in 1994.

Despite this, the office has been highly productive, completing 66 out of 67 Greek Life Task Force projects, pushing for an increased all Greek GPA from a 2.275 to a 2.475 (Plese see Appendix 6, Greek GPAs, for a graphical representation), and adding a number of significantly effective new programs. Evidence of the tremendous effects of the hard work this department has under taken include a decrease in the alcohol abuse rates of SWT Greeks. Please refer to Appendix 9, "Greek Alcohol Consumption Decreases...", for details. In summary, Greeks reported a decline in binge drinking, an increase in more moderate consumption rates, and a more positive attitude towards deciding not to drink alcohol at all. Further evidence is seen in the dramatic increase of Greek community service and philanthropy from academic year 1992-1993 to academic year 1993-1994. With Appendix 10, the reader will see a graph showing an increase from 13,922.5 hours of community service to 25,987.5, an increase of 87%, and the dollars generated for philanthopic causes jump from $12,515.00 to $19,866.26, an increase of 59%.

Excerpts from our Annual Reports of 1991-1992, 1992-1993 and 1993-1994, offer further evidence of the productivity of this department.

EXCERPTS FROM ANNUAL REPORTS
OFFICE OF GREEK AFFAIRS
1991-1994

<u>Significant Accomplishments in 1991-1992</u>

1. Insituted new member orientation for Fraternity Pledges to discuss Hazing & Alcohol.
2. Added two new Women's Greek organizations.
3. Established the Fraternity Advisors' Roundtable
4. Revamped Greek Week to include education and community service.
5. Facilitated publication of Greek newspaper, "The Greek Gazette."

Major Accomplishments in 1992-1993:

1. **Objective:** **Increase Multicultural understanding and encourage integration.**
   - Step: A series of seminars for Greeks entitled "A meeting of the Minds" to discuss historical backgrounds, differences, and similarities.
   - Step: Established an ongoing committee of interested student leaders to enhance the issues of diversity within the Greek System. The committee, called DIG (Diversity In Greeks), should become a peer education group which will do outreach programs for chapters desiring programs in this area.

2. **Objective:** **Increase understanding of alcohol abuse and misuse in the Greek System.**
   - Step: TABC Alcohol Server Training co-sponsored with ADEPT.
   - Step: Seminar sponsored by Order of Omega entitled: "Party Smart".
   - Step: Organized a Chapter of GAMMA (Greeks Advocating the Mature Management of Alcohol, a division of BACCHUS).
   - Step: GAMMA Chapter trained to implement a new national alcohol norms education program entitled: "Our Chapter, Our Choice".

3. **Objective:** **Increase Academic performance of Greek System to a level above All Men's & Women's Averages.** (Sorority Avg. was above AWA in Fall 1992!!)
   - Step: Facilitated recruiting efforts of Greek Organizations to attract students with higher academic standards.
   - Step: Re-vamped Greek Men's Tutoring Program to include a revised seminar program and eventually an all-Greek Study Hall
   - Step: Added Awards for improvement of Academic performance.

4. **Objective:** **Work to eliminate hazing from the SWT campus.**
   - Step: Facilitated the ease of reporting procedures and anonymity of witnesses or victims of hazing while still gaining adequate amounts of information to proceed with a complete investigation.
   - Step: Periodically surveyed groups of new members or individual new members to determine if there should be concern with their own or other organizations.
   - Step: Attempted to educate parents of students regarding the laws of hazing and to request their assistance in reporting any suspicious behavior. Submitted articles to parent's newsletter.
   - Step: Continued to provide educational programs addressing this problem in an attempt to shift the attitude from acceptance to rejection.

5. **Objective:** **Work to enhance the image of Greek organizations and members and work to educate Greek members of the responsibilities towards public relations and community service.**
   - Step: Sponsored a well-attended seminar in Fall '92 entitled "Anything Anyone Sees You Do is Public Relations."
   - Step: Designed a Philanthropy reporting proceedure to accumulate Greek Volunteer Service hours and produced a report at the conslusion of the Fall 1992 semester.
   - Step: Designed a Volunteer Services request form for local agencies needing assistance from students and organized an effective means of student organizations choosing those projects they are interested in pursuing.

Major Accomplishments for 1993-1994:

1. **Objective: Increase multicultural understanding and encourage integration.**
   1. The DIG committee continued to meet during 93-94 and plans to conduct a major program.
2. **Objective: Increase understanding of alcohol abuse and misuse in the Greek System.**
   1. Sponsored an Alcohol Awareness festival in Sewell Park called Octsoberfest.
   2. GAMMA presented Our Chapter, Our Choice at Greek houses.
   3. GAMMA co-sponsored a DWI Mock Trial.
3. **Objective: Communicate and enforce reasonable standards.**
   1. GEAR committee membership was re-formulated, meetings resumed.
   2. GEAR statements were issued to the Greek system, marketing the program throughout the Fall semester.
   3. GEAR standards and evaluation forms were sent out in early January and the program was integrated with the Greek Awards Program. Those Chapters well above standards received awards, while all chapters received expectations for the coming year.
4. **Objective: Eliminate Hazing, Little Sisters, and behavioral problems.**
   1. Greek Affairs graduate assistants conducted outreach consulting with Chapters having consistent problems in these areas.
   2. A Model By-Laws program with Judicial standards included were made available in computerized and printed formats to the Greek system.
   3. A Model Brotherhood Development Program was made available to the Greek system.
   4. Greek Affairs promoted the use of SWT Counseling Center Seminars for new member education, and utilized this resource as a possible outlet for disciplinary measures.
   5. Greek Affairs staff produced and conducted a seminar at the Southwest Leadership Conference entitled "If Your Founders Returned Today..."
   6. Greek Affairs negotiated successfully with IFC and Panhellenic to pass corresponding policies banning auxiliaries.
5. **Objective: Enhance the academic achievement of Greeks.**
   1. Facilitated a Greek Academic Task Force, created by the Vice President, and which has provided a list of goals for the future enhancement of Greek academic performance.
   2. Initiated a computer-automated GPA retrieval system with the VPSA's office.
   3. Negotiated with Recreational Sports to trim down the Greek Intramural program.
   4. Worked with Campus Activities to trim down the need for exorbitant preparation and practice time for tradition all-campus activities such as talent show, homecoming, and sing-song.
   5. Created an academic programming resource notebook available to chapter scholarship chairs.
6. **Objective: Enhance Public Relations**
   1. Greek Affairs opened its volunteer services program to the entire SWT student population, thereby increasing its marketability and potential for recognition in the community.
   2. Greek Affairs encouraged Greeks to serve on local councils and boards which address community concerns. Greek Affairs also encouraged Greek houses to be recognized in local neighborhood associations.
   3. Problems with neighborhood relations, mostly in correlation with the San Marcos SUP for Chapter houses, were diminished considerably.
   4. Began working with Alumni Affairs to coordinate efforts towards an All-Greek Alumni Reunion and Greek Alumni Newsletter.
   5. Continued to enhance the Greek Week schedule. Included a Spirit Rally in the Student Center, a canned food drive for the San Marcos Food Bank, a city-wide clean-up effort, and opened the entertainment to the public.

2. Publications

Identify contributions by staff members to scholarly publishing, editing of journals or other publications. Name the publications and specific works having significant impacts. (AFA Newsletter, Greek Gazette)

The office of Greek Affairs sponsors the publication of a monthly newsletter to the SWT Greek System, called *Greek Columns,* in which articles are printed, authored by all staff members. In addition, Dan Medlin has submitted articles to the newsletter of the Association of Fraternity Advisors.

Dan A. Medlin, Publications

Greek New Member Orientation Manual
Graikos Vios - Greek Life
BYOB: Suggestions, Guidelines, and Ideas
Group Counseling with Adults in Career Transition and Adult Children of Alcoholics
A Brief Comparison of Early Childhood Education to College Student Development
Entropy Reduction in College Student Affairs Administration
"Amigos" A Mentoring Program Design
By-Laws Made Easy: a guideline for producing fraternity or sorority chapter by-laws.
Model Membership Development Program
GEAR: Greek Expectations Annual Review Program and Scoring Guidelines
Group Activities to Promote Equality in College Student Settings
Employee Assistance Programs: Promoting Mental and Physical Health.
Greek Academic Conference Manual
Greek Anti-Hazing Task Force Resource Manual

John M. Marroquin, Publications

<u>IFC Rush Book</u>
Under Mr. Marroquin's guidance, the IFC publishes a rush book for new incoming greeks. The book includes valuable information to insure that each rushee has a successful rush experience. Each IFC fraternity is represented with their own page. As well, rush rules, tips, explanation of greek terminology, rush event schedules, and maps are included in the publication.

<u>Judicial Board By-Laws</u>
New by-laws were created to correspond with the changes of the Judicial Board system. The new system allowed the defendants a better due process and appeals process. The Judicial board was allowed more prosecuting powers, and subpeona power to call a witnesses for testimony. As a result, the IFC Judicial Board has become a more efficient judicial body.

3. Funded Projects

Describe major funding obtained by staff. Identify agencies, dates, amounts, key individuals, purpose, results, and benefits to students or the institution.

The office of Greek Affairs secured an $900/year grant from the SWT Alumni Association to fund the Greek Scholar of the Month program, which provides a monthly certificate and $100 award to deserving Greek Scholars. In addition, Michelle Serrano received a $500 grant from the Sigma Phi Epsilon Foundation to fund scholarship roundtables for the SWT Greek community.

4. Conferences

Identify conferences that staff planned or hosted. Describe the role of the staff in conducting the conference and include any evaluation results.

The Office of Greek Affairs sponsors annually the Southwest Leadership Conference, in collaboration with the Office of Campus Activities and Student Organizations. Additionally, the Office of Greek Affairs provides a semesterly mini-conference to new Fraternity and Sorority pledges and another semesterly mini-conference to Greek organization Scholarship Chairs and Pledge Educators.

Dan A. Medlin, Conferences Planned or Hosted

Southwest Leadership Conference, 1992, 1993, 1994 and 1995.
Greek Executive Retreat, 1992, 1993, 1994 and 1995.
Greek Academic Conference, 1992 and 1994
Association of Fraternity Advisors Summer Regional Conference, 1994
MIFCA/MAPCA Southern Area Greek Conference, 1995
Kappa Sigma Fraternity Texas State Conclave, 1993

Terence Lee Parker, Conferences Hosted or Planned

Greek Academic Conference, 1992 and 1994
SWT African-American Freshmen Leadership Conference, 1994
Southwest Leadership Conference, 1993 and 1994

Michelle M. Serrano, Conferences Hosted or Planned

Greek Academic Conference, 1994
Southwest Leadership Conference, 1995

Identify conferences attended by staff members and describe the level of the staff's participation in these conferences, e.g., attendant, presenter, invited speaker.

The Office of Greek Affairs is consistently represented at the annual conference of the Association of Fraternity Advisors. Staff are often present for conferences of the Texas Association of College and University Student Personel Administrators. When funding permits, staff attend the annual conference of the National Association of Student Personnel Administrators. All staff members are involved in the operations of the national Greek organizations to which they belong, and consistently attend conferences of those organizations at their own expense. Other than sending the Coordinator of Greek Affairs to the annual conference of the Association of Fraternity Advisors, most all other travel expenses are covered out-of-pocket, through grants from national organizations, through sponsorship by the Dean of Students, Studen Service Fee reserves or the Student Organization Forum, or through funds of the Greek governing councils.

Dan A. Medlin, Conferences Attended

Association of Fraternity Advisors
Attended annual conferences 1990, 1991, 1992, 1993 and 1994.

Texas Association of College and University Student Personnel Administrators
Attended annual conference in 1992 and 1994. Speaker at Fall 1994 conference

National Association of Student Personnel Administrators
Attended annual conference in 1994.

Southwestern Black Student Leadership Conference
Attended in January 1992 and 1993

Mid-American Interfraternity Conference/Mid-American Panhellenic Conference:
Attended Southern Area Conference in February 1991, 1992, 1993, 1994 and 1995.
Multiple session speaker at conferences in 1991, 1993 and 1995

Kappa Sigma Fraternity Biennial Grand Conclave:
Attended in 1989 and 1993. Speaker at 1989 and 1993 conclaves.

Kappa Sigma Fraternity Leadership Conference:
Attended in 1990, 1992 and 1994. Speaker at 1992 and 1994 conferences.

Kappa Sigma Fraternity Texas State Conclave:
Attended in 1990, 1992 and 1993. Speaker at all state conclaves.

Terence Lee Parker, Conferences Attended

Mid-American Interfraternity Conference/Mid-American Panhellenic Conference
Attended Southern Area Conference in February, 1995.
Multiple session speaker at conferences in 1995

Association of Fraternity Advisors
Attended annual conference in 1994.

NPHC Southwest Regional Conference
Attended conferences in 1992 and 1994

Greek Affairs Roundtable
Attended June 3-4, 1994 - College Station, Texas

National Association of Student Personnel Administrators
March 24-27, 1994 - Dallas, Texas

Southwestern Black Student Leadership Conference
Attended in 1993 and 1994

SWT African- American Freshmen Leadership Conference
Speaker, Sept. 11, 1993

Phi Beta Sigma Fraternity Gulf Coast Regional Conference
Attendant 1993 and 1994

Phi Beta Sigma Fraternity Lone Star State Convention
State Director of Collegiate Affairs, 1993 and 1994

John M. Marroquin, Conferences Attended

Mid-American Interfraternity Conference/Mid-American Panhellenic Conference
Attended Southern Area Conference in January 1994 and February, 1995.
Multiple session speaker at conference in 1995

Association of Fraternity Advisors
Attended annual conference in 1994.

National Association of Student Personnel Administrators
March 24-27, 1994 - Dallas, Texas

Sigma Tau Gamma Regional Conference
Attended in Spring 1994

Texas Criminal Law Enforcement Conference
Attended as an intern with the State Attorney General's Office in Fall 1994

Michelle M. Serrano, Conferences Attended

Texas Association of College and University Student Personnel Administrators
Attended annual conference in 1994 and assisted Dan Medlin in a presentation.

Association of Fraternity Advisors
Attended annual conference in 1994.

5. Training and Educational Programs

Describe training programs and educational workshops developed or implemented by the department for the purpose of enhancing professional development of staff. Identify other staff development resource enhancements such as acquisition and use of educational materials.

Because the Office of Greek Affairs is a front-line student development office, we are not involved in the development or delivery of staff development programs. Therefore, we will enumerate the student development programs we have developed and educational materials we have compiled. The reader is also encouraged to refer to Appendix 11 for a look at the personal accomplishments of individual staff members.

Greek New Member Orientation: A one evening seminar offered each semester to the new pledges and associate members of Fraternities and Sororities at SWT. Content areas center around rights responsibilities, public relations, hazing, alcohol/risk management, interpersonal skills, and health issues. A new feature to this program is the New Member Bill of Rights, established in Fall 1994, through which the new Fraternity and Sorority pledges express their expectations for their experience as a new member.

Greek Academic Conference: A one day, mini-conference offered each semester for Fraternity and Sorority Scholarship Chairs and New Member Educators. Content areas center around Chapter Scholarship programs, time-management and study skills, library and campus resources, and development of new members.

Greek Anti-Hazing Task Force: A one-evening workshop offered in Fall 1994 to the entire Greek system. Content areas center around the laws regarding, dangers of, and alternatives to hazing.

Greek Executive Officer Retreat: A two-day retreat offered annually to new officers of the Greek Governing Councils, Order of Omega, DIG and GAMMA. Activities include goal-setting, policy review, issues discussion, strategic planning, and experiential team-building activities.

NPHC Public Relations Forum: This Forum was designed to create dialogue between the student leaders of predominantly Black Greek-Letter organizations and authority figures such as the San Marcos Police Department.

NPHC Advisors' Roundtable: Arranged and hosted a meeting with the chapter advisors of NPHC Fraternities and Sororities to discuss the NPHC Risk Management guidelines and facilitated the drafting of what is now that body's policy for social and other chapter events.

IFC's Unwritten Rules of Rush: The "Unwritten Rules of Rush" program was created to provide rushees with information that would enable each rushee to market themselves in a manor to ensure a successful rush. We felt a need to educate these young men because too many were not leaving a lasting impression at the houses they visited, and thus were not receiving a bid. Too often rushees let many of their questions go unanswered. This program provides a "no-holds-barred" Question and Answer session that has proved to be enlightening.

Fraternity Forum: Fraternity Forum is our version of IFC fraternity "Open-House" on campus. Twice a semester IFC reserves the entire Quad area and sets up tables from each fraternity. This is IFC's chance to recruit from a portion of students that aren't normally exposed to fraternity life and events. In the past fraternities mainly recruited from the portion of students that were already inclined to join, the "yes" joiners, and not the portion of student that were possibly inclined to join, the "maybe" joiners.

IFC Fraternity Advisor's Roundtable: Fraternity Advisor's Roundtable is a chance for fraternity advisors to meet and discuss problems and expectations. It sets up a line of communication between the advisors and the Greek Affairs Office.

Panhellenic Rush Counselor Training Program: Provided for all new and returning Rush Counselors prior to Formal Fall Rush, this program covers basic counseling skills, rules and regulations of Rush, methods of motivation and leadership, and other essential skills.

Alcohol Awareness Week/OctSoberfest: Events such as promotions, displays, presentations and festivals which impress the importance of responsible use of alcohol.

Greek Week: A celebration of the service, education, recreation, and social development roles of Greek Life through a series of events containing these elements. Usually, the week will include a keynote speaker on values, a competition to promote the positive aspects of Greek life, and an all-Greek service-learning project.

"Our Chapter, Our Choice" : This is a program sponsored by the National Interfraternity Conference which covers alchol and drug education issues in a peer education format. The Office of Greek Affairs has obtained all workshop materials, including a training video, and staff members have been trained to train student leaders in the delivery of the program.

A Fine Line: In Fall 1991, the Office of Greek Affairs sponsored an alcohol awareness program with youn, paraplegic adults who were injured for life in alcohol-related accidents.

Star Flight: In Spring 1993, the Office of Greek Affairs sponsored an alcohol awareness program with the helicopter emergency rescue unit, Star Flight, on the dangers of DWI, showing graphic video and providing frank discussions.

Anything Anyone Sees You Do is Public Relations: In Fall 1992, the Office of Greek Affairs sponsored a program for the entire Greek system on public image and public relations, using a video program provided by the Fraternity Editors Association and materials provided by the National Interfraternity Conference.

Meeting of the Minds: In Fall 1992, the Office of Greek Affairs presented a seminar to the entire Greek system on the issue of Diversity in the Greek System. From this program sprung a student organization called DIG, Diversity in Greeks.

Party Smart: In Fall 1992, the Office of Greek Affairs sponsored a program through the Order of Omega focusing on good risk management at social functions with alcohol.

If Your Founders Returned Today: Offered to all Greek attendants of the Spring 1994 Southwest Leadership Conference, this program highlights the historical values and ethics of Greek membership.

6. Teaching Activity

Identify staff members who teach courses for academic credit and specify the courses taught.

No Greek Affairs staff members have actual classroom teaching experience.

7. Leadership Roles

Identify leadership roles of staff members in professional organizations.

Dan A. Medlin, Leadership Roles

Association of Fraternity Advisors
Member since 1990. Member of the National Interfraternity Conference Liason Committee. Member of the Membership Development and Marketing Committee. Regional Representative to the National Headquarters Advisory Committee. 1994 Conference Planning Committee for Local Arrangements. Attended annual conferences 1990-1994.

Texas Association of College and University Student Personnel Administrators
Member since 1992. Attended annual conference in 1992 and 1994. Member of the Membership Recruitment Committee.

National Association of Student Personnel Administrators
Member since Spring 1994. Attended annual conference in 1994.

SWT Counseling Association
Member since Spring 1994. Elected to office of Secretaty for academic year 1994-95. Promoted to Secretary-Treasurer for Fall 1994. Took over the office of Presdient for Spring 1995.

Texas Counseling Association
Member since December, 1994.
Liaison to the State association for the SWT Counseling Assocition.

"Our Chapter, Our Choice" Alcohol Awareness Program
Trained to train peer facilitators on campuses in Texas and nation-wide. AFA/NIC Conference, December 1992. Southwest Texas State University, April 1993.

Mediation Training
Certified as a Texas Mediator by the A.A. White Dispute Resolution Center
Completed the required 40 hour training program at SWT during March and April, 1994

Interfraternity Institute, Indiana University
Completed a 40 hour training program for student affairs professionals in July, 1993

Student Affairs/University Programming Committees:
Committee to Establish Guidelines for the Registration of Student Organizations
Committee on Leadership Development
Alcohol and Drug Education Committee
Committee for Civic Responsibility
University 504/ADA Compliance Committee
Mentoring Program Advisory Board
Volunteer Services Advisory Board
Mediation Program Design Team/ Mediation Advisory Board

Terence Lee Parker, Leadership Roles

Phi Beta Sigma Fraternity, Inc.
Lone Star State Director of Collegiate Affairs 1993-1994
Gulf Coast Regional Director of Collegiate Affairs 1994-1995
Chairman, Gulf Coast Regional Advisory Council 1994-1995
Chairman, Gulf Coast Region Collegiate Affairs Committee 1994-1995

John M. Marroquin, Leadership Roles

Volunteer Leadership Roles:
Advisor to Order of Omega - Fall 1993 to present
Alumni Advisor to Sigma Tau Gamma Fraternity - Fall 1993 to present
Alumni Judicial Board member for Sigma Tau Gamma - Spring 1994 to present
Southwest Leadership Conference Committee - Spring 1994
SWT Student Affairs, Leadership Development Programming Committee
SWT Mentoring Program - Mentor

Professional Association Memberships:
Association of Fraternity Advisor's (AFA).
Member since 1994. Attended conference in Fall 1994.
National Association of Student Personnel Administrators (NASPA).
Member since Spring 1994. Attended annual conference in 1994.

Program Training:
"Our Chapter, Our Choice" Alcohol Awareness Program.
Trained to train peer facilitators on campuses in Texas and nation-wide.

Michelle M. Serrano, Leadership Roles

- Facilitator for the Freshman Leadership Development Program at SWT
- Alpha Omicron Pi Austin Alumnae Chapter:
  Centennial Celebration Liaison, 1994-1995
- Alpha Omicron Pi Corporation Board member for Zeta Kappa Chapter

8. Honors and Awards

List recognition and awards reviewed by the staff members; briefly identify the significance of each award.

Dan A. Medlin, Honors and Awards

Master's Fellowship, National Order of Omega, December 3, 1994
"One of Jackson's Men" Kappa Sigma Fraternity, 1994
Alumnus Advisor of the Year, Kappa Sigma Fraternity, Summer 1994
AFA Service Appreciation Award, December 3, 1993
Order of Omega, Southwest Texas State University, Initiated September 30, 1991

Terence Lee Parker, Honors and Awards

NPHC Advisor of the Year, April 20, 1994
Order of Omega, Southwest Texas State University, Initiated Fall 1994.

John M. Marroquin, Honors and Awards

Sigma Tau Gamma Man of The Year 1992-93
Sigma Tau Gamma Outstanding Leadership Award 1992-93
SWT Tommy Raffen Memorial Greek Man of Year Award 1992-93
Order of Omega, Southwest Texas State University, Initiated October 5, 1992.

Michelle M. Serrano, Honors and Awards

Order of Omega, Southwest Texas State University, Initiated Fall 1994.

9. Other Evidence of Staff Productivity Important to the Department

John M. Marroquin, Other Evidence of Staff Productivity

All Greek Alumni Housing Corporation Meeting.
In response to requests from SWT Alumni, organized and facilitated these meetings. The goals of these meetings were to establish a Greek Housing Corporation in hopes of building a Greek row. Already, from the first two meetings, the "Hays County Greek Row, Inc." was created, setting forth an agenda, chapter contracts, rules and regulations, by-laws, and a timetable of seven phases.

Michelle M. Serrano, Other Evidence of Staff Productivity

Graduate Research and Projects

Office of Residence Life: Researched the area of Residence Life on a university/college campus and developed departmental mission statement, goals, strategic plan and staffing as the Director of the department. Presented "hot" issues the Office of Residence Life are facing currently.

Student Health Center: Researched Student Health Centers on university/college campuses and developed a mission statement, goals, strategic plan and staffing as the Director of the Student Health Center. Also presented a current issue/problem with possible solutions which staff members of the Student Health Center encounter.

F. Outreach and Community Service Related to Division Goals

Describe major outreach and community service activities conducted over the past five years. Include outreach services to target populations, speaking and consultation to nonprofit groups, partnership programs with community groups or organizations, and other outreach activities to the general public.

The Office of Greek Affairs must set the tone for the entire Greek system in outreach and community service, in hopes of inspiring their lifelong commitment to these pursuits. This modeling must be pervasive in all that we do. Examples of how this is accompished include the donation of all unclaimed meals at the annual Greek Awards Banquet to the local Battered Women's Shelter, a collection of Christmas gifts for the San Marcos Youth Shelter, arranging a Greek Week competition to collect canned food for the San Marcos Food Bank, and facilitating a "Texas Education Carnival" for Travis Elementary School during Greek Week. The Office of Greek Affairs must also constantly reward and reinforce the community service activities of the groups we advise, therefore we have established a system to track the hours, services and goods donated to local and national charities. Through monthly recognition in *Greek Columns*, groups are encouraged to keep the motivation throughout the year. At the end of each academic year, the Office of Greek Affairs awards trophies and plaques for excellence in

philanthropy and community service. Since establishing this tracking and reward system, rates of service have more than doubled, as evidenced in Appendix 10, a graph of service hours and donations from 1992-93 compared to those of 1993-94. With the beginnings of a new student services office designed to continue and expand these operations, Student Volunteer Connections, the Office of Greek Affairs will become a support office for the transition of student service-learning through that department.

Dan A. Medlin, Outreach and Community Service

City of San Marcos Volunteer Commissioner, 1994 - present
Appointed to the Convention andVisitors Bureau

Volunteer, Drug Free San Marcos, Red Ribbon Week 1993
Support and advice offered to Drug Free San Marcos

City of San Marcos Playscape.
Volunteered and worked on the planning and building of the Playscape.

Terence Lee Parker, Outreach & Community Service Related to Division Goals

Invited by New Hope Missionary Baptist Church, in Rockdale, Texas in the spring of 1994 to speak to the graduating seniors about the importance of a college degree. The target group for this program were African-American.

Member of the Dunbar Summer Fun Festival Committee, San Marcos, Texas.
In conjunction with Drug Free San Marcos, this committee planned and put on an all-day festival of games, food, and good fellowship among the neighbors that live on Martin Luther King Drive.

Supervisor, Project Excel, 20th - 82nd Judicial District Juvenile Probation Department, Rockdale, Texas, June 1993-August 1993. Responsible for planning all daily activities as well as as field trips for fifteen young boys between the ages of 10-14. Arranged for speakers to meet with the youth and special instructors to teach classes. Main focus was to increase the young boys' self-esteem.

Michelle M. Serrano, Outreach

Invited as the commencement speaker for the Math and Science for Minority Students (MS) ^{2} Program in Andover, MA at Phillips Academy. These students are from various locations in the United States who attend the Andover Summer Session for three years and are targeted by major institutions of higher education for admissions.

IV. Long-Range Plans

Summarize long-range plans related to the following four catagories.

A. Future Personnel Needs

This section should discuss future personnel needs of the department and how these positions would be funded.

The Greek Life Task Force Report of 1990-1991 recommended that the Office of Greek Affairs receive a full time staff secretary to help manage the accounts and activities of the department, however, this position has not been funded. It is necessary for the continued professional development of this department to have adequate support personnel, and this position becomming full time would support that goal. The funding for this increase should come from Student Service Fees. The SSF subcommittee has twice recommended the move for fiscal years FY 93 and FY 94, but the final budget has not included the upgrade.

B. Future Funding Needs

This section should address the increased funding requirements of the department in the future and the anticipated source(s).

For travel, the Office of Greek Affairs is allotted $1,500. This figure comfortably covers one out-of-state trip for one person. Most all other travel expenses are covered out-of-pocket, through grants from national organizations, through sponsorship by the Dean of Students, Studen Service Fee Reserves or the Student Organization Forum, or through funds of the Greek governing councils. A more adequate figure for the rising costs of travel and accomodations would be $3,000. Our capital budget is likewise in need of an upgrade. It currently provides $1,000 annually. A more adequate figure for today's capital equipment costs would be $2,500. Finally, our operating budget currently provides just under $10,000. With good planning and efficient use of resources, the Office of Greek Affairs could provide all of the services and programs that seem necessary for $12,000. These increases represent a total projected need of $5,000, a 7% increase.

C. Trends and Opportunities for Development

This section should describe emerging trends and future opportunities for the department.

1. The return to quasi *en loco parentis* relationships is still an important trend to watch. SWT should be able to make more definitive polices or expectations for behavior of Greek Organizations and their members.

2. National/International organizations are pushing for de-regulation of the recruitment process. As SWT is increasing its admissions standards for new students, it seems likely that restricting greek recruitment with policies like deferred rush may be unnecessary. If SWT grants the privilege of recruiting new Freshmen to those groups previously restricted, the university can justly enforce high standards of GPA performance.

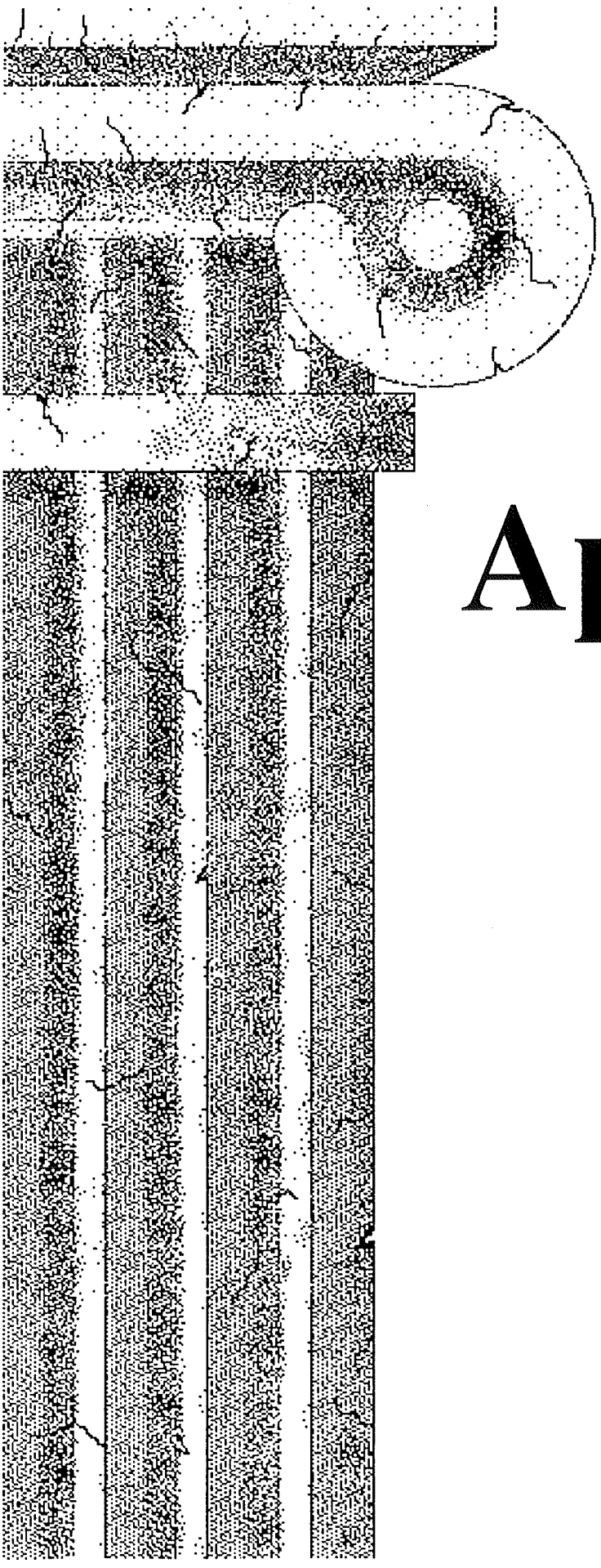
3. Of note are recent studies on the "13th Generation." Issues such as family size and dynamics, and technological maturity can be used to our advantage. However, if we fail to capitalize on this trend with our 13th Generation, by working with their independence rather than against it, and by supporting their interests rather than attempting to squash them, the resulting student behavior will compromise our objectives.

4. Finally, there is a trend at many U.S. colleges and Universities of student affairs offices sharing duties such as student discipline, alcohol and drug education and resource allocation. A partnership attitude should be formed between all student affairs offices at SWT for us to effectively serve our student body.

D. Immediate and Long-Range Problems to Overcome

Greek Image: Just as SWT has had to overcome an image problem, being labeled as "the party school," the Greek system must over-come its image problems. Unlike SWT's problem, the Greek one is a bit more difficult to define. Defining it seems to be the first step in over-coming it. Activities like bringing the three Greek Councils together for planning retreats, and using the Order of Omega to search for quality improvements, are further steps in the right direction. A poor Greek image has a negative impact on their relationships with Faculty, Staff, Administration, Non-Greek Students and Community. Events which reach out to these publics in positive ways are needed.

Greek membership: Although the university administration doesn't seem to have a vested interest in the maintenance of a healthy Greek membership, it is worthy of our consideration. Given that Greek membership provides a sense of connectedness to the university, that these organizations provide many supplemental student services, like career development, social skills, and health promotion, and that these elements are significantly related to the goals of the university, it is in our best interest to insure that their opportunities to continue to recruit and retain new members are supported and facilitated. Too often, the Office of Greek Affairs is one of a very few departments realizing this potential and working to develop it. It would be prudent for this potential to be recognized throughout the university, and support given to better the Greek system from all levels and all areas of the university.



Appendix 1

GREEK LIFE TASK FORCE
Executive Summary

The Executive Summary contains highlights from the task force report and those findings the authors believe to be of greatest significance to the Greek system and Southwest Texas State University. The subsequent sections of the report address long-standing concerns and issues identified in President Jerome Supple's charge to the Greek Affairs Task Force. (See Appendix,) The recommendations at the conclusion of each chapter, if adopted, could form the basis for sweeping change within the Greek system at Southwest Texas State University.

* * *

* Members of the SWT Greek community have for many years been known and acknowledged for their strong commitment to community and campus service. The philanthropic efforts of fraternity and sorority members are unmatched on campus. The University should continue to encourage and assist Greek organizations in their efforts to contribute to the local community in a positive manner.

* The member organizations of IFC and National Pan Hellenic are to be commended for their new Rush requirements and Intake procedures. The setting of minimum standards under which recruitment will operate is a very positive step. The institution should work closely with all Greek organizations to enhance membership recruitment criteria.

* Risk management and the use/abuse of alcohol among SWT Greek organizations has been a critical concern for several years. Recently, Greeks have begun to take significant and responsible steps in effectively addressing the use of alcohol by Greek students. SWT must work closely and cooperatively with IFC, Panhellenic and National Pan Hellenic in the development of a comprehensive risk management plan which closely tracks the National Fraternity Insurance Purchasing Group guidelines.

* Minority student participation in the SWT Greek system has been extremely limited since the establishment of the system. Much work remains to be done in the active and aggressive recruitment of underrepresented student populations within the SWT Greek community. The election of two minority students as SWT/IFC fraternity presidents is an indication that minority students are making inroads in the system. The University must support, encourage and make every effort to increase the number of minority students who become members of our Greek system.

* To establish an atmosphere of understanding and unity, the Interfraternity Council, Panhellenic Association and National Pan Hellenic Council working cooperatively with the University should sponsor a continuing series of sensitivity training sessions which will focus on diversity, cultural appreciation and leadership in a multicultural environment.

* Pledging continues to be an important part of the Greek experience at SWT. The national trend seems to be to shorten the length and content of the pledge process. Several SWT Greek groups have begun to modify their pledge programs (i.e. Associate Member Program and the New Member Program). The University along with local Greek organizations, Greek alumni and national offices should examine and review the many positive benefits of new pledge programs for the 1990s.

* The relationship between Greeks and the local citizenry has been at best strained and at worst antagonistic. While the attitudes between Greek students and the San Marcos community have been negative, for the most part, there are signs that the level of complaints lodged against Greeks and their activities has diminished in the last three years. The University in cooperation with the City of San Marcos and Greek organizations must put in place rules and regulations that will reward groups with good community relations and reprimand those which continue to be the source of problems within the neighborhoods.

* Fraternity houses located in residential neighborhoods are the source of the overwhelming majority of the town/gown problems involving student interactions with local residents. The University should continue to work closely with city officials to identify solutions to address neighborhood problems associated with Greek houses in residential neighborhoods.

* The Greek experience should have a positive effect on grades. In support of the academic mission of the University, a 2.25 grade point average should be required for (1) pledging (2) initiation and (3) continued membership.

* The majority of Greek organizations contribute immeasurably to the success of the University. Through public relations efforts, local philanthropy projects and volunteer service to the community, these groups stand out as among the best the University has to offer. If the SWT Greek system is to remain a viable part of the University community, all organizations and their members must adopt as their own the policies and standards of the university and the local community.

* The University should develop a list of critical indicators required of all organizations. Items to be covered could include civility, number of police interventions, allegations of physical or sexual assault, number of neighborhood complaints, racial tolerance, scholarship, philanthropy/public relations and leadership. University recognition (renewable each year) would be based on how well these criteria are met.

* Using the Greek Experience Survey, or other appropriate instrument, the University and the Greek System should conduct a self-study every third year to determine the quality of Greek life. The results of this self-study should be reviewed by the student affairs division and Greek leadership with corrective action taken, if indicated.

* The University should make clear its absolute zero tolerance for all hazing as well as physical assault cases. There is no room in an institution of higher learning for physical violence.

* The University should make a substantial commitment to faculty members who agree to serve as advisors to organizations. Advisors should be recognized and rewarded. Examples of appropriate University recognition include release time, supplemental compensation or recognition for service to the University as part of the promotion and tenure process.

GREEK LIFE TASK FORCE
RECOMMENDATIONS

Leadership

1. The Interfraternity Council, Panhellenic Association and the National Pan-Hellenic Council should work with university officials to create an All SWT Greek Council made up of representatives from the three organizations. Regular meetings of such a body would greatly enhance the communication among all SWT Greeks.

2. Greeks are encouraged to establish a permanent, on-going community service project. Such a venture would serve as a constant reminder to individuals outside the SWT Greek system of the fraternity and sorority commitment to public service.

3. Greek lettered groups should work with the San Marcos Inter-Agency Council and the City of San Marcos in the creation of a complete and detailed list of all service agencies in Central Texas. Such a list would be of great help in identifying agencies in need of assistance.

4. Increased funding for the Greek Affairs Office should be given serious consideration. There is a need for increased programming for SWT Greeks in the area of AIDS education, multi-culturalism, alternative lifestyle understanding, drug-alcohol abuse prevention and many other relevant subjects. Currently, the Greek Affairs Office receives approximately one thousand dollars for programming for over 2,200 Greek students.

5. A fraternity or sorority member should be appointed to the Student Service Fee Committee. The Greek perspective and Greek needs should be heard on this critical university committee.

6. Greek organizations are to be commended for their efforts in public service. However, Greeks fail to adequately and effectively publicize their contributions. Therefore, it is recommended that IFC, Panhellenic and National Pan-Hellenic establish a permanent public relations committee whose responsibility it will be to ensure that updates on Greek projects and efforts be disseminated to the many publics in the local community. Participation by all Greek organizations would enhance their ability to present a positive image to all of those entities with whom they interact.

Academics

A brief overview of the Academic Excellence Committee's recommendations for academic standards, programs, and initiatives is as follows:

1. Provide full-time staff in the Greek Affairs Office to implement these activities and monitor progress.

2. Implement and adhere to the academic standards and requirements proposed in this report for rushees, pledges, initiates, members, officers, and the chapter as a whole.

A. A grade point average of 2.25 should be required for (1) pledging and (2) initiation.

B. Currently enrolled students who are on academic probation and new students who have been admitted conditionally to the university should not be eligible to pledge a fraternity or sorority.

3. Create an Academic Greek Council to develop innovative scholarship programming for all fraternities.

4. Offer a combined all-Greek officer training program composed of the major officers of each fraternity (i.e, president, vice president, scholarship coordinator, secretary, treasurer, and pledge trainer). This group's responsibility will be to review the calendars of each fraternity for the next academic year to ensure that over-programming does not exist and calendar conflicts among fraternities are identified and resolved. Calendars should be prepared by the individual fraternities and turned in to the Greek Affairs Office by April 1 for summer and fall activities and November 1 for spring activities.

5. Create a Mortar Board, a national academic honorary recognizing outstanding academic achievement on a national basis.

6. Limit social mixers to two per semester for each group.

7. Eliminate little sister groups of fraternities. These groups are not recognized by the National Interfraternity Conference, National Pan Hellenic, or the National Panhellenic Conference. Their purposes are often in direct conflict with those of men's and women's fraternities, and add an additional burden to students' time and involvement.

8. Continue and/or expand on current scholarly activities in each fraternity to promote academic excellence, i.e., membership awards, faculty awards, scholarship dinners and receptions, Greek Awards Banquet hosted by the University, study halls, tutors, and study buddies.

9. Design a pledge program to provide an environment conducive to learning, and one that reinforces scholarly endeavors, while limiting social obligations. Such a model program should be implemented at Southwest Texas State University.

Hazing and Alternate Pledge Program

The subcommittee on hazing and alternate pledge programs makes the following recommendations:

1. The SL/UPPS on Student Organization Discipline should be amended to include a section indicating that the VPSA may place an organization on interim suspension pending the outcome of an investigation, if warranted. The interim suspension will remain in effect until the investigation is complete.

2. The university, through the President's office, should write the national office of each of SWT's local fraternities and sororities that currently do not have an alternate pledge program in place. The letter should request each national office to give strong consideration to instituting an alternate pledge program for its organization because the university feels that such a program would reduce hazing and increase retention.

3. The university, through the Greek Affairs office, should sponsor an educational program each semester on hazing that would be mandatory for all pledges.

4. Each fraternity and sorority should be required to conduct an internal educational program on hazing annually for all members.

5. The university should recommend to each fraternity and sorority that it have its own internal judicial board. The university, through its office of Greek Affairs, would be available to assist any organization in setting up this judicial board.

6. The university should recommend to each Greek organization that it actively seek out and encourage the involvement of its university advisor, alumni advisors and local alumni board in all its activities, including pledge activities and attendance at socials.

7. The university should recommend to each Greek organization that it explore confidence-building activities that can provide bonding opportunities within the organization in a positive manner as opposed to hazing.

8. The university should seek out every opportunity possible to strengthen the role of the university advisor and to reward that advisor in a significant way for making meaningful contributions toward student growth and development with student advisees. Promotion, tenure and merit pay considerations should be included in calculations of the faculty advising component. This may be the single most neglected opportunity we have to foster student affinity for the institution, student growth and development, and retention of our best and brightest student leaders.

9. The university should provide comprehensive workshops/ conference activities for the training of all student organization advisors.

Alcohol/Risk Management

1. It is recommended that a University Policy and Procedures Statement (UPPS) pertaining to the hosting of social events by recognized student organizations be drafted with the provisions as shown in the Appendix, Part 11.

2. It is recommended that the UPPS on Organizational Discipline be re-drafted to include a tiered structure of sanctions. Any incident involving assault or alleged assault at an organizational sponsored event should result in an interim suspension of the organization pending a full investigation. Organizations which prove to be chronic policy violators should be notified

that such violations subject their respective organizations to suspension from official university recognition for up to five years.

3. The university should not tolerate or condone any form of sexually abusive behavior on the part of its organizations or individuals. All violations should be addressed through appropriate disciplinary channels.

4. All organizations should comply with the following recommendation regarding fire, health and safety:

   A. All organization premises shall meet all local fire and health codes and standards. Large gatherings on surrounding grounds in residential neighborhoods should be discouraged. A reasonable occupancy limit shall be the maximum number of members and guests permitted at a social event sponsored by the organization on the premises. The number of issued invitations shall be limited to this number.

   B. All organizations must have posted by common phones the emergency numbers for fire, police, and ambulance, and must have evacuation routes from chapter houses and common areas posted on the back of the door of each sleeping room.

5. Each student member, associate member, or pledge shall be instructed annually on these provisions, as well as on the dangers of alcohol and other drug abuse, especially driving a vehicle while under the influence of alcohol or other drugs. This education will take the form of an annual Law and Policy Seminar sponsored by the Office of Greek Affairs, the Inter-Fraternity Council, National Pan-Hellenic and Panhellenic, the ADEPT Center, Office of the Dean of Students and the Office of the Vice President for Student Affairs. The Chief of Police of San Marcos, the Director of the University Police Department, the District Attorney and the Hays County Sheriff will be asked to address the members of all social organizations at this seminar. The seminar will be on a semesterly basis in conjunction with recruitment of new members.

6. All Greek houses should be kept in a good state of repair. All broken windows should be repaired promptly, grounds should be kept in a clean and neat manner to reflect the cleanliness and decor of the surrounding neighborhood. Any wiring or mechanical problems should be resolved in a timely manner. Greek residents should assume the full responsibility to have their houses properly inspected on an annual basis.

(These provisions are based on the Risk Management Plan for College Fraternities adopted by the National Council of College Fraternities and included in the Final Report of the National Commission on Drug-Free Schools published in 1990. These guidelines have also been adopted by the Fraternity Insurance Purchasing Group).

Community Relations

In summation, this committee offers the following suggestions for improving the relationship between Greeks and their neighbors:

1. Facilitate the development of Greek housing near campus, but away from well-established residential neighborhoods;

2. Require Greek organizations to sponsor, develop and host alcohol awareness seminars;

3. Closely monitor and control the distribution of alcoholic beverages at parties;

4. Establish seminars on conducting successful social activities;

5. Encourage fraternities to establish a system-wide designated driver program;

6. Impose a curfew on house parties of 1:00 a.m. on Saturday and 12:00 a.m. Sunday through Friday. Weekday parties, other than non-alcoholic rush functions, should be held indoors when possible.

7. Distribute phone numbers of Greek officials to neighbors in the immediate vicinity of the houses. Encourage neighbors to call these people first, before calling law enforcement officials;

8. Insist on strict enforcement of IFC and university rules and regulations;

9. Require litter clean-up immediately after a party has concluded and no later than 9:00 a.m. on the Sunday after a Saturday party;

10. Increase the amount of trash cans/sanitary facilities at social events and frequency of pick-up by the city after social activities;

11. Patrol the area, especially when a party is beginning, to ensure proper parking and to encourage carpooling to the parties; and

12. Require Greek organizational leadership to work with the university to establish strict limitations on the number of individuals invited to social functions at Greek houses located in residential neighborhoods.

Deferred Rush/Expansion

1. Fraternities should continue the newly established policy of deferred rush for membership selection purposes. Only those men with an overall 2.25 grade point average and with a cumulative 12 college credits will be eligible to pledge or associate with a fraternity.

2. All fraternities should submit names of individuals pledged at the conclusion of rush. Following initiation, each fraternity should submit a list of those men initiated along with information on reasons for non-initiation (scholarship, failure to meet requirements, etc.). This requirement will assist in evaluating the effectiveness of deferred rush.

3. A review of the fraternity rush system should be conducted after three years to determine its effectiveness.

4. After a careful review of the early versus deferred rush system, it is recommended that sororities continue with the fall rush plan now in existence. The potential benefits available to women who choose to rush and pledge a sorority early in their academic careers, far outweigh concerns that exist.

5. It is recommended that IFC develop a policy and mechanism for fraternity expansion. This policy should clearly state that IFC and the University will be partners in any expansion which takes place on the SWT campus.

6. It is recommended that, once developed, the Fraternity expansion policy be distributed to the national officers or executive headquarters of all organizations not represented at SWT. This step should prevent random expansion efforts.

7. Sorority expansion should adhere to the process defined by the Unanimous Agreements of the National Panhellenic Conference.

8. The University and Panhellenic should be partners in the decision to expand the number of sororities on campus. Consideration will be given to the number of sororities achieving "total" as well as the number of women who were unable to affiliate with a sorority during Fall rush.

9. The following is recommended as the official University Greek Expansion Policy:

   a. Any new Greek organization seeking recognition by SWT must first obtain initial written approval from the university.

   b. In arriving at a final decision on expansion, the university, through the Greek Affairs Office, will consult with the Greek governing organization impacted to determine its position on the addition of a new Greek group to the governing body.

   c. The university, in conjunction with the campus Greek governing body, will make the final decision on the addition of any new Greek organization to the SWT Greek system.

   d. The new group must meet all requirements for IFC membership, National Pan-Hellenic or Panhellenic membership before official University recognition is finalized.

   e. Any new Greek organization seeking university recognition must meet all requirements of the Office of Campus Activities.

   f. In determining which national organization to select the local organization seeking colonization, the SWT Greek system, the university and the Greek governing body will consider the following criteria:

      1. Academic requirements.
      2. Positive attributes that the new organization may bring to the Greek system.
      3. Commitment and involvement from a national Greek organization.
      4. Goals and objectives of the new organization.

5. Detailed explanation of the organization's Risk Management Policy.
6. Housing plan to locate in an appropriate location outside of long-standing, well-established residential neighborhoods.
7. Support for nonalcoholic recruitment.
8. Policy of disciplinary actions to be taken when/if the organization is found in violation of university policies.
9. Need for expansion on campus.

g. Once approval for expansion has been granted and criteria of membership met, recognition of the organization should be granted.

h. The university should apprise all Greek organizations seeking recognition at SWT that the national organization must grant chapter or national status to the local organization within two years or it will risk loss of recognition by the University.

10. There is no set procedure for Pan-Hellenic expansion. The Pan-Hellenic leadership, in consultation with the University and the National office, should draft a policy statement for expansion and forward that statement for review and administrative approval.

11. Vice President approval needed (via letter) before group colonizes.

University/Greek Relations (University's View)

1. The university should put into effect an annual recognition process for all student organizations and base this recognition on a detailed list of expectations required of members of all groups as well as a commitment from the national office.

2. The university should make it abundantly clear to all national organizations that discrimination on the basis of race, sex, no matter how subtle, will not be tolerated within the SWT system nor will discrimination against disabled students.

3. The university and the Greek leadership should conduct a comprehensive self-study every third year (beginning in 1992) as the basis for corrective action within the Greek system, if needed (See Appendix, Part 10).

4. All SWT fraternities and sororities must submit a copy of their constitution and bylaws to the Greek Affairs Office to ensure that they do not conflict with university policy/procedure and are in compliance with the university mission.

5. The Greek leadership in consultation with the university will develop reasonable standards for the upkeep of Greek houses, inclusive of the grounds. These standards should be monitored by a Greek housing authority, modeled after the traditional neighborhood association. Groups which do not keep their houses and grounds in good repair, mowed and free of litter should be sanctioned by the housing authority.

University/Greek Relations (Greek's View)

1. The university should strive to give consistency and longevity to the position of Greek Advisor.

2. The fraternities should be encouraged to strengthen their ties and contacts with their national offices. The university should encourage the national offices to send a representative to visit the local chapters on a regular basis.

3. The fraternities should be encouraged to seek out local alumni and form local alumni boards which can be consulted on a regular basis. The boards should be involved in important decisions as well as being active in socials and events sponsored by the local chapters.

4. Those sororities without local alumni boards should be encouraged to form local alumni boards. As with the fraternities, these boards should be involved in decision making as well as being active in socials and events.

5. Those fraternities and sororities that have auxiliary groups that are prohibited by their national offices or governing bodies should disband those groups. The fraternities that have little sister organizations that are not prohibited by their national office should be encouraged to disband those groups as well.

Minority Participation

1. Establish an all-Greek Council which comprises the Interfraternity Council, National Panhellenic Council, and the National Pan-Hellenic Council to educate all Greek organizations about one another and to find common ground from which to build an exemplary total Greek system. This council should focus on community service and other philanthropic projects together.

2. Encourage an open and active rush process. Each chapter should demonstrate its sincere commitment to racial and cultural diversity. By this, we mean that rewards or special recognition should be extended to those Greek organizations that encourage diversity in their individual chapters. This can be accomplished by making the recognition a substantive part of winning the Greek Spirit/Unity award of the year.

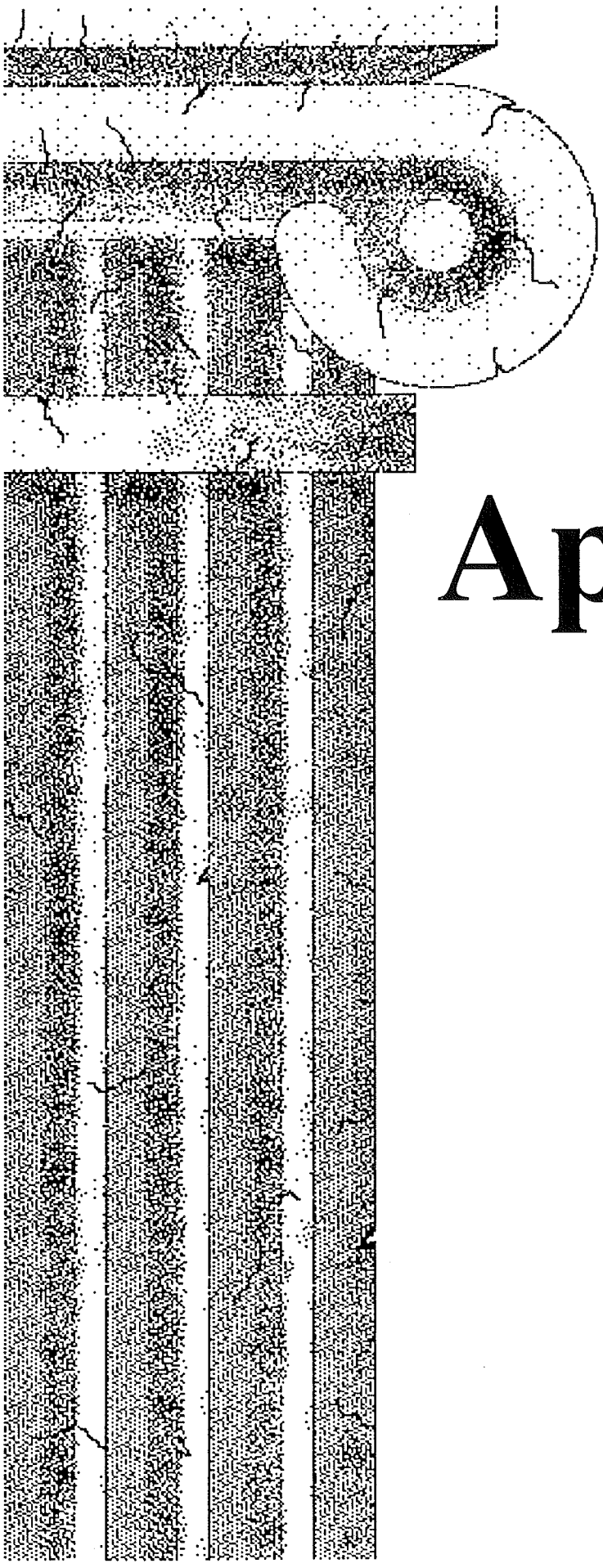
3. Empower all rushees to cross racial lines (if they choose) in their affiliations.

4. Publicize and require that "all" recognized Greek organizations be afforded an opportunity to participate in promoting their organizations through participation in the fraternity and sorority rush booklets.

5. Sponsor annual (University/Greek) workshop programs on building community with strong emphasis on eliminating racial intolerance.

6. Guarantee access to all. Neither the National Panhellenic Conference's recommendation system, nor the Unanimous Agreements of the Panhellenic Conference membership should deny any minority student the opportunity to affiliate with any sorority recognized by the university. No national or local

component of the rush process should discriminate against women, handicapped individuals or racial and ethnic minority group members.



Appendix 2

Greek Membership Development Inventory and Student Development Theory

The theoretical foundation of the *Greek Membership Development Inventory* is Arthur Chickering's psycho-social theory of young adult development. Chickering's theory is composed of seven vectors of development (competency, emotions, autonomy, identity, relationships, purpose and integrity) which provide young adults with developmental challenges. Chickering refers to these developmental areas as vectors because each has direction and magnitude, even though direction may be expressed more appropriately by a spiral than by a straight line. All young adults struggle with the issues that Chickering identifies in his theory, regardless of whether they attend college. However, college tends to expedite the process of dealing with these issues by forcing students to deal with these challenges in an on-going process throughout their four or five years at the institution.

The first three vectors (competency, emotions and autonomy) are "self-focused" and help young adults come to terms with issues that are of personal importance. The activities and challenges which lead to developing competency, managing emotions and developing autonomy support the development of identity which is the fourth vector. The final three vectors, (relationships, purpose and integrity) are "world-focused" tasks and help young adults prepare for future challenges. Each of the six developmental areas of the *Greek Membership Development Inventory* relate to several of Chickering's seven vectors. For example, a Greek student who is working on his/her social development is simultaneously working on the mastery of Chickering's social competency, autonomy, identity and relationships vectors. Therefore, by intentionally using the *Greek Membership Development Inventory* as a way to promote the development of skills enhanced by Greek membership, it also helps students meet many of the developmental challenges of young adulthood. Listed below is a brief description of each vector of development.

Vector 1
Developing Competence

The task of developing competence is comprised of three areas; intellectual, physical/manual and social. Intellectual competence most often refers to the development of intellectual skills and the acquiring of information. It also includes improving mental ability as well as the development of critical thinking.. Physical and manual competence refers to both athletic and artistic activities. Athletics is an arena where competence (or the lack of it) must be faced and therefore, one's ability starkly revealed. Artistic accomplishment, like athletics, offers clear evidence of achievement and competence. Social competence refers to interactions with others. All types of interpersonal communication are part of social competence.

Vector 2
Managing Emotions

Managing emotions primarily includes mastering one's expression of sexual and aggressive feelings. One task that students must accomplish is to identify appropriate sexual standards for themselves and then develop flexible methods of self-control, congruent with their standards. Dealing with aggression is a complimentary task to dealing with sexual standards. Again, methods must be developed for one's self so that aggressive emotions such as rage and hostility can be managed effectively.

Vector 3
Developing Autonomy

Developing autonomy consists of three major components; emotional independence, instrumental independence and recognition of interdependence. Emotional independence progresses from a disengagement from parents, to an increased reliance on peers, and finally, to personal autonomy. Instrumental independence includes the ability to carry on activities without seeking assistance as well as the ability to be geographically mobile in relation to one's needs. Interdependence is the capstone of autonomy and refers to one's limit of giving and receiving in various areas. It is a recognition, for example, that loving and being loved are complementary.

Vector 4
Establishing Identity

Establishing identity refers to an increasing knowledge of one's self. The two primary components include perceptions concerning body and appearance and clarification of sexual identity. Issues of sexual identification intimately interact with the concerns for bodily appearance and self-presentation. This includes what it means to be a man or a woman, coming to terms with roles and behaviors and developing a position consistent with one's definition of masculinity and femininity.

Vector 5
Freeing Interpersonal Relationships

Freeing interpersonal relationships includes an increased tolerance and respect for those of different backgrounds, habits, values and appearances. It is an increasing openness and acceptance of diversity, which includes an increase in the variety of close and lasting friendships. Freeing interpersonal relationships also refers to a shift in the quality of relationships with intimates and close friends. It includes creating a larger space around people, characterized by greater stability and trust. When this shift occurs, close feelings persist despite sharp disagreements.

Vector 6
Developing Purpose

Developing purpose includes formulating a plan and a set of priorities that integrate a vocational choice, avocational and recreational interests and life-style choices, including marriage and family. As these priorities become increasingly integrated, a meaningful existence and coordinated activities result.

Vector 7
Developing Integrity

The development of integrity is closely related to establishing identity (vector 4) and developing purpose (vector 6). It is forming a personally valid set of beliefs and values that have internal consistency and provide a tentative guide to behavior. These values and beliefs are affected by the kind of person one is as well as the kind of person one would like to become. They are also affected by life-style considerations, occupational plans and dominant interests.

Taken From:
Chickering, A. W. (1969). Education and Identity. San Francisco: Jossey-Bass, Inc.

Greek Membership Development Inventory and Student Development Theory

The *Greek Membership Development Inventory* includes six areas of growth and development that we believe can be positively affected by Greek membership. Each of these six areas are also related to Chickering's psycho-social theory of young adult development. Therefore, by focusing on these six areas, several very important goals can be met. First, we can help Greek members develop skills in six areas that are personally beneficial to them. These "life" skills are areas that will not only be beneficial to Greek students during their time as collegiate members, but will be skills that they will find useful throughout their lifetime. Second, by focusing on these six areas, we can also assist Greek students in meeting the developmental challenges they are facing at this point in their lives. For example, by assisting them with intellectual development, we are also supporting their development of intellectual competence (vector one). Finally, by focusing on these six areas, we also provide individual members, chapters and Greek councils with direction and guidance. By using these six areas as a foundation for programs and activities, the Greek system can continually reinforce the development and success of its members and chapters.

Listed below is a summary of the vectors from Chickering's theory which apply to each of the six areas. We realize that there are additional student development theories which also support the six developmental areas but have been limited from including them due to time and resources. Where appropriate, we have listed the names of other student development theorists whose work relates to the six areas included in the *Greek Membership Development Inventory*.

Interpersonal Relationships Development

The following vectors pertain to the development of interpersonal relationships: vector one (social competence), vector two (managing emotions), vector three (developing autonomy) and vector five (freeing interpersonal relationships). Additional theorists who discuss interpersonal relationships development include Mary Belenky, Carol Gilligan and Nel Nodding.

Social Development

The following vectors pertain to social development: vector one (social competence), vector two (managing emotions) and vector five (freeing interpersonal relationships).

Intellectual Development

The following vector pertains to intellectual development: vector one (intellectual competence). Additional theorists who discuss intellectual development include William Perry and Mary Belenky.

Community Service and Philanthropic Development

The following vectors pertain to community service and philanthropic development: vector four (developing identity) and vector seven (developing integrity).

Leadership and Management Development

The following vectors pertain to leadership and management development: vector one (social competence), vector four (developing identity), vector six (developing purpose) and vector seven (developing integrity).

Moral Development

The following vector pertains to moral development: vector seven (developing integrity). Additional theorists who discuss moral development include Lawrence Kohlberg, Carol Gilligan and James Rest.

Greek Membership Development Inventory

Greek Members

One of the benefits of Greek membership is the exposure to many new situations that results in personal development. Often, the type of exposure that leads to true personal growth for members may be randomly happening rather than intentionally planned. If this is the case, then Greek membership is not providing its members with all the benefits and advantages that are possible. The *Greek Membership Development Inventory* is a self-evaluation inventory that students can use to assess their personal development in six areas. This instrument is not an evaluative tool to determine the success of individual members or chapters. Rather, it is a tool that allows chapters and individuals to seek out assistance in specific areas of development and provides direction in terms of effective programming for individuals, chapters and Greek councils.

In creating the inventory, six areas were identified that we believe are enhanced through Greek membership and these areas were then confirmed through a random sampling of Greek Advisors and National Fraternity and Sorority Officers. The six areas that were identified include:

- Interpersonal Relationships Development
- Community Service and Philanthropic Development
- Leadership and Management Development
- Social Development
- Intellectual Development
- Moral Development

Directions for Using the *Greek Membership Development Inventory*

The *Greek Membership Development Inventory* may be used in a variety of ways. The chapter officer responsible for programming could ask all chapter members to complete the inventory. That officer could then meet with each member and together they could decide on a plan of action that would promote that individual member's personal growth and development. Another option would be for the entire chapter to complete the inventory so that the officer responsible for programming could identify several areas that a majority of members would like to further develop. This could then become a plan of action for chapter programming throughout the year. Regardless of how the inventory is used, the most important thing to keep in mind is that it is a tool to help identify personal strengths and weaknesses in six particular areas of growth and development. **The intent of the instrument is to be used as a catalyst for personal development, not as an evaluation of members or chapters.** It is our hope that this instrument will be beneficial in assisting members to identify their developmental needs and then be intentional in planning events to meet their needs and interests.

1. The *Greek Membership Development Inventory* asks for two responses to each item. The first section asks respondents to indicate their **level of development** in regards to each item. After reading the item, respondents circle the appropriate response. The response choices include: **Strongly Disagree (SD); Disagree (D); Agree (A); and Strongly Agree (SA).**

2. The second section refers to the respondents' **satisfaction** with their level of development for each item. After considering whether they are satisfied with their level of development for each item, respondents circle either yes or no. The **satisfaction** category will probably be the most helpful in determining programming needs. Respondents who indicate that they are not satisfied with their development on specific items are more likely to be interested in programming that addresses those areas than programs that address areas that they feel satisfied with at the present time.

3. Finally, respondents have an opportunity to make comments at the end of each section. These comments may provide direction as to specific topics of development or particular programming ideas that would be beneficial.

Interpersonal Relationships Development

The area of interpersonal relationships involves developing and maintaining significant relationships with other individuals. This includes establishing close personal friendships, developing a sense of belonging and learning how to live within the "extended family relationships" of a Greek organization. The challenge of developing strong interpersonal relationships provides Greek members with the necessary skills to work and live with a wide variety of people.

	SD	D	A	SA	Satisfaction	
1. I express myself effectively.	1	2	3	4	Yes	No
2. I am able to communicate my feelings through body language.	1	2	3	4	Yes	No
3. I resolve my conflicts with others.	1	2	3	4	Yes	No
4. I cooperate with others.	1	2	3	4	Yes	No
5. I am able to manage my stress well.	1	2	3	4	Yes	No
6. I try to compromise in certain situations.	1	2	3	4	Yes	No
7. I am an attentive listener.	1	2	3	4	Yes	No
8. I express my emotions in an appropriate manner.	1	2	3	4	Yes	No
9. I am assertive.	1	2	3	4	Yes	No
10. I accept people who are different from me.	1	2	3	4	Yes	No

Comments:

Social Development

The area of social development involves developing skills to successfully interact with other people in a variety of social settings. Social skills are a broad category that includes many different components ranging from conversation skills to interacting socially with diverse groups of people. It also involves taking responsibility for your own behavior in all social situations.

	SD	D	A	SA	Satisfaction	
11. I take the initiative to begin a conversation.	1	2	3	4	Yes	No
12. I help to resolve differences.	1	2	3	4	Yes	No
13. I know how to use proper etiquette in social situations.	1	2	3	4	Yes	No
14. I accept people without preconceived ideas based on gender.	1	2	3	4	Yes	No
15. I seek out friends who are different from me.	1	2	3	4	Yes	No
16. I have a positive self-image.	1	2	3	4	Yes	No
17. I have meaningful relationships with both males and females.	1	2	3	4	Yes	No
18. I do not let group stereotypes keep me from interacting with others.	1	2	3	4	Yes	No
19. I express my feelings freely and appropriately.	1	2	3	4	Yes	No
20. I take responsibility for my health and safety in social situations.	1	2	3	4	Yes	No

Comments:

Intellectual Development

The area of intellectual development involves developing skills which promote learning. This includes skills which support academic success within the classroom setting as well as skills that further intellectual development outside the classroom.

	SD	D	A	SA	Satisfaction	
21. I know how to study effectively.	1	2	3	4	Yes	No
22. I clearly express my ideas verbally.	1	2	3	4	Yes	No
23. I express my ideas clearly in writing.	1	2	3	4	Yes	No
24. I am motivated to learn.	1	2	3	4	Yes	No
25. I examine problems critically.	1	2	3	4	Yes	No
26. I make good decisions.	1	2	3	4	Yes	No
27. I use various learning styles in my approach to studying a subject.	1	2	3	4	Yes	No
28. I role model effective study skills for others.	1	2	3	4	Yes	No
29. I interact with faculty members outside the classroom.	1	2	3	4	Yes	No
30. I attend cultural events.	1	2	3	4	Yes	No

Comments:

Community Service and Philanthropic Development

The area of community service and philanthropy involves developing an attitude of altruism for others. This includes the donating of time through community service as well as fundraising for both local and national philanthropies. In addition to developing an altruistic attitude, it also involves developing the necessary skills to plan and execute successful community service and philanthropic projects.

	SD	D	A	SA	Satisfaction	
31. I understand my own values.	1	2	3	4	Yes	No
32. I volunteer my time to help others.	1	2	3	4	Yes	No
33. I work to raise money for philanthropic projects.	1	2	3	4	Yes	No
34. I believe that I should serve my community.	1	2	3	4	Yes	No
35. I develop relationships with the people I help.	1	2	3	4	Yes	No
36. I care about and understand the difficulties of others.	1	2	3	4	Yes	No
37. I select a charity based on the needs of the group.	1	2	3	4	Yes	No
38. I can motivate and lead volunteers.	1	2	3	4	Yes	No
39. I can plan an effective philanthropic project.	1	2	3	4	Yes	No
40. I can positively promote my organization's activities.	1	2	3	4	Yes	No

Comments:

Moral Development

The area of moral development involves setting standards for acceptable behavior, considering the consequences of one's actions and learning to take responsibility for one's conduct. Developing these skills requires Greek members to define and accept a personal code of ethics while being supported by the ideals of their fraternity.

	SD	D	A	SA	Satisfaction	
41. I think about the moral implications of my actions.	1	2	3	4	Yes	No
42. I view situations objectively.	1	2	3	4	Yes	No
43. I assist in setting standards for my chapter.	1	2	3	4	Yes	No
44. I am able to challenge my peers.	1	2	3	4	Yes	No
45. I have developed a personal set of morals and ethics.	1	2	3	4	Yes	No
46. I respect moral viewpoints that are different from mine.	1	2	3	4	Yes	No
47. I understand the rituals of my fraternity.	1	2	3	4	Yes	No
48. I can identify competing values when making an ethical decision.	1	2	3	4	Yes	No
49. I am flexible to stretch and change my values.	1	2	3	4	Yes	No
50. I am able to resolve internal conflicts.	1	2	3	4	Yes	No

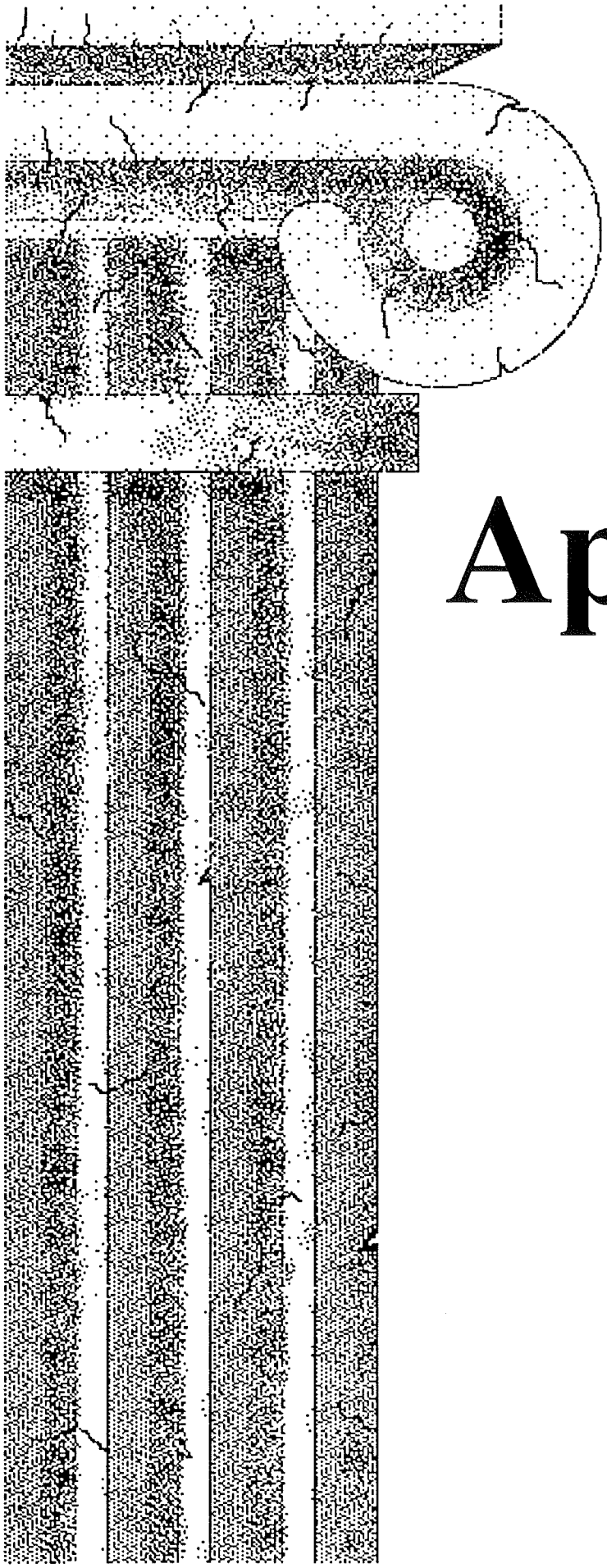
Comments:

Leadership and Management Development

The area of leadership and management development involves learning about leading and following while living in a self-governing environment. This includes developing skills such as motivation and team building which allow Greek members to lead a variety of student groups and organizations.

	SD	D	A	SA	Satisfaction	
51. I work to build a team attitude with my group.	1	2	3	4	Yes	No
52. I can identify and define specific problems.	1	2	3	4	Yes	No
53. I actively involve others in the achievement of group goals.	1	2	3	4	Yes	No
54. I am comfortable speaking in front of others.	1	2	3	4	Yes	No
55. I know how to plan and run a meeting.	1	2	3	4	Yes	No
56. I am motivated to initiate and complete projects.	1	2	3	4	Yes	No
57. I understand how to use power effectively.	1	2	3	4	Yes	No
58. I delegate tasks effectively.	1	2	3	4	Yes	No
59. I am able to convey my vision of the "big picture" to others.	1	2	3	4	Yes	No
60. I set effective long-term and short-term goals.	1	2	3	4	Yes	No

Comments:



Appendix 3

GREEK CONCERNS SURVEY
SOUTHWEST TEXAS STATE UNIVERSITY

Demographics

Please Check the Appropriate Blanks

GENDER
____ Male
____ Female

AGE
____ 18-21
____ 21-23
____ 24+

ETHNICITY
____ Hispanic
____ Native American
____ Caucasian
____ African
____ Asian
____ Other:_____

SWT STATUS
____ Freshman
____ Sophomore
____ Junior
____ Senior
____ Graduate

YEARS AT SWT
____ 0-1
____ 1-2
____ 2-3
____ 3-4
____ 4-5
____ 5+

I ENTERED SWT AS A/AN:
____ Incoming Freshman
____ Transfer Student

HOUSING DISTANCE TO SWT
____ Less than 5 miles
____ Less than 10 miles
____ Less than 20 miles
____ Less than 40 miles
____ Less than 50 miles

HOUSING STATUS
____ With parent or relative
____ In SWT Residence Hall
____ In Fraternity/ Sorority House
____ In an apartment, duplex, or house in town

Please Check all that Apply

____ I am a Fraternity/Sorority officer or chairman
____ I am a representative on a Greek governing council
____ I am an officer on a Greek governing council
____ I am working part-time to pay my expenses
____ I work on campus
____ I work off campus
____ I have an academic scholarship
____ I have grants or loans to pay for school
____ I am a varsity athlete at SWT
____ I am a member of the Marching Band, Jazz Band, Choir, Orchestra, etc.
____ I am a Strutter, Cheerleader, or Spirit leader
____ I am involved with ROTC, AFROTC, Army Reserves, etc.
____ I am involved in one or more club sports at SWT

____ I serve on the Associated Student Government
____ I am involved in student media
____ I am involved in one or more academic/departmental organizations
____ I am a member of an honor organization at SWT
____ I am a member of a professional organization at SWT
____ I am a member of a religious organization at SWT
____ I am a member of a political organization at SWT
____ I am a member of an environmental organization at SWT
____ I am a member of a cultural organization at SWT
____ I am a member of a recreational organization at SWT

If you transfered to SWT, where did you become a member of your fraternity/sorority?
____ At the college or university I previously attended
____ At Southwest Texas State University

In what type of place did you spend most of your life before you first entered college (numbers in parenthesis refer to population)
____ Rural Area
____ Small Town (up to ,499)
____ Large Town (2,500 to 9,999)
____ Small City (10,000 to 49,999)
____ Medium City or one of its suburbs (50,000 to 99,999 including suburbs)
____ Large City or one of its suburbs (100,000 to 199,999 including suburbs)
____ Very large city or one of its suburbs (2,000,000 or more including suburbs)

Did your parents graduate from college?
____ No
____ Yes, both parents
____ Yes, father only
____ Yes, mother only

Check which, if any of your family were/are member of a fraternity or sorority (check all that apply):
____ Father
____ Mother
____ Brother(s)
____ Sister(s)
____ Grandparent(s)
____ None of the above

How much of your college expenses this year are being paid by your parents or family?
____ Little or none
____ Some
____ Most
____ All

Below are four personal orientations. Although individuals are probably a composite of several of these orientations, please rank order these four orientations from (1) most descriptive of you to (4) least descriptive of you.

____ Academic/intellectual oriented
____ Organization/activity/leadership oriented
____ Social oriented
____ Vocational/career oriented

To what extent do you consider yourself to be involved in the activities of your chapter?

____Not at all involved
____ Only slightly involved
____ Moderately involved
____ Very involved
____ Deeply involved

Chapter Affairs Survey

Please indicate the degree to which the following present a problem for your chapter.

Maintaining member support of officers
Don't know/No opinion__Serious Problem__Problem__Slight Problem__Not a Problem

Getting members to share chapter work equally
__Don't know/No opinion__Serious Problem__Problem__Slight Problem__Not a Problem

Relations with other chapters on campus
__Don't know/No opinion__Serious Problem__Problem__Slight Problem__Not a Problem

Keeping seniors involved
__Don't know/No Opinion__Serious Problem__ Problem__Slight Problem__Not a Problem

Keeping chapter costs down
__Don't know/No Opinion__Serious Problem__Problem__Slight Problem__Not a Problem

Maintaining high academic standards
__Don't know/No Opinion__Serious Problem__Problem__Slight Problem__Not a Problem

Relations with non-greeks
__Don't know/No Opinion__Serious Problem__Problem__Slight Problem__Not a Problem

Keeping the house full (no empty beds)
__Don't know/No Opinion__Serious Problem__Problem__Slight Problem__Not a Problem

Amount of time required for chapter activities
__Don't know/No Opinion__Serious Problem__Problem__Slight Problem__Not a Problem

Maintaining effective working relationships with alums
__Don't know/No Opinion__Serious Problem__Problem__Slight Problem__Not a Problem

House maintenance and repairs
__Don't know/No Opinion__Serious Problem__Problem__Slight Problem__Not a Problem

Getting members to pay house bills
__Don't know/No Opinion__Serious Problem__Problem__Slight Problem__Not a Problem

Chapter's ability to meet it expenses
__Don't know/No Opinion__Serious Problem__Problem__Slight Problem__Not a Problem

Pledges not fulfilling requirements to go active(e.g.,grades,finances)
__Don't Know/No Opinion__Serious Problem__Problem__Slight Problem__Not a Problem

How much time does your chapter spend on the following activities?

Meetings
__Too much time__Right amount of time__Not enough time
Rush
__Too much time__Right amount of time__Not enough time
Study
__Too much time__Right amount of time__Not enough time
Pledge/New Member education
__Too much time__Right amount of time__Not enough time
Intramurals
__Too much time__Right amount of time__Not enough time
Events (e.g. homecoming)
__Too much time__Right amount of time__Not enough time
Philanthropy
__Too much time__Ritght amount of time__Not enough time
Alumni activities
__Too much time__Right amount of time__Not enough time
Parties/Mixers
__Too much time__Right amount of time__Not enough time
Other (please specify)
__Too much time__Right amount of time__Not enough time

What programming does your chapter provide for member development?
(Check all that apply)
____Alcohol awareness
____Academic workshop/speakers
____Health/fitness
____Workshops on leadership and group skills
____Self-defense
____Faculty speakers
____Job/career development
____Personal financial management
____Other (please specify) _____

Personal Development Survey

What has been the general effect of your fraternity/sorority experience on your grades?

___ Very harmful effect on my grades
___ Somewhat harmful effect on my grades
___ No particular effect on my grades
___ Somewhat helpful effect on my grades
___ Very helpful effect on my grades

What effect, if any, has your involvement in your fraternity or sorority had on the varying aspects of your personal development, as listed below.

Knowledge and understanding of yourself and others
__Don't know__Strong positive effect __Somewhat positive effect
__No effect__Somewhat negative effect__Strong negative effect

Knowledge and understanding of things that should be useful in a career
__Don't know__Strong positive effect__Somewhat positive effect
__No effect__Somewhat negative effect__Strong negative effect

Awareness of what you might like and dislike in a career
__Don't know__Strong positive effect__Somewhat positive effect
__No effect__Somewhat negative effect__Strong negative effect

Development of a personal set of values you can live by
__Don't know__Strong positive effect__Somewhat positive effect
__No effect__Somewhat negative effect__Strong positive effect

Ability to make decisions
__Don't know__Strong positive effect__Somewhat positive effect
__No effect __ Somewhat negative effect__Strong negative effect

Leadership abilities
__Don't know__Strong positive effect__Somewhat positive effect
__No effect__Somewhat negative effect__Strong negative effect

Ability to speak effectively in front of groups
__Don't know__Strong positive effect__Somewhat positive effect
__No effect__Somewhat negative effect__Strong negative effect

Feelings if intellectual competence/Work effectively with ideas and info.
__Don't know__Strong positive effect __Somewhat positive effect
__No effect__Somewhat negative effect__Strong negative effect

Feelings of interpersonal competence/Comfortable with other people
__Don't know__Strong positive effect__ Somewhat positive effect
__No effect__Somewhat negative effect__Strong negative effect

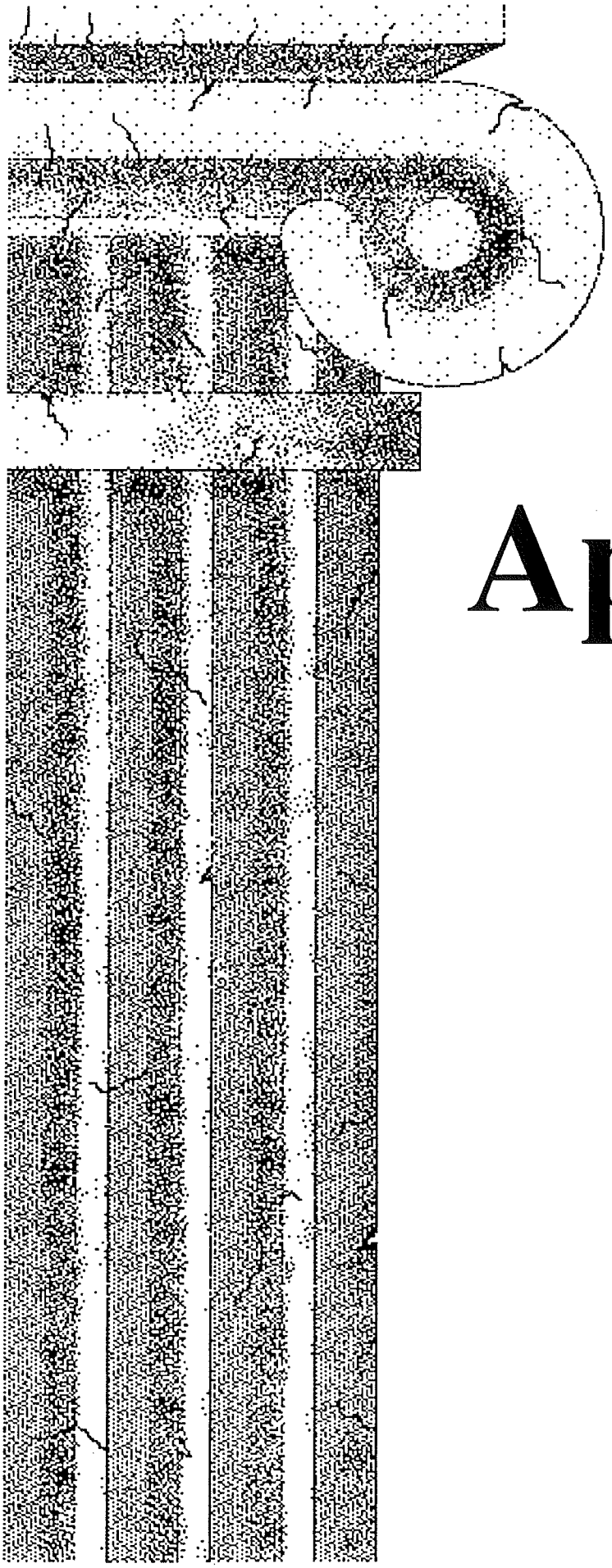
Feelings of Autonomy/Cope with problems on your own
__Don't know__Strong positive effect__Somewhat positive effect
__No effect__Somewhat negative effect__Strong negative effect

Interpersonal development/More friendly and relaxed
__Don't know__Strong positive effect__Somewhat positive effect
__No effect__Somewhat negative effect__Strong negative effect

Sense of purpose/Ability to make plans for your future
__Don't know__Strong positive effect__ Somewhat positive effect
__No effect__Somewhat negative effect__Strong negative effect

Feelings of Integrity/Rules to live by
__Don't know__Strong positive effect__Somewhat positive effect
__No effect__Somewhat negative effect__Strong negative effect

Sense of y/What kind of person you are
__Don't know__Strong positive effect__Somewhat positive effect
__No effect__Somewhat negative effect__Strong negative effect



Appendix 4

Greek New Member Orientation
EVALUATION

Please rate your level of agreement with each statement using the following:
SA= Strongly Agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly Disagree

1. The opening videos provided me with a new perspective on the importance of a positive Greek image.

	SA	A	N	D	SD
Comments:	8	16	2	1	0

2. The New Member Orientation manual provided me with valuable information that I will use.

	SA	A	N	D	SD
Comments:	7	12	5	2	0

3. The process of drafting the New Member Bill of Rights was a valuable expereince.

	SA	A	N	D	SD
Comments:	12	9	4	0	0

4. We believe that the New Member Bill of Rights will be a worthwhile document .

	SA	A	N	D	SD
Comments:	13	8	2	3	2

5. The date and time selected for the orientation program was appropriate and effective.

	SA	A	N	D	SD
Comments:	4	8	8	2	2

6. The icebreakers offered by The Network in the San Marcos Room were fun, and they allowed me a chance to interact with other new members in a non-threatening way.

	SA	A	N	D	SD
Comments:	7	10	5	3	0

7. The health education programs offered by The Network in the San Marcos Room were valuable and important for us to hear.

	SA	A	N	D	SD
Comments:	6	15	3	1	0

8. The best things about the Greek New Member Orientation were:

Meeting different people - 11 Drinking awareness programs - 2 Sex Education - 3
Bill of Rights - 5 Games - 3 Videos - 1
Bonding between members - 1

9. The Greek New Member Orientation could be improved by:

Shorter length - 22 Less confusing beginning - 1 Update it - 1
Treat us like adults - 1 A bigger room with tables - 1 Skip the icebreakers - 4
Better date and time - 2 Better videos - 1

Greek Academic Conference
EVALUATION

1. Please check all that apply:

14 Fraternity	1 President
8 Sorority	2 New Member Educator
	3 Scholarship Chair

2. The first Break-out session I attended was:

7	"Do You Pledge'em Then Forget'Em?"	Comal
6	"Rushing the Rhodes Scholar: It takes more than a good party."	Colorado
3	"Whoops! Don't Get Caught With Your Grades Down!"	SA/Blanco
5	"First Things First: Setting Organizational Priorities"	Guadalupe

3. The second Break-out session I attended was:

8	"New Members: The LIFELINE of your existence."	SA/Blanco
12	"The Down and Dirty Chapter Scholarship Program"	Guadalupe

Please rate your level of agreement with each statement using the following:
SA= Strongly Agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly Disagree

4. The Keynote address provided me with a new perspective on the important relationship between Greek membership and academic excellence.

SA 9 A 6 N 5 D SD

5. The first Break-out session I attended gave me valuable insights and helpful ideas about the topic presented.

SA 9 A 9 N 2 D SD

6. The second Break-out session I attended gave me valuable insights and helpful ideas about the topic presented.

SA 10 A 5 N 4 D SD

7. The Greek Academic Conference was effective in promoting academic excellence and in providing methods to acheive this goal.

SA 11 A 7 N 2 D SD

8. The date and time selected for this conference was appropriate and effective.

SA 4 A 5 N 8 D 3 SD 1

9. The food and beverage provided was tasty and filling and the service was friendly and convenient.

SA 8 A 8 N 3 D 1 SD

10. The best things about the Greek Academic Conference were:

7 THE IDEAS AND HANDOUTS WERE HELPFUL. 1 WELL DISCUSSED TOPICS
2 -THE CONFERENCE MEET ITS INTENDED GOALS 1- FIRST BREAKOUT SPEAKER WAS GOOD.
1- FOOD 1- EMPHASIS ON GRADES 1- GERALD HILL'S HISTORY SESSION
1- ACTIVE PARTICIPATION 1- INFO. ON ACADEMIC RESOURSES 1- WILLINGNESS OF ADMIN. TO

11. The Greek Academic Conference could be improved by:

3- MORE POSITIVE SPEAKERS 3- LATER IN THE DAY 2- DIFFERENT TIME
4- PROGRAM DIRECTED TOWARDS WHOLE CHAPTER NOT JUST PLEDGES, 4- MORE PARTICIPATION
2 MORE ADVERTISMENT 1- BREAK BETWEEN SESSIONS 1- TELL US FEASABLE WAYS TO IMPROVE
1- DIRECT MORE TOWARDS PLEDGES 1- DURING BREAKOUTS, SPEAKERS NEED TO BE MORE RECEPTIVE TO THE STUDENTS IDEAS.

Greek Anti-Hazing Task Force
PROGRAM EVALUATION

Please rate your level of agreement with each statement using the following:
SA= Strongly Agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly Disagree

1. The opening video provided me with a new perspective on the impact of hazing in Greek life.

	SA	A	N	D	SD
Comments:	44	57	21	07	03

2. The **resource manual** provided me with valuable information that I will use now and in the future.

	SA	A	N	D	SD
Comments:	28	69	29	01	03

3. The speakers on hazing laws and why hazing persists did an effective job and provided me with valuable information.

	SA	A	N	D	SD
Comments:	42	70	12	02	03

4. The skits were interesting and prompted me to think about and discuss the issue of hazing.

	SA	A	N	D	SD
Comments:	34	58	24	07	07

5. The date and time selected for the anti-hazing program was appropriate.

	SA	A	N	D	SD
Comments:	31	59	29	05	07

6. The information about alternatives to hazing, especially that concerning Ropes Courses, was very interesting and valuable.

	SA	A	N	D	SD
Comments:	47	45	26	06	05

7. Over-all, I would rate this program as valuable and something that should be repeated as necessary.

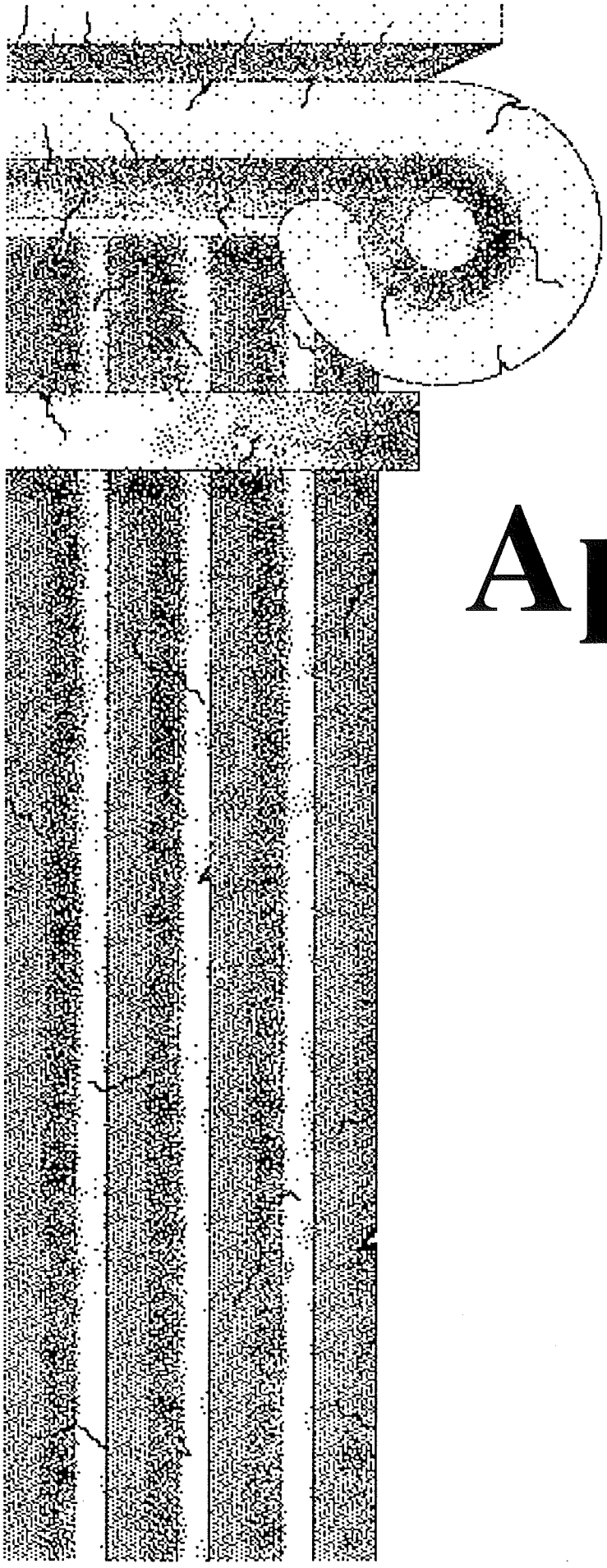
	SA	A	N	D	SD
Comments:	44	52	23	06	03

8. The best things about the Greek Anti-Hazing Task Force program were:

Dan Medlin's speech -1 | organization -1 | safety -1 | punishments described -2
skits good -19 | interesting -4 | pretty girls -2 | specific examples hazing -1
video "Chucky" good -4 | alternatives -6 | Ropes program good -1 | fun program -1
courage to take on such tough subject -4 | short, sweet -1 | informative speakers -1

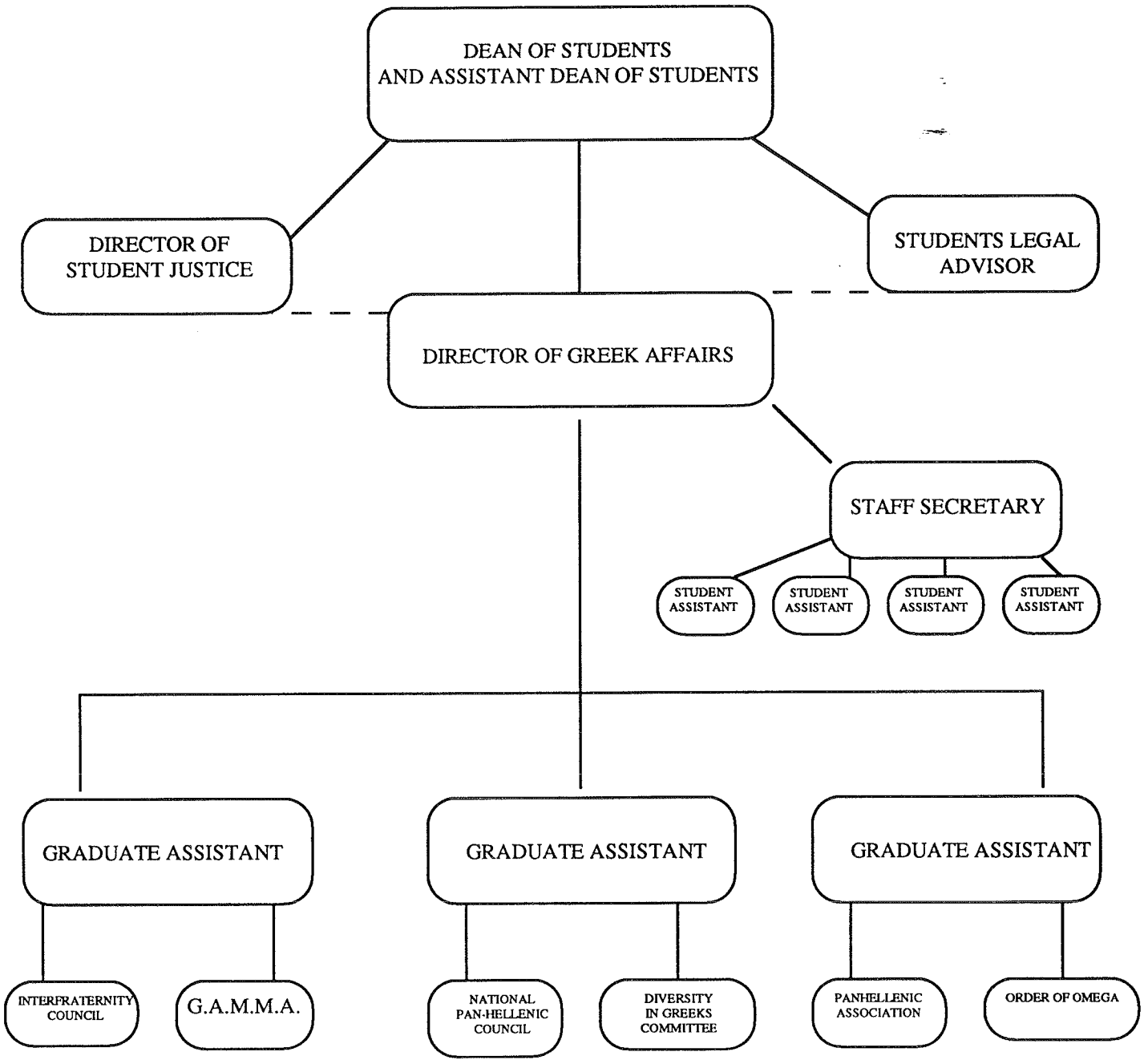
9. The Greek Anti-Hazing Task Force program could be improved by:

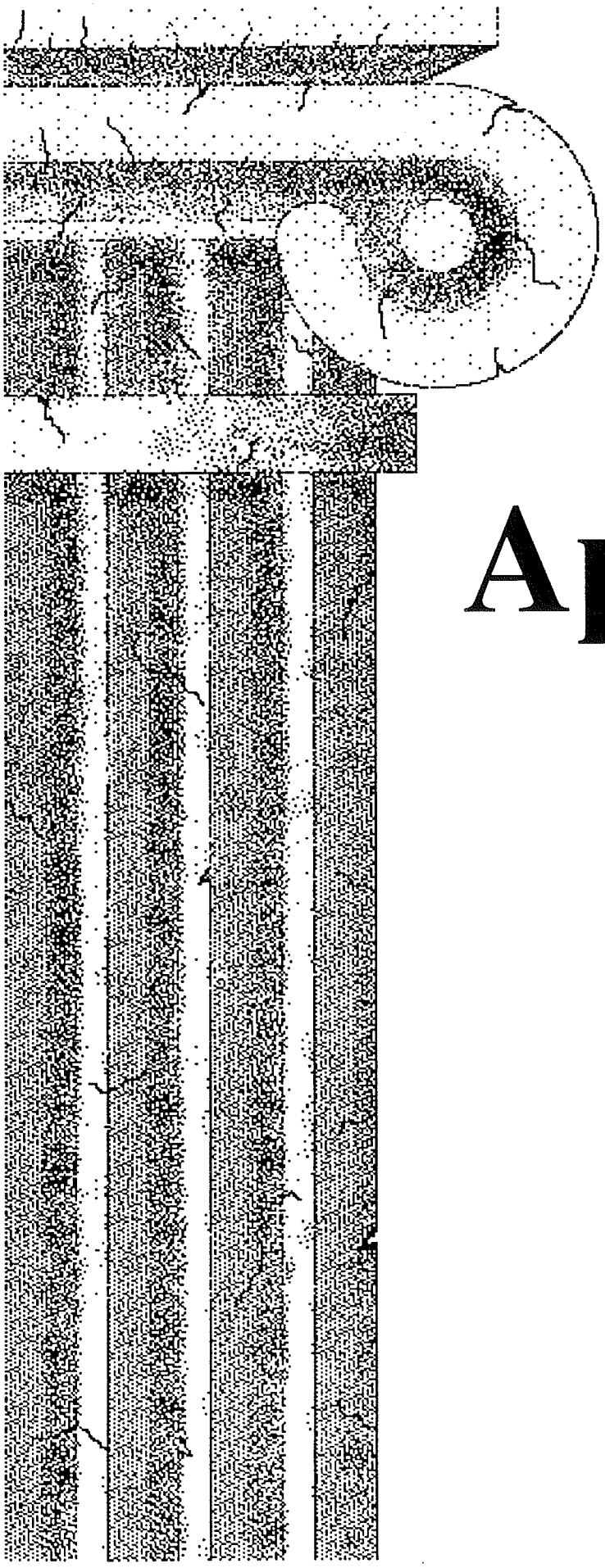
Have better looking girls -1 | more girls with less clothes -1 | Ropes program was hazing check laws! -1
earlier program -3 | program too long -7 | stereotyping -1
get more frat./ sor. involved -9 | speakers repeat themselves -1 | mandatory -1
chairs uncomfortable -1 | didn't recieve rescouce manual -2 | not having it -2 | refreshments -1



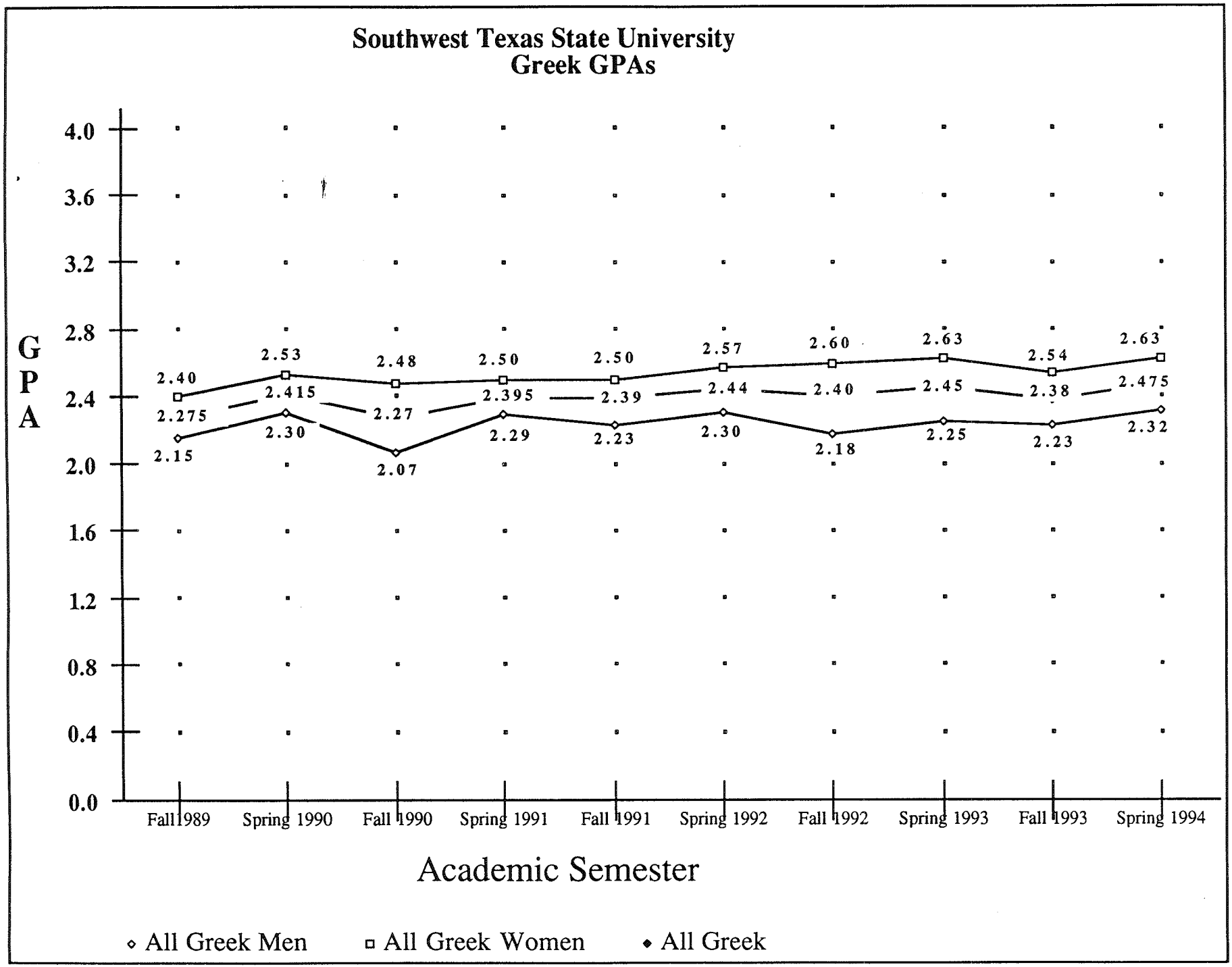
Appendix 5

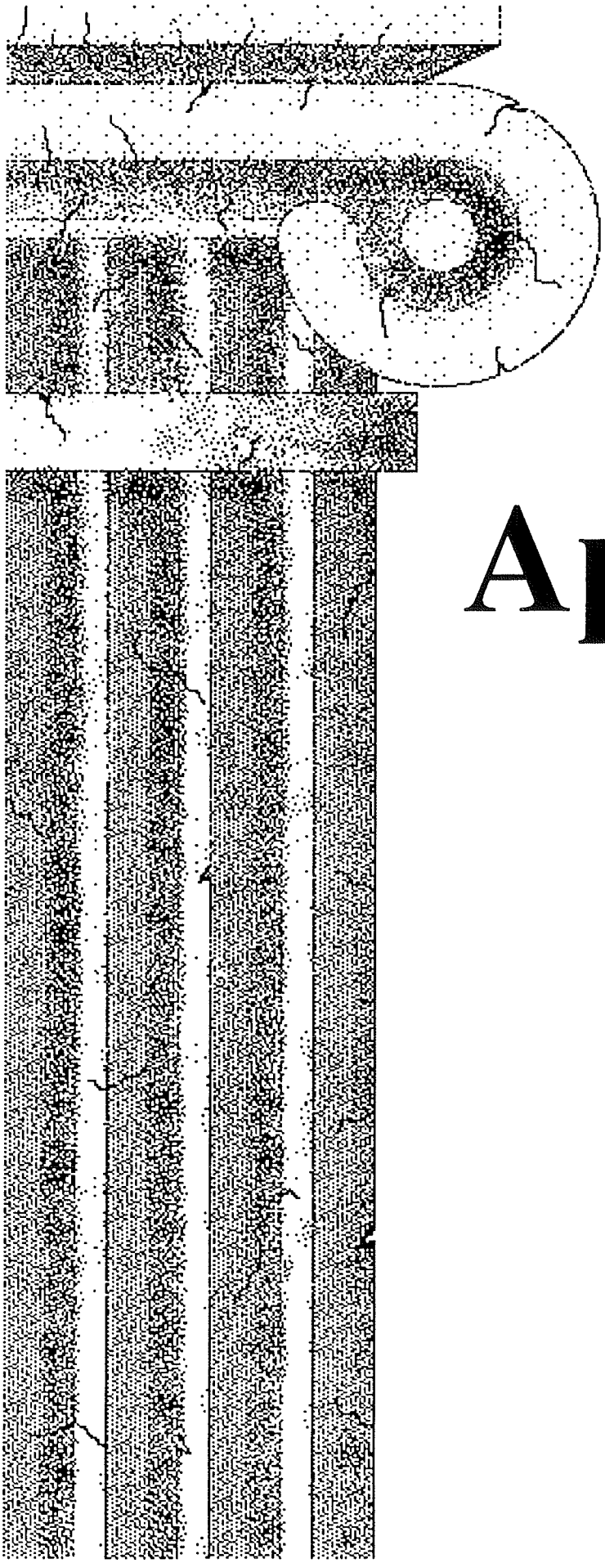
ORGANIZATIONAL CHART
OFFICE OF GREEK AFFAIRS
SOUTHWEST TEXAS STATE UNIVERSITY





Appendix 6


Southwest Texas State University
Greek GPAs
GPA
4.0
3.6
3.2
2.8
2.4
2.0
1.6
1.2
0.8
0.4
0.0
2.40
2.53
2.48
2.50
2.50
2.57
2.60
2.63
2.54
2.63
2.275
2.415
2.27
2.395
2.39
2.44
2.40
2.45
2.38
2.475
2.15
2.30
2.07
2.29
2.23
2.30
2.18
2.25
2.23
2.32
Fall 1989
Spring 1990
Fall 1990
Spring 1991
Fall 1991
Spring 1992
Fall 1992
Spring 1993
Fall 1993
Spring 1994
Academic Semester
All Greek Men
All Greek Women
All Greek



Appendix 7

GREEK ACADEMIC TASK FORCE
FALL 1993

INTRODUCTION

In late September, Dr. James Studer, Vice President for Student Affairs, appointed a twenty-six member task force that was to "address issues on how to imporve the academic performance of Greek-letter organizations." His concern and support for such a task force paralleled an earlier two step program implemented in August (1993) that established a program of probation and suspension for poor academic performance for Greek-letter organizations. The charge to the task force asked that recommendations be realistic and palatable to chapters as well as provide a framework for an academic improvement model.

Topics to be addressed:

1. Over-programming, especially of new members;
2. Over-socialization (more priority on parties/competition);
3. Need for healthier/more efficient scholarship programming ideas and helpful model scholarship programs.

In the course of the six meetings, the task force indentified several underlying assumptions:

1. There are academic models readily available from chapters, nationals, and other colleges/universitites.
2. Every national has a scholarship program and most chapters already have some form of academic plan.
3. National governing groups set parameters for length of pledge education.
4. Alumni support can be an integral part of a Greek academic model.
5. Changing university demographics and higher admission standards for entering freshman at SWT will impact Greek-letter organizations.
6. Greek-letter organizations, at the risk of probation and suspension, can not ignore the need to improve scholarship within their chapters as well as system wide.

The task force divided into two sub-committees 1) Chapter Programming Issues and 2) University Programming Issues meeting seperately for four meetings. The sub-committees evaluated other college/university programs, existing chapter scholarship plans, and SWT-related support programs.

The two sub-committees met together to review recommendations prior to the writing of a draft report. The final report of the task force was reviewed and approved on Monday, November 29, 1993.

RECOMMENDATIONS

RUSH

* The university should provide the support mechanism for the Office of Greek Affairs to offer a grade check at Mid-term for pre-rushees.
* The three Greek governing councils should sponsor an All Greek Forum at Mid-Semester each Fall to promote going Greek and invite all those Freshmen, Sophomores and Juniors who are above a 2.5 GPA at mid-term.
* The Interfraternity Council should consider increasing the rush GPA for IFC Chapters to a 2.25 College Cumulative.
* As an incentive for academic excellence, the SWT administration should consider the proposal to eliminate deferred Rush for IFC chapters whose pledge class GPA exceeds the All Men's GPA and whose Chapter GPA exceeds the All Men's GPA for two semesters in a row. The same incentive should be available to Panhellenic Association when they move to a deferred rush.
* The Panhellenic Association should consider initiating deferred Rush. The major Rush would occur in the Spring instead of Fall semesters. Chapters could fill to Total in Fall with upper-class women above a 2.25 GPA. Deferred Rush would mean that Panhellenic would have the whole Fall semester to promote and plan Rush for Freshmen women. Panhellenic should initiate this proposal in Academic year 1994-95 by hosting two formal Rushes, one in Fall and one in Spring, to boost numbers in Chapters. Thereafter, the formal Rush would only take place in the Spring.

NEW MEMBER EDUCATION

* The university should provide the support mechanism for the Office of Greek Affairs to offer a grade check at Mid-term for candidates for initiation (i.e. pledges, associates, new members).
* SWT should require Initiation after a maximum of 8 weeks and no later than one week prior to the first day of Finals, based on mid-term grades.
* Set a minimum holdover GPA of 1.75 for any Chapter wishing to give an Associate/Pledge a second chance to make grades in the following semester.
* The Office of Greek Affairs and the Order of Omega should continue to sponsor the New Member Orientation program and increase the number of programs over the entire semester. It should be repeated each semester and possibly take the form of a monthly seminar, similar to the "Greek 101" concept. The monthly seminars should stress academics with workshops to cover support programs at SWT, strategies for improvement, and success stories. Emphasis should also be placed on the development of the "whole person" concept, covering elements of health, relationships, and finances, as well as academics. Chapters would be

asked to send their new members to the monthly seminars and to integrate this program into their existing Chapter program, alleviating the need to organize and implement many such programs on their own.

SOCIAL

* SWT, through influence with the Greek governing councils, should limit the number of Social functions per Chapter per semester to five.
* SWT, through influence with the Greek governing councils, should limit the days during week for Chapter Social functions to Friday and Saturday.
* Chapters on academic probation should have socials reduced by ~~50~~% (not to exceed 4 socials in that semester) and a mandate to complete the same number of academic support programs for their chapter.
* Chapters and Greek governing councils should balance the rewards for high GPA against reinforcements for other activities.

GREEK SYSTEM PROGRAMMING

* All chapters should have a scholarship program on file with the Office of Greek Affairs. Updates on goals for achieving academic success should be requested every fall through the use of survey conducted by Greek Affairs.
* Chapters should enforce their current academic policies. Minimally, chapters should suspend members whose semester GPA is below a 2.0 for two consecutive semesters.
* Every chapter and the Greek governing councils should have a scholarship chair or an officer specifically in charge of academic success.
* Chapters should pair younger members with academic role models. Chapters are encouraged to retain members throughout a students full matriculation at SWT. It is recognized that these upper division students usually perform higher academically.
* Chapters should provide specific guidance to members needing assistance in general academic classes such as math, science and English by utilizing study partners, SLAC tutors, SLAC seminars, and other inner-chapter and campus resources.
* The Office of Greek Affairs and the Student Learning Assistance Center (SLAC) should sponsor a Greek Academic Conference each Fall. This would be a one day conference for scholarship chairs, new member educators, and other chapter officers. These offices should also sponsor a roundtable for Chapter Scholarship Chairs in the Spring to follow-up with the discussions from the Fall. At both of these programs, Chapter scholarship chairs should be given a copy of "Greeks and Scholarship: Friend or Foe" or a comparable model program with evaluation.
* Chapters are encouraged to utilize alternative study hall space, such as Student Center and classroom space, for group study of seven students or more.
* The Office of Greek Affairs, with assistance from the LBJ Student Center and other necessary offices, should find a location for and organize an All

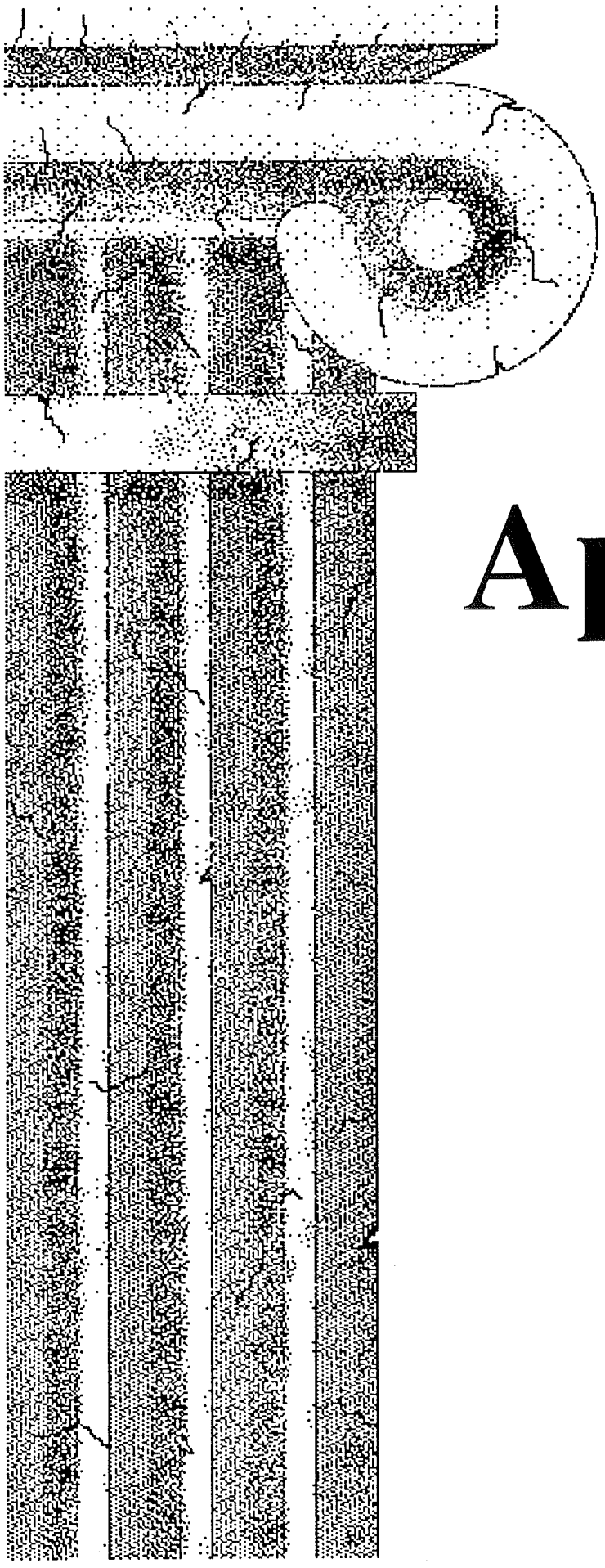
Greek Study Hall. Such a program would entail only the maintenance of a facility with regular monitors and possible tutors on hand. Chapters would be asked to utilize the facility as they see fit.

* Chapters should identify local/regional alumni to assist with the development of academic success program.
* The university should seek means to offer scholarships to Greeks with the highest GPAs. Research should take place through the Alumni Affairs office for prominent Alumni through our Alumni Association who would be willing and able to sponsor the scholarships.
* Display academic trophies in the Student Center in the months preceding the Greek Awards Banquet.
* The Office of Greek Affairs should contact the National Interfraternity Conference for a "Target Campus" program at SWT to discuss academic initiatives. "Target Campus" is a program in which a representative of every National organization at SWT would be called in by the NIC to confront a local problem/issue.
* The Office of Greek Affairs, with the assistance of the public relations officers of the Greek governing councils, and other offices assisting with the academic mission of the university should establish an ongoing P.R. campaign to promote and support new academic programs.
* Scholarship recognition should be emphasized in the *Greek Gazette,* moving these issues to a more prominent position in that publication. Some type of academic recognition should be given with each edition, i.e. Greek Scholar of the Month, Feature Chapter Scholarship Program, Chapter academic Success stories.

UNIVERSITY SUPPORT POLICIES

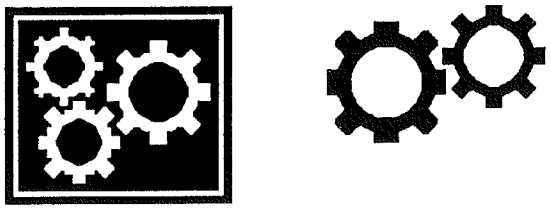
* The university should provide the support mechanism for the Office of Greek Affairs to offer a grade check at Mid-term for Chapter members with academic troubles.
* Select rooms in the LBJ Student Center should be reserved for Chapter meetings of the organization(s) with the highest GPA's [mount a plaque inside the room(s) with the names of the groups].
* Greek Affairs should design/develop/implement a system of rewards for chapters exceeding the All Men's/All Women's GPAs in increments of 0.1.
* The Office of Greek Affairs should develop an Advisor Training program to address academic development.
* SWT and the Order of Omega should consider the need to raise the Order of Omega GPA to 3.0
* As an alternative to raising Order of Omega GPA to a 3.0, consider chartering a new Greek Academic Honor organization to just recognize high academics in Greeks. This organization would not need to be as active as the Order of Omega, nor would it necessarily look for Greek leadership in its criteria for selection. As an added bonus, the university should pay the initiation fee, if small enough, of all those Greeks recognized in this way.

* SWT should raise the GPA for student Greek organization officers to a 2.5.
* SWT should trim down the Intramural program and the excessive time necessary to be involved for Greek organizations; eliminate pre-season competition. Pick and choose Co-Rec and Single-Sex. Eliminate late night games.
* SWT should trim down the over-programming of Greek-Week, Homecoming, Sing-Song, Talent Show, etc. Should not require so much participation in one day. Need not offer points for everything-make some things just voluntary. Limit huge trophies and cash prizes; offer prizes for individual events vs. Grand prizes.
* Alkek Library staff is requested to aggressively monitor the floors of the library during peak hours to maintain a quiet study atmosphere.
  It is also recommended that tables be spread out to break up groups of six or more.
* It is recommended that the university make classroom space available to organizations for Sunday night meetings or study halls.



Appendix 8

SOUTHWEST TEXAS STATE UNIVERSITY



G.E.A.R.

GREEK EXPECTATIONS ANNUAL REVIEW

Mission Statement

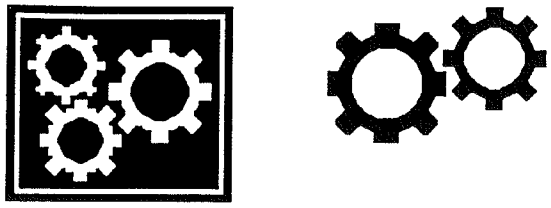
The members of the SWT Greek System believe that Fraternity or Sorority membership can be among the most meaningful steps a student will take during his or her college years because of the lasting friendships that can be made and the worthwhile experiences in leadership and organization that are available.

Because of these high expectations for the benefits received from Greek membership, we have equally high standards for the support mechanisms that must be present within the programs of the Chapters recognized on this campus. Those organizations excelling in certain areas will be graciously rewarded, while those falling behind will be critically evaluated and given recommendations and expectations for further development.

All Greek organizations are required to complete an evaluation package by responding to each stated expectation and by providing information as to how the Chapter approaches, meets or exceeds these standards. Not every Chapter should be expected to meet or exceed every standard. In April, the annual Greek Awards shall be presented to those chapters showing excellence in various categories. Following the awards program, all chapters will receive a written analysis of performance and recommendations for the coming year.

<u>The following general categories will be used to analyze performance:</u>

Scholarship
Rush
Social
Service
Spirit
Education
Involvement
Fraternity Relations
Public Relations



G.E.A.R.

GREEK EXPECTATIONS ANNUAL REVIEW
Southwest Texas State University

Policies and Procedures

The GEAR (Greek Expectations Annual Review) committee was established to set out a basic set of expectations for Greek organization operations at SWT. The committee also helps to score the GEAR packets and determine the winners of the Greek Awards competition. The committee consists of student representatives from IFC, NPHC, and Panhellenic Greek organizations, as well as two Faculty and administrative representatives. The annual review process is tied in with the annual Greek Awards competition, and all Greek organizations on campus are asked to complete a self-evaluation in the Spring semester of each year.

Greek organizations complete the evaluation package by **responding** to each stated expectation and by providing information as to how the Chapter **approaches, meets** or **exceeds** these standards. Not every Chapter should be expected to meet or exceed every standard. To be eligible for awards the the Greek Awards program, GEAR packages will be due on or before the first class day following Spring Break. Otherwise, packages will be due by the last class day of the Spring semester. Fraternities or Sororities who fail to submit a GEAR package by the end of the Spring semester will be placed on probation and given 30 class days into the following Fall semester to complete the review. Fraternities or Sororities who fail to complete the review after the probationary period may face a loss of certain priviledges or suspension of their recognition by the university.

Awards are presented to those chapters showing outstanding performance in the various categories and excellence in over-all programming. Following the awards program, Chapters are given their original GEAR packet, scoring packet, and an explanation of the scoring procedures. They are also provided a chart showing the average scores of all organizations they compete with. Along with the scores, Chapters are provided hand-written recommendations and expectations from the Greek Affairs staff. If an item is marked with an "R" it means recommendation, and they are strongly encouraged to address this as a goal for the next year. If an item is marked with an "E" it means expectation, and it is imperative that they accomplish this inthe next year. Chapters failing to accomplish expectations by the following annual review may face probation or other disciplinary sanctions. The GEAR committee will make these recommendations to the Coordinator of Greek Affairs who will discuss an appropriate judicial course with the Dean of Students or his designee. The Office of Greek Affairs retains a copy of the scoring packets, recommendations, and expectations, and a copy is sent to each National Headquarters.

GREEK EXPECTATIONS ANNUAL REVIEW

Basic Instructions

1. Provide a response to every item, numbered and lettered.
2. Provide your responses on separate pages. Return the original GEAR Packet with your responses.
3. Create your own cover page. Include your Fraternity name and your local Chapter name.
4. You are advised to keep a copy of the original GEAR packet and your responses for your records.
5. You will probably use a computer or typewriter, but please do not submit handwritten responses.
6. Number or letter each of your responses according to the number or letter of each standard.
7. Address every standard, even though some may seem to over-lap.
8. For each standard, explain how your organization approaches, meets or exceeds the expectation.
9. If a standard seems not to apply to your Chapter's programming or goals, type, "Not Applicable," and explain why this standard is not applicable to your organization. Standards which truly <u>are</u> applicable to your organization but are not addressed or are marked as "not applicable" will be scored against the package total.

What You Need to Get Started

1. Get out your Chapter Programs: New Member Education, Rush, Scholarship, Risk Management, etc.
2. Find a copy of your Chapter By-Laws.
3. Find examples of things you've done in the last calendar year, such as Alumni newsletters, brochures for Rush, agendas from retreats, programs from banquets, etc.
4. Pull out a calendar from the past year to remind you of activities and events you've sponsored.

Who You Need

Different sections can be completed by different Chapter officers and committee chairs, so long as the packet comes back together in order. So, split it up! Here are some suggestions:

Scholarship:	Scholarship Chair, Standards Chair
Rush:	Rush Chair, Public Relations Chair, President
Social:	Social Chair, Risk Management Chair, Standards Chair, VP
Service:	Philanthropy Chair, Public Relations Chair, Secretary
Spirit:	Activities Chair, Social Chair
Education:	New Member Educator, Development Chair, Programs Chair
Involvement:	Public Relations Chair, President, Vice President, Secretary
Fraternity Relations:	Alumni Relations Chair, President
Public Relations:	Public Relations Chair, President, Vice President

Helpful Hints

1. Use examples to clarify your responses.
2. Don't repeat the content of the standard, just begin to explain how you address it.
3. Use brief phrases - complete sentences are not necessary, but good grammar is.
4. Use lists whenever helpful.
5. You may refer back to previous answers in your responses (i.e. "Please see our response for standard # 4 in Social for more details.").
6. Attach a copy of any program to which you may need to refer responses. Then, to save yourself some time in typing, you can say, "Please refer to our Associate Member Development Program, page 5, for a list of the rules and regulations for conduct of new members."
7. No special binding or covers are needed - staples are OK
8. Photos are not necessarily needed - especially not originals or color photos.

SCHOLARSHIP

1. Chapters should maintain a GPA each semester which either meets or exceeds the GPA of the council of which it is a member, and should seek to meet or exceed the GPA of the general SWT student population.

   (Please provide the following information. If unknown, leave blank and the Greek Affairs Staff will verify.)

   Chapter GPA for previous Spring semester: _____
   Chapter GPA for previous Fall semester: _____

   Council GPA for previous Spring: _____
   Council GPA for previous Fall: _____

   SWT GPA for previous Spring: _____
   SWT GPA for previous Fall: _____

2. Chapters should seek new members during recruitment periods which exemplify superior academic performance.
3. Chapters should provide incentives for superior academic performance (group reinforcement, awards, money, discounts in dues, Chapter dinners, etc.).
4. Study Hall should be available for all members, but should be flexible enough to allow high achievers to have no requirements. Hours should be flexible.
5. Chapters should allow all members time away from activities to do class work. (i.e. policy statement in by-laws, or written into Chapter scholarship program).
6. A written scholarship program should be developed. (If one is readily available, attach it to your package)
7. A scholarship chair should be elected/appointed. Name this person and the office he/she holds. What are his/her responsibilities? How much authority does he/she have?
8. Chapters should provide academically related seminars/programs for all members.
9. A written new member education program should contain an academic component, and the demands of time on new members should be held to reasonable limits.
10. Chapters with housing are encouraged to set aside space for study which might contain reference books, files, computer, etc.
11. Chapters with housing are encouraged to set aside quiet hours for study time.

RUSH

1. Chapters should follow all of the rules of their national organization, the university, and their greek governing council. Any rush violations should be corrected and not repeated.
   a. Functions sponsored by the organization or any person acting on behalf of the organization for the purpose of recruitment should be free of alcoholic beverages or any controlled substances. (No wet rush)
   b. The use of intimidation by either secluding the person being recruited (hot-boxing) or using inaccurate information (dirty rushing) to persuade a person to accept membership should be prohibited.
2. Chapters should encourage all students to first become a member of the greek system, before concentrating on their joining the chapter.
3. Chapters should assist other greek groups with recruitment, whenever possible.
4. Chapters should provide adequate training for their members in recruitment techniques and the goals of rush.
5. Chapters should have adequate planning and preparation for upcoming recruitment periods.
6. Chapters should spend time deciding what personal attributes they are seeking in potential new members.
   a. Chapters should seek new members who are academically prepared to accept the demands of time and energy inherent in Greek life.
   b. Chapters should seek new members who meet or exceed the academic standards of all current members.
   c. Chapters should seek new members who will provide a new aspect of diversity to the organization, through their interests, their culture, or their academic pursuits.
   d. Chapters should seek new members who will provide sound leadership for the future of the organization, by examining their past involvement in student or community activities.
7. Chapters should recruit year-round, always looking for potential new members, and always providing a good impression to non-greek students.
8. Chapters should have documented procedures for extending bids to rushees.
9. Chapters should recruit **and retain** a number of persons equivalent to or exceeding the number of graduates each year.

Number of graduates this year:

August _____
December _____
May _____

Total _____

Number of new initiates this year:

Fall _____
Spring _____

Total _____

SOCIAL

1. Chapters should provide a balanced social schedule for their membership which compliments their personal development, while not infringing on their academic pursuits or employment responsibilities.
2. Chapters should follow all of the rules of their National organization, and the University, as well as Local & State laws pertaining to risk management and alcohol use. Any violations should be corrected and not repeated.
3. Chapters should not support any auxiliary organizations (i.e. little sisters/little brothers).
4. Chapters should have a Code of Conduct. Indicate how this is communicated and enforced. Chapters should have policies on the following:
   a. sexual relations
   b. public behavior
   c. gender relations
   d. alcohol and drug use
5. Chapters should provide counseling and innovative programs for members with alcohol and/or disciplinary problems. Programs provided by one's national organization and campus programs such as G.A.M.M.A.'s "Our Chapter, Our Choice" should be used. Also, Chapters might refer members to counseling in the ADEPT Center or the Counseling Center.
6. <u>Chapters should provide a safe party environment:</u>
   a. Chapters should not sponsor open parties. Accurate guest lists should be maintained.
   b. Chapters should monitor functions with sober and responsible members.
   c. Chapters should hire and use professional security, preferably law enforcement officers.
   d. Chapters should check the I.D.'s of party guests. Chapters should not condone under-age drinking.
   e. Chapters should provide safe facilities: i.e. there should be no glass, number of guests should stay under fire code for capacity, and emergency exits should be kept clear.
   f. Responsible of-age members should control the distribution of alcohol.
   g. Food and alternative beverages should be provided.
   h. Chapters should provide safe transportation/ designated drivers.
7. Chapters should evaluate group and individual alcohol use on an annual basis to determine if there is a problem.
8. Chapters should provide alternatives to alcoholic parties for members who are under-age.

SERVICE

1. Chapters should have a semester or annual plan/goals for community service. The effectiveness and quality of the program should be evaluated.
2. Chapters should have the flexibility to address emergency needs in the community. (Provide an example of how you've done this if possible)
3. Service programs should generate a lifetime commitment of all members to philanthropic involvement. (Survey your members: what do they think?)
4. Chapters should budget for philanthropic projects
5. Chapters should work with other student organizations to promote community service.
6. Chapters should use the information provided by such offices as Greek Affairs, Volunteer Services, Youth Services Bureau, or San Marcos Community Action when designating the local charities they will help.
7. Chapters should have an effective and non-punitive means of encouraging a substantial majority of members to participate in service projects.
8. Given the one or two national/international philanthropic efforts of the organization, chapters should have a healthy counter- balance of local service projects to aid their immediate community.
9. Chapters should report the projects completed to the Office of Greek Affairs for annual recognition.
10. Chapters should participate in All-Greek community service events.
11. Chapters should participate in at least one community sponsored event per year, such as Mardi Gras, Diez y Seis, Sights and Sounds of Christmas, etc.
12. Chapters should be in communication with local agencies and organizations that provide community service and community events.
13. Provide the following information:
    a. list each service project completed since March of last year
    b. list the number of members participating in each project
    c. list the number of hours of each project
    d. list the amount of dollars or items donated

SPIRIT

1. Chapters should work to enhance the spirit, unity, and cohesiveness of the Greek community by undertaking the following projects:
   a. Chapters should co-sponsor events with both fraternities and sororities in more than one of the following areas: Homecoming, Sing-Song, Intramurals, Greek Week, Service Projects, Educational Programs, Fund-raisers, etc.
   b. Chapters should assist another Greek group with chapter development, recruitment, housing, Alumni development, etc.
   c. Chapters should support an individual Greek in his or her efforts to seek campus or community leadership, regardless of affiliation.
   d. Chapters should address another Greek group or individual member of another Greek group regarding a policy violation, negotiate a plan to correct the problem and resolve the concerns, avoiding the need for a judicial hearing.
2. Chapters should promote a positive and beneficial image of Greeks on campus, in the San Marcos community, and around the country by undertaking the following tasks:
   a. encouraging members' involvement in influential student organizations
   b. involvement with University offices, projects, or programs
   c. participation and attendance at University events such as athletic, arts, entertainment, cultural, and educational programs
   d. the promotion of SWT as a school of excellence when working beyond the campus community
   e. other projects or activities you feel fit this description:
3. Chapters should encourage open and frequent dialogue between individuals inside and outside the Greek community, should afford non-Greeks the opportunity to become knowledgeable about the Greek system, should provide all students with genuine opportunities to become a part of the SWT Greek community, and should seek diversity in their membership which crosses lines of economic and cultural differences. Examples of this task include but are not limited to the following:
   a. programs or seminars on topics of general or specific interest, which are open to the general student population
   b. promotion of Greek-related events to all SWT students in a positive and influential manner
   c. recruitment programs which provide clear and full information about the positive role of Greek life at SWT and across the nation
   d. recruitment of new members outside of traditional lines (multicultural/multi-ethnic)
   e. accommodating financial obligations which serve a broad range of economic abilities
   f. other programs or activities you feel that fit this description:
4. Chapters should provide programs to re-energize members who have lost spirit and unity within the organization and/or within the Greek community, and should share these programs with other Greek groups. Chapters are encouraged to use ongoing standards and goals judged by annual review boards to meet this objective. Chapters are encouraged to examine programs of this nature provided by their national headquarters and to adapt these programs for use at SWT. If no such program is available, Chapters are encouraged to seek assistance from SWT staff to develop a program of their own.

EDUCATION

New Member Education

1. No hazing of any kind should be tolerated. Chapters should instruct new members and actives of National and University polices, and of State of Texas laws regarding hazing.
2. Chapters should promote scholarship/academic achievement for New Members.
   a. New members should be allowed time to study .
   b. Time management training should be provided.
   c. Awareness of campus resources should be provided.
   d. New members should be encouraged to interact with professors.
3. New Members should learn chapter operations (i.e. how to be effective members of the chapter and Greek system) and should have opportunities for leadership.
4. Campus involvement should be encouraged.
5. Chapters should discuss the values and ethics of the organization and Greek system, and expectations for conduct should be expressed clearly.
6. Interaction with other Greek and non-Greek organizations should be encouraged.
7. Chapters should provide exposure to various speakers covering personal development.
8. Chapters should have Big Brother/ Big Sister programs or mentoring relationships in new member programs.
9. Effective modeling by chapter members of proper behavior should be exhibited.
10. Chapters should have a written program on file with their National HQ and SWT:
    a. The written program should be given to new members.
    b. A calendar and or syllabus should also be provided.
    c. Specific contents should include valuable information for the new members, such as a history of the local Chapter and the SWT Greek System, information about the campus and its resources, a Chapter phone list, study tips and time management guidelines.
12. The GPA of new members as a group should, as a minimum, exceed a 2.25, while groups should attempt to exceed the All-Greek new member GPA each semester.
13. Retention of new members should exceed 85%. Please record the following information:

    Number new members: _____

    Number initiated: _____

    Retention Rate: _____

    (Retention Rate equals the number of initiates divided by the number of new members):

Membership Development

1. Chapters should be aware of and make use of the resources and programs provided by their national organizations and SWT.
2. Chapters should conduct retreats and provide workshops for personal interaction of the members.
3. Chapters should have minimum standards/qualifications and basic expectations for Big Brothers/ Big Sisters or other mentors or counselors for new members.
4. Chapters should inform members of career opportunities and graduate school options.
5. Chapters should make sure all members are given chances for leadership in committees or in offices.
6. Chapters should provide exposure to aspects of various cultures and a celebration of the members' various cultures.
7. Chapters should promote exposure to the following:
   a. the arts
   b. spirituality
   c. appreciation of the environment
   d. knowledge of current affairs.

INVOLVEMENT

1. Chapters should have a program/policy statement and incentives for involvement in campus life and community
2. Chapters should have a program/policy statement to allow for conflicting schedules of leadership activities outside the organization. (i.e. allowing members to miss chapter activities in lieu of responsibilities with student government)
3. Chapters should compile a list of all members involved in outside organizations or programs, and designate if any members were founders of those programs or initiated new projects within those organizations or programs. Attach your list to this package and tell us where we can find it.

   Please provide the following information based on that list:

   Total number of Chapter members: _____

   % involved in outside organization: _____

   % officers/leaders of outside organizations: _____

4. Chapters should encourage participation in academic programs or organizations outside the chapter. (i.e. Honors Program, Accounting Club, Marketing Assoc.)
5. Chapters should provide a list of current undergraduate members who have taken positive roles outside the Greek community in government, military, the arts, athletics, science, humanities, business ventures, etc.

FRATERNITY RELATIONS

Alumni Relations

1. An Alumni Newsletter, one per semester or two a year, should be sent out. (Attach a copy of your most recent mail-out and/or one of which you are very proud)
2. Chapters should participate in two Alumni events per year such as Homecoming, Alumni Reunion, Initiation, Founders Day, etc.
3. Chapters should communicate with a functioning Alumni Association near enough to the chapter to assist programming and planning.
4. Records of Alumni should be updated with current addresses and phone numbers.
5. Resources in SWT and National HQ Alumni Affairs offices should be used to expedite all of the above expectations.

National HQ Relations

1. Chapters should inform their general membership about the services of their National Headquarters.
2. Chapters should maximize the visit of traveling consultants or other visiting advisors.
3. Chapters should work with regional chapters in leadership or social events.
4. Chapters should correspond with area chapters and National HQ on chapter activities.
5. Chapters should submit articles/information to National magazines.
6. Chapters should encourage members to apply for National Fraternity scholarships and awards.
7. Chapter should apply consistently for National Awards.
8. Chapters should initiate communication with their National HQ, and especially when problems occur in chapter/on campus. (provide an example if possible)

PUBLIC RELATIONS

Neighborhood Relations

1. Chapters should notify neighbors in advance of social and/or Rush events.
2. Chapters should clean up trash in area after a social or Rush event.
3. Chapters should control noise in the area during social or Rush events.
4. Chapters should have ongoing interaction and communication with neighbors to establish rapport, trust and understanding of Greek /Student life. Such events might include service for/with neighbors, hosting neighbors for relevant events, and joining neighborhood associations.

University Relations

1. Chapters should invite faculty and administrators to events specifically for their honor, such as faculty teas or scholarship banquets, and for other events highlighting Greek life, such as Parents weekend, Founders Day, Alumni weekend, etc.
2. Chapters should establish ongoing informal communication, such as Holiday cards or thank-you notes, and formal communication, such as annual reports or notification of programming changes, with university administrators and faculty
3. Chapters should encourage members to establish personal rapport with professors and administrators.
4. Chapters should keep members apprised of the activities of the SWT Alumni Association, should interact as an organization with the SWT Alumni Association, and should encourage graduating members to join the SWT Alumni Association.

Community Relations

1. Chapters, members and Advisors should be involved with and/or be members of local organizations that positively affect the larger community, such as Lion's Club, Rotary, Junior League, Kiwannis, etc.
2. Chapters should be involved with local councils or networking organizations, such as the Chamber of Commerce, and should participate in various annual events drawing an audience from the larger community.
3. Chapters should seek press coverage in local newspapers for all activities that positively affect the community.
4. Chapters should inform members of upcoming local and state electons, host voter registration drives, and encourage members to vote.
5. Chapters should be informed of local legislation affecting the community by monitoring the activity of and being involved with City Council and the various City Commissions. Individual members should volunteer for various task forces and commissions in the local community.
6. Chapters should establish healthy partnerships and working relationships with local businesses and business owners.
   a. Chapters should pay all accounts on time
   b. Chapters should return all rented goods in original condition
   c. Chapters should care for all facilities used and leave them in original condition

1994 GEAR Program
Office of Greek Affairs
Southwest Texas State University

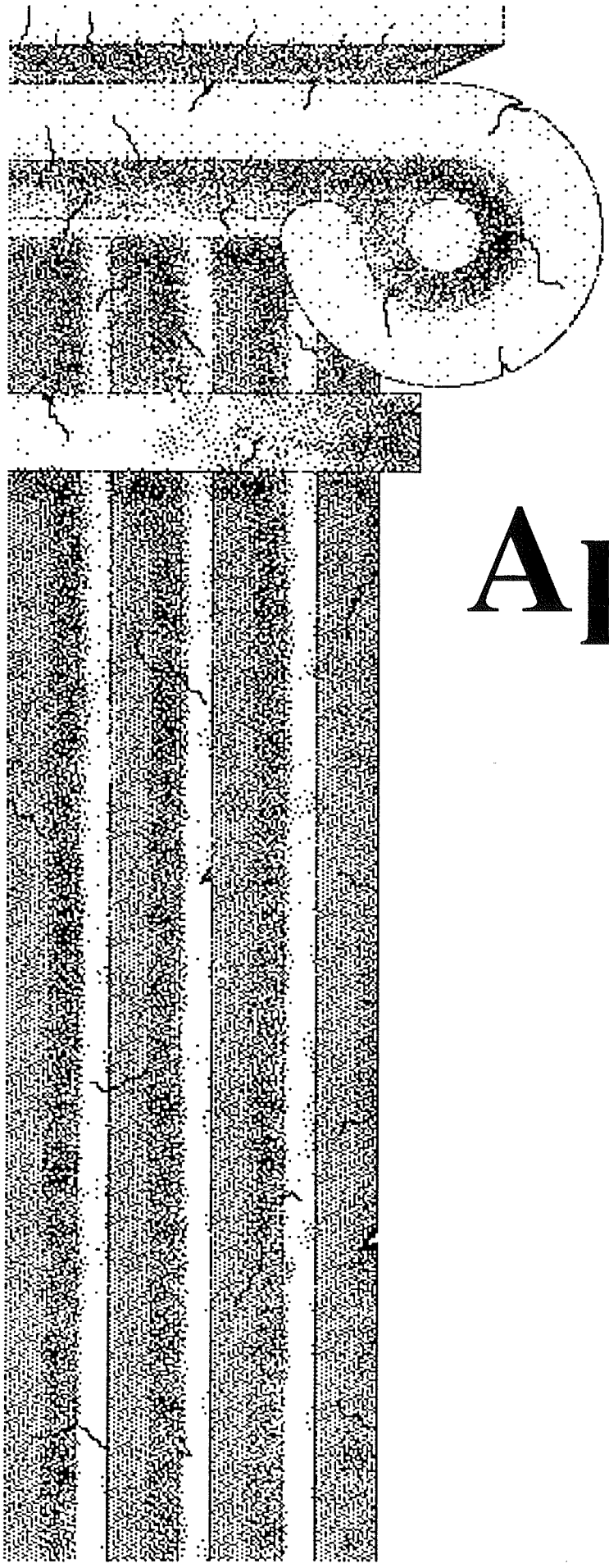
Women's Average Scores

	AVERAGE
Scholarship	68
Values, Ethics,Social	74
Personal Development	74
Philanthropy	75
Spirit and Unity	79
New Member Education	78
Involvement	79
Alumni Relations	76
Public Relations	75
Excellence	76

1994 GEAR Program
Office of Greek Affairs
Southwest Texas State University

Men's Average Scores

	AVERAGE
Scholarship	58
Values, Ethics, Social	64
Personal Development	60
Philanthropy	57
Spirit and Unity	57
New Member Dev.	62
Campus,Community Inv.	64
Alumni Relations	71
Public Relations	63
Excellence	61



Appendix 9

Alcohol Consumption Decreases among SWT Greeks

A recent study from the Southwest Texas State University Psychology department shows that Greeks report less heavy drinking, more light to moderate drinking, and more non-drinking of alcoholic beverages, than in 1989. The findings were published in a Spring 1994 supplement to the Southwest Texas State University Student Drug Use Report, a comparison of alcohol and other drug use among SWT students from 1989 to 1993. The document was prepared by Loyd S. Wright of the SWT Psychology Department.

In Spring 1989, as many as 70 out of 100 Greeks would have reported themselves as heavy drinkers, while in Fall 1993, only 60 would have done the same. Equally significant is the finding that in 1989, only 5 out of 100 Greeks would have admitted to being a non-drinker, while in 1993, as many as 10 out of 100 would make that claim.

Where did the rest of the change take place? In the category of light to moderate drinkers, an increase from 25 of 100 Greeks to 32 of 100 Greeks was found. Participants who said they drink 4 to 5 drinks per drinking occassion were considered moderate drinkers, while those who reported drinking more than 6 drinks per drinking occassion and reported at least two occassions of binge drinking in the previous two weeks, were considered heavy drinkers.

It is an interesting exercise to make educated guesses at the causes of such a positive swing. What has happened since Spring of 1989 which could account for decreases to Heavy Drinkers and increases to light to moderate and Non-Drinkers in the SWT Greek System?

1. As early as 1988, Risk Management guidelines from National Headquarters were in place for all IFC Fraternities and Panhellenic Sororities, and SWT's IFC and Panhellenic Association developed campus social function policies for member chapters.
2. Dry Rush for IFC Fraternities was implemented in Fall 1989, and has always been in place for Panhellenic Sororities.
3. Deferred Rush for IFC Fraternities began in Spring 1991, thereby increasing the average age of new and continuing Fraternity members.
4. Southwest Texas State University hired a new Director of Greek Affairs, Dan A. Medlin, in Fall 1991, after his predecessor was promoted to Assistant Dean.
5. Increased Academic Standards: SWT raised its academic standards as early as Fall 1991, while the Greek Councils and many member chapters raised their entrance standards as early as Fall 1990.
6. A Fine Line program: In Fall 1991, Greek Affairs sponsored an alcohol awareness program with young, paraplegic adults who were injured for life in alcohol-related accidents.

7. S.U.P. : In Spring 1992, the City of San Marcos implemented new zoning regulations for Fraternity and Sorority houses which called for tougher positions on alcohol use, along with party size, parking, facility maintenance, etc.
8. Star Flight Program: In Fall 1992, Greek Affairs sponsored an alcohol awareness program with the helicopter emergency rescue unit, Star Flight, on the dangers of DWI, showing graphic video and providing frank discussions.
9. GAMMA: A Chapter of GAMMA (Greeks Advocating the Mature Management of Alcohol was chartered in Fall 1992
10. Our Chapter Our Choice: In Spring, 1993, GAMMA was trained to impliment a peer education program on alcohol awareness and group values.
11. OctSoberfest: In Fall 1993, Greek Affairs co-sponsored a program with ADEPT, Counseling Center, Student Center, Residence Life, Rec Sports, and many student groups, to provide a fun and alcohol-free event for the campus.

Table 1

Percentages of Greek and Non-Greek Males Classified as Non-Drinkers (ND), Light to Moderate Drinkers (LMD) and Heavy Drinkers (HD) From 1990 to 1993

Semester / Group		ND	LMD	HD	Chi Squares
Spring 1989					
Greeks	(n= 40)	5.0	25.0	70.0	
Non-Greeks	(n=173)	8.7	41.6	49.7	5.38
Total	(n=203)	8.0	38.5	53.5	
Fall 1990					
Greeks	(n= 58)	8.6	22.4	69.0	
Non-Greeks	(n=344)	16.0	43.9	40.1	16.75 ***
Total	(n=402)	14.9	40.8	44.3	
Fall 1991					
Greeks	(n=100)	8.0	31.0	61.0	
Non-Greeks	(n=549)	13.9	43.7	42.4	11.96 **
Total	(n=649)	13.0	40.2	48.0	
(n=)					
Fall 1992					
Greeks	(n= 73)	2.7	31.5	65.8	
Non-Greeks	(n=474)	11.4	43.2	45.4	12.19 **
Total	(n=547)	10.2	41.7	48.1	
(n=)					
Fall 1993					
Greeks	(n= 44)	9.1	31.8	59.1	
Non-Greeks	(n=240)	19.6	45.0	35.4	9.12 **
Total	(n=284)	18.0	43.0	39.1	
Changes from '89 to '93					
Greek Males		+4.1	+6.8	-10.9	
Non-Greek Males		+10.9	+3.4	- 14.3	

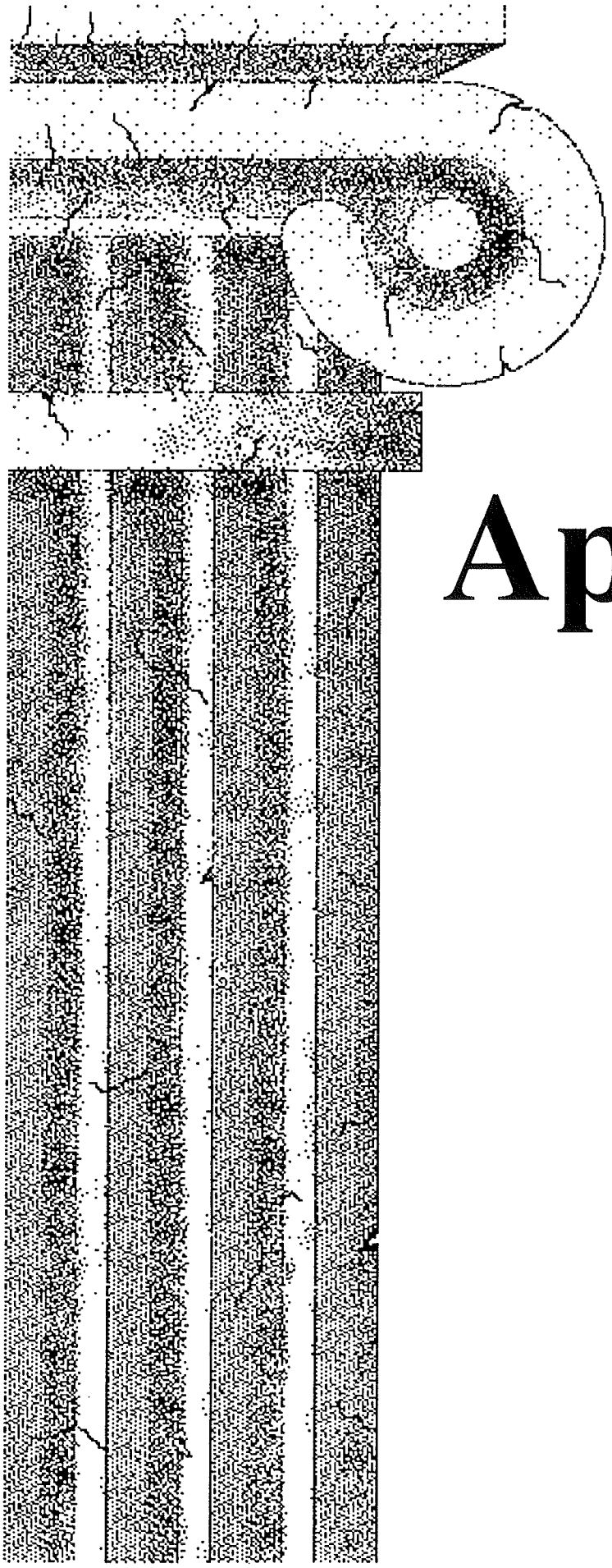
Pearson Chi Squares with 2 DF: * $p < .05$; ** $p < .01$; *** $p < .001$

Table 2

Percentages of Greek and Non-Greek Females
Classified as Non-Drinkers (ND),Light to Moderate Drinkers (LMD)
and Heavy Drinkers (HD) From 1990 to 1993

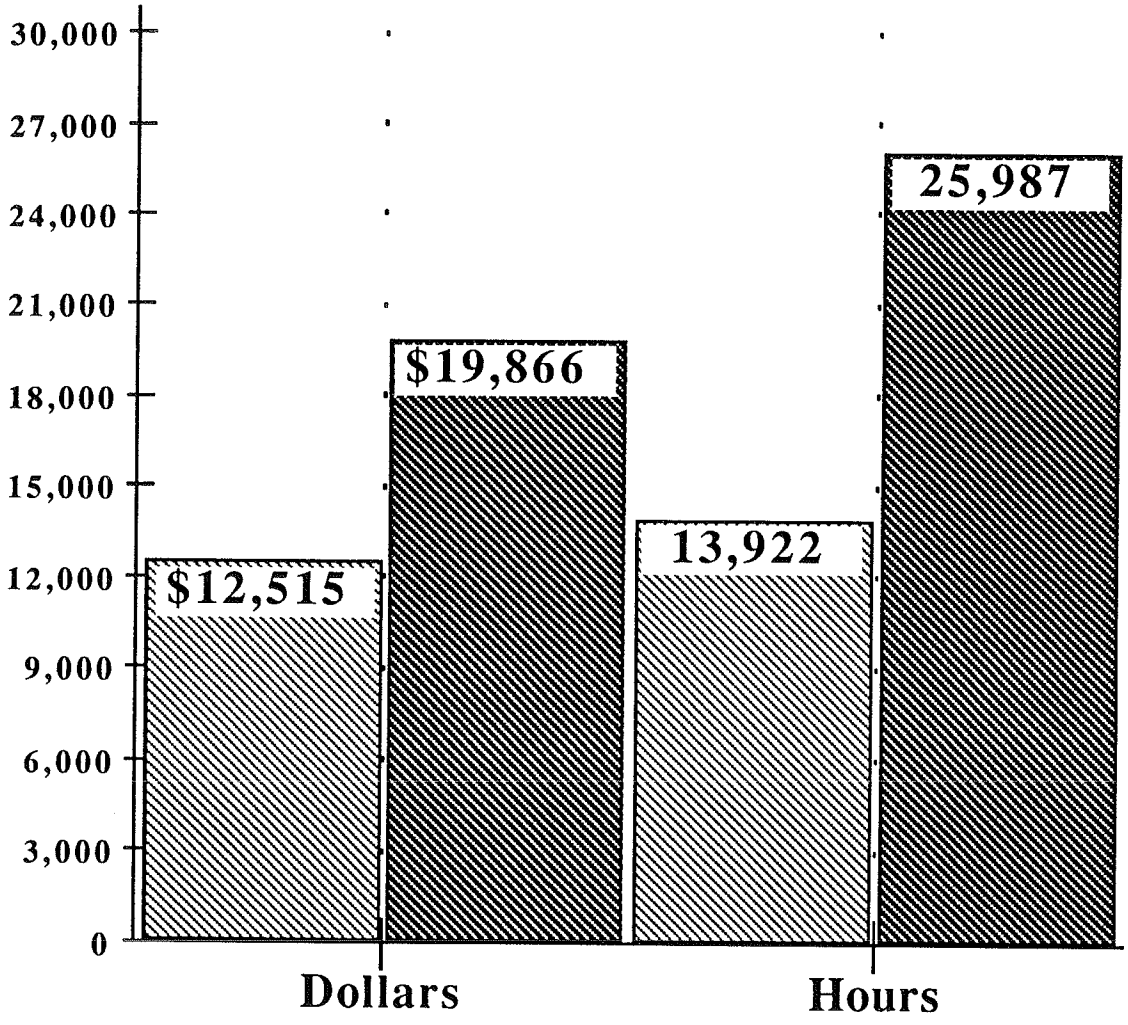
Semester / Group		ND	LMD	HD	Chi Squares
Spring 1989					
Greeks	(n= 42)	7.1	50.0	42.9	
Non-Greeks	(n=221)	10.9	65.2	24.0	6.43 *
Total	(n=263)	10.3	62.7	27.0	
Fall 1990					
Greeks	(n=100)	2.0	74.0	24.0	
Non-Greeks	(n=362)	13.0	63.3	23.8	10.29 **
Total	(n=462)	10.6	65.6	23.8	
Fall 1991					
Greeks	(n=129)	6.2	55.0	38.8	
Non-Greeks	(n=695)	16.7	62.2	21.2	22.97 ***
Total	(n=824)	15.0	61.0	23.9	
Fall 1992					
Greeks	(n= 87)	5.7	56.3	37.9	
Non-Greeks	(n=597)	12.6	66.3	21.1	13.43 ***
Total	(n=684)	11.7	65.1	23.2	
Fall 1993					
Greeks	(n= 58)	8.6	55.2	36.2	
Non-Greeks	(n=408)	18.6	62.0	19.4	10.03 **
Total	(n=466)	17.4	61.2	21.5	
Changes from '89 to '93					
Greek females		+1.5	+5.2	- 6.7	
Non-Greeks female		+7.7	- 3.2	- 4.6	

Pearson Chi Squares with 2 DF: * $p < .05$; ** $p < .01$; *** $p < .001$



Appendix 10

Southwest Texas State University
Greek Community Service



Comprehensive Program Review

Student Affairs Division

The Office of the Student Legal Advisor

Southwest Texas State University

Self-Study Report

1995

Comprehensive Program Review
Self-Study Report

THE OFFICE OF THE STUDENT LEGAL ADVISOR
Southwest Texas State University

I. Brief History of the Student Legal Advisor's Office

Describe how the department currently fits into the organization of the Student Affairs Division. Briefly describe major changes in the department's organizational structure, organizational relationships within the division (e.g., changes in reporting lines), staffing, physical location, and in the orientation or focus of programs and services since the last review. Include major new services and programs which have been added or deleted from the functions of the department, e.g., mentor program, part-time job service. Briefly describe any primary program or service changes that have affected the department, e.g., loss of personnel due to university budget cuts.

The Students' Legal Advisory service was introduced to the campus in the Fall semester of 1974. Mr. Bill Fly, currently University Attorney, was the first person to fill this half-time assignment. He reported to the Director of the Counseling Center. Over the years, a number of attorneys have filled the role which became full time in 1975. The current Student Legal Advisor is Julie Mitchell, a graduate of the Baylor School of Law.

The Student Legal Advisor's Office reports to the Office of the Dean of Students, which reports to the Vice President for Student Affairs. The office is located in Room 410 of the LBJ Student Center. A new advisor was hired in October of 1994. New programs developed in the last few years are Mock Trial videos, legal seminars on common questions asked by students as well as an extensive Mediation program. This office staffs a full time legal advisor, a part time secretary, several student workers and a legal assistant intern.

II. Findings and Recommendations made during Previous Review

Specify the type, date and time of the last program review, e.g., Southern Association of Colleges and Schools (SACS) accreditation, comprehensive program review. Briefly summarize major findings and recommendations of the reviews. Did the director and staff of the department agree with the recommendations? Describe the responses made to date. Indicate any planned responses incorporated into the strategic plan of the department. What were the primary strengths and weaknesses of the department identified in the review? What changes (if any) have been implemented to strengthen the department that were NOT specific recommendations from a review?

The previous review was condensed to one paragraph in the final report. As a result, there are no findings and recommendations to report from the previous review.

III. Description of the Student Legal Advisor's Office

A. Mission and Goals

Include a statement of the department's mission, major responsibilities, and goals directly related to accomplishment of its mission. Attach a copy of the department's strategic plan.

Mission Statement

The Students' Legal Advisor's office mission is to encourage the students of Southwest Texas State University to realize their legal rights, obligations, and duties both as adults and students in contemporary society. This office believes that knowledge of the law is the essence of freedom. Such knowledge is essential in preserving the democracy this nation was founded on. The service we provide assists in teaching our students how to respect and interact with each other within an orderly legal framework.

The office provides a valuable service to the students at Southwest Texas State University and aid those who ordinarily would be unable to afford or procure effective legal counsel. The staff members endeavor to open dialogue between opposing factions and encourage negotiation and mediation whenever possible.

Description of Office

The Office of the Student Legal Advisor consists of a full time legal advisor, a part time secretary, four student workers and a legal assistant intern. The present Legal Advisor's employment began in October of 1994 and the secretary's employment began in November, 1994. The number of student workers fluctuates each semester, but the maximum amount budgeted for is four. There will be a legal assistant intern in the Spring of 1995 who is a graduate student at Southwest Texas State University (SWT).

Free legal advice is available to every registered student at Southwest Texas. The primary function of this office is to present each student with the legal options available to them. This is done through researching the problem, presenting the options, speaking with the opposing party in order to reach a settlement or referring the student to outside counsel should litigation be necessary.

Major Goals

1. Provide sound legal advice to students on the questions and issues they bring to the Student Legal Advisor.

2. Inform and educate the students on their legal rights and obligations. This can be done through seminars, brochures and lectures.

3. Contribute to the Mediation program already in place at this University to ensure that it becomes a viable service to the students.

B. Programs and Services

Briefly describe the programs and services provided by the department.

Major Programs

1. The primary "program" is providing daily access to the Legal Advisor. Hour long appointments are available for each student and six to seven appointments are held daily.

2. The Mock Trial video is an annual program produced every Spring. Each year a different topic is discussed. In 1993, date rape was discussed and in 1994 the topic was driving while intoxicated. Videos are made of a "mock" situation involving the topic of discussion. Active duty police officers perform the arrests and conduct investigations and attorneys from the community argue the case. The video includes the situation leading to the arrest, questioning by the police, the time spent in jail as well as the actual trial. Students throughout the campus are encouraged to participate and attend the trial. This program promotes campus awareness of the issue discussed and is quite popular among the students. The topic for 1995 is the rights and responsibilities involved in the landlord/tenant relationship. The program videos are available to high schools and colleges throughout Texas to initiate discussions among classes and student groups. It appears to be a very successful educational tool.

3. A tenants' rights seminar is planned for the Spring 1995 semester. It is planned for the Spring because this is when many of the students are entering into lease agreements.

4. The Student Legal Advisor's Office is very involved in the Mediation program on campus. Mediation is available for both students and employees of the University. Mediation provides an avenue for the expedient resolution of disputes and will avoid the time and expense of trial.

5. This Office will also sponsor a program with the Austin Tenants' Council starting in the Spring semester of 1995. A spokesman of this group will come to Southwest Texas one afternoon each week to discuss landlord/tenant problems with students.

6. The Student Legal Advisor also serves as the Grievance Officer for all grievance hearings between employees of the University. The hearing consists of a pre-trial hearing and the actual hearing where the case is tried by the Grievance Officer and the Grievance Committee which consists of employees from various University Departments.

7. The Student Legal Advisor also serves on the Civic Responsibility Committee. This Committee disburses grants involving student ethics. It will help develop the Mock Trial Video for the Spring of 1995. It is also involved in developing the Mediation program currently underway.

1. Basis for Specific Services and Programs

Describe what information and data are used to determine the relevant needs and interests of students. What are the specific services and programs provided by the department?

Every student who makes an appointment in the office completes an appointment form. This appointment form contains the student's classification, type of problem and a summary of the advice the Legal Advisor gave the student. The information from these forms is then entered into the computer which generates the monthly reports. These confidential reports contain data on the types of problems students are having and documents the effectiveness of the Students' Legal Advisor in alleviating the problem.

One of the main purposes of collecting this information is to determine where students seem to be having the most legal problems. The two main areas are landlord/tenant problems and criminal issues. As a result, a landlord/tenant seminar is planned for the 1995 Spring semester and a criminal seminar will be presented in the 1995 Fall semester.

What other factors and information are used in determining the focus of programs and services?

Another purpose of programming is to address weaknesses in the Student Legal Advisor's system. For instance, one student would see the legal advisor regarding a dispute with another student, and when the second student would come in, the legal advisor could not advise him because an attorney/client relationship had already been established with the initial student. This did not give each student a chance to receive legal advice. The mediation program is alleviating this problem. Another example is the Mock Trial. This program was developed to increase student awareness of serious issues that seem to be a problem not only at Southwest Texas State University, but throughout the state and nation.

2. Programs and Service Delivery

Briefly describe how programs and services are primarily provided to students, e.g., on-site, outreach, individual, group activities. Identify strategies used to make students aware of services and programs.

The main service the office provides is free legal advice. The schedule is usually booked in advance for a week and a half so it is a well-known and well utilized service. However, there is a need to ensure that all students are made aware of this service. Therefore, the office does promote the service as often as possible. Student Affairs periodically conducts seminars in which divisional representatives from the service offices including the Students' Legal Advisor set up booths to answer students' questions. In addition, the office is listed in

brochures and in campus information distributed to all students. Furthermore, the Student Legal Advisor is often interviewed for articles in the University newspaper. These articles serve two functions. First, they inform students of particular legal rights they have and second, they let students know that a legal advisor is available to them. The Legal Advisor also informs students of other organizations available to them. For instance, the Austin Tenants' Council, the Better Business Bureau, the Chamber of Commerce, and the Consumer Protection Division of the Attorney General's Office are just a few organizations that can provide guidance and help in problem situations.

3. Target Populations

Indicate programs directed at specific student population groups e.g., disabled, Greek organization groups, ethnic minorities, graduate students.

The programs available through the Students' Legal Advisor's Office target the student population in general. This office sees a fair cross-section of all parts of the student population and therefore tries to provide programs every student can use. The Landlord/Tenant seminar in the Spring may appeal more to the sophomore and junior population since many of them are signing leases for the first time (students are required to live on campus through their sophomore year). However, the legal advisor visits with as many seniors and graduate students regarding landlord problems as underclassmen.

The Students' Legal Advisor's Office has developed a new program with the Austin Tenants' Council which began during the 1995 Spring semester. A spokesman from the Austin Tenants' Council spends one afternoon a week at Southwest Texas State University to answer students' questions regarding their lease and landlord/tenant relations. The Students' Legal Advisor's Office is sponsoring this program in an effort to help as many students as possible with landlord/tenant problems.

The Legal Advisor has in the past spoken to isolated groups regarding legal issues peculiar to that group. For instance, the legal advisor addressed the Greek organizations last Fall in an Anti-Hazing seminar presented by the Greek Affairs Office. The discussion concerned the legal issues and consequences of hazing.

4. Collaborative Efforts

Briefly discuss primary collaborative working relationships with other Student Affairs departments. Describe how collaborative efforts in these relationships serve to increase efficiency and quality of programs and services. Indicate maintenance efforts and methods used to facilitate smooth and team-oriented efforts within the working relationships.

The Students' Legal Advisor's Office works with many departments at Southwest Texas. The main reason for this is to facilitate the students' questions and needs. For instance, students who are going through a difficult time with family or roommates usually need counseling as much as or more than they need

legal advice. Therefore, the office maintains a close working relationship with the Counseling Center. The same can be said of the Alcohol and Drug Education Department, the Student Justice Department, the University Police Department and Residence Life. Close relationships with these departments are essential to providing students with the best service available. The legal advisor attends two meetings each month that include all departments within the Office of the Dean of Students. At these meetings, the directors of each respective department are able to discuss important issues and current questions. Strict confidentiality is maintained at all times by this department and if a case must be discussed with a director in another department, it is only done in the most general of terms.

The legal advisor is in frequent contact with every department mentioned above usually on behalf of a student or to clarify a department or University policy. Such contact facilitates the team spirit that pervades throughout campus and especially in Student Affairs. Members of each department make an effort to seek one another out at meetings and speak often about various issues effecting their departments. As a result, the quality of programs and services at this University is extremely high.

5. Primary Obstacles

Describe the primary problems and obstacles experienced by the department in providing general or specific programs and services, e.g., loss of facility space, conflicting programs, university calendar.

The main problem this department experiences is time constraints. With the number of students needing legal advice, it is difficult to conduct a great deal of research or work on outside programs. However, this office does the best it can with the budget and support staff available. There is a legal assistant graduate student working two days a week in the Spring which will increase the amount of research the legal advisor is able to do.

6. Evaluation

Describe evaluation methods used to assess quality and effectiveness of programs and services. Indicate how evaluation results are incorporated into subsequent program or service planning and revision activities.

Each month, activity reports are completed to evaluate what types of problems came through the office and how many students the legal advisor met with. These reports indicate what legal issues seem to arise most frequently. From these reports, program needs are analyzed. This is the method used to program a landlord/tenant seminar this Spring. An annual report is also completed by the Student Legal Advisor to examine yearly trends and determine the characterisitics of students who utilize the office.

A survey was given to all students who attended the Mock Trial to evaluate the effectiveness of this form of presentation. It was also used to discover what other issues the students would like to see presented in the future.

From the information given in the survey, new topics are selected for upcoming Mock Trials.

C. Resources

1. Current personnel: provide personnel flow chart of the department

a. Administrative Personnel

List by title each individual with administrative responsibility within the department. Include date of hire for the present position and description of current job responsibilities and duties. In addition, identify previous positions relevant to the current position, highest degree earned, institution granting most recent degree, and ethnic origin of each administrative staff member.

The Students' Legal Advisor is Julie Mitchell, a Caucasian female, age 25. She has a Bachelor of Arts degree in Speech Communications from Baylor University and a Juris Doctorate from Baylor Law School. Ms. Mitchell began working at Southwest Texas State University on October 17, 1994. Prior to coming to the university she worked for the Attorney General of Texas in the Consumer Protection Division.

The job responsibilities and duties of the legal advisor are as follows: To ensure sound legal advice is given to each student who seeks it, to conduct complete and thorough research on questions asked, to stay abreast of current issues in the law as they relate to students and to education at the college level. In addition, the legal advisor serves as a mediation coordinator, the grievance hearing officer, an advisor to two organizations and a member of the mediation and civic responsibility committees. The legal advisor also assists the University Attorney on special projects. The legal advisor works with the Student Justice Director, the University and San Marcos Police, the District Attorney's Office, the Drug Rehabilitation Center, the Counseling Center, and Residence Life among other student service officers. Furthermore, the legal advisor is account manager of a budget in excess of $67,000 and supervises a staff secretary, up to four student workers, and a legal assistant. She will be teaching a graduate course in the Student Affairs program in the Spring of 1996.

b. Half-time Professional Personnel (unclassified)

List by title each half-time professional staff member located in the department. Include a statement that briefly describes each person's job responsibilities and duties. In addition, include date of hire for current position, previous positions held that are relevant to the current position, highest degree earned, institution granting most recent degree, and ethnic origin of each staff member.

This office does not have any unclassified personnel.

c. Classified Personnel

List by title each classified staff member in the department including graduate assistants. Include a statement that briefly describes each person's job responsibilities. In addition, include date of hire, highest degree earned and institution granting most recent degree. Identify ethnic origin of each staff member.

The Secretary for the Office of the Student Legal Advisor is Aida Martinez, a Hispanic female, age 31. She was hired November 21, 1994. Prior to this position she worked as an Administrative Assistant, Accounting Clerk, Data Entry Clerk, Office Manager, and Store Manager. She is a Falfurrias High School Graduate, and currently has sixty nine college credits. She monitors the office account and supervises the student workers. Her responsibilities also include organizing and updating the law library and developing marketing techniques to promote the office.

d. Temporary Staff

List by title all employees that are considered temporary personnel in the department. Create a statement for each individual which describes each position and its function. In addition, include date of hire, highest degree earned and institution granting most recent degree. Identify ethnic origin of each individual.

Benaye Wadkins, an African American female, will be completing her internship in the Student Legal Advisor's Office during the Spring semester of 1995. She is a Legal Assistant graduate student at Southwest Texas. She completed her undergraduate studies at SWT as well. Ms. Wadkins will assist the Legal Advisor on research projects and client cases.

e. Students

List the number of students employed by the department annually. Identify the purpose and scope of each of the student positions utilized within the department.

The Students' Legal Advisor's Office employs up to four student workers annually. Currently, four students work in this office. Each semester one student works primarily on assisting the Legal Advisor with cases. The other student workers do clerical work, answering phones, filing cases and organizing the office.

f. Physical Plant and Equipment

List all facilities, i.e., the buildings, office space, labs and property used by the department. In addition, identify the capital equipment or inventory that contribute to the success of the department. Briefly describe the status of these resources versus the department's needs with regards to physical plant and equipment and replacement or renovation plans and schedules.

The facilities consist of a three room suite of offices and a storage closet. This suite is located on the fourth floor of the LBJ Student Center. This is the entire space used by the Students' Legal Advisor's staff. There is a Macintosh computer in each office as well as three phones which transfer between offices. Each office contains a desk and chairs. The front office is used as a reception area and has two large bookshelves which house legal research materials. Some of the desks and chairs should be replaced and it would be beneficial to have a conference room for meetings or sessions where several students are in attendance. The space provided at present is adequate, but there is no room for growth. However, a new student center opens in 1997 and this staff will be

moving into that new building. This move will provide this office with a conference room and more space.

g. Funding

Briefly discuss the method of funding for the department, detailing amounts budgeted in the categories of salaries, wages and operations. In addition, identify income generation accounts and the programs and activities that generate these resources.

Funding for this office is decided through recommendation to the President from the Student Service Fee Advisory Committee. The budget is allocated as follows:

Salaries: Attorney and Secretary	63%
Wages: Student Workers	11%
Maintenance and Operation	23%
Other (Travel and Related Expenses)	3%

The Mock Trial Video is marketed to high schools and colleges throughout Texas and is therefore an income generating account. Last year about $300 was collected from sales of the video.

h. Other Resources

Describe community resources, grants, joint programs, affiliated centers, cooperating institutions, etc. that contribute to the department's programs and services.

Many offices in the San Marcos Community contribute to the operation of the Office of the Student Legal Advisor. The District Attorney's office is a source of constant help regarding criminal matters. The San Marcos Police Department is another good source of information. The Municipal Court Judges, Small Claims Court Judges as well as the City Attorneys are all very cooperative and helpful in answering any questions. Local police and attorneys contribute their time in helping make the Mock Trial as realistic as possible. In addition, the University Police Department, the Counseling Center, the Student Justice office and the Alcohol and Drug Education Center are all very cooperative in working with this office.

D. Assessment

Briefly describe each major assessment and evaluation activity within the unit and the findings and changes that have been implemented based on these activities. Attach a copy of the department's assessment plan.

The major assessments of this office are contained in annual reports done each year by the Student Legal Advisor's Office. The 1992-1993 report indicated that the Student Legal Advisor saw 894 clients, a 12.5% increase over the 1991-1992 school year. The findings from this report showed that the number of cases in criminal, landlord/tenant and family law stayed relatively the same from the previous year. However, the number of miscellaneous cases increased seventeen

percent. This proved to be ambiguous in determining what areas of law students needed advice in. As a result, the consumer protection category was added in the 1993-1994 school year. This decreased the miscellaneous category to five percent. To further clarify what legal problems the Student Legal Advisor addresses each year, the 1994-1995 annual report will include insurance law and the miscellaneous category should no longer be necessary.

The 1992-1993 annual report included a major initiative for the 1993-1994 school year of presenting a DWI Mock Trial program and conducting additional seminars on pertinent legal topics. These goals were accomplished. Additional goals met were offering mediation services and garnering support for a new student center. Mediation became available in the Spring of 1994 and the new student center will be completed in the summer of 1997.

The Student Legal Advisor handled 754 cases in the 1993-1994 school year. A significant amount of the cases involved criminal and landlord/tenant law. As a result, a DWI Mock Trial was presented in the Spring of 1994. This report called for a Landlord /Tenant seminar to be presented in the 1994-1995 school year. It will be presented in the Spring of 1995. The Student Legal Advisor spoke to several groups about search and seizure, consumer protection and date rape during the 1993-1994 school year. The Students' Legal Advisor's Office indicated a need for a graduate student to assist in legal research. This need was met in the Spring of 1994.

The 1994-1995 school year is currently underway. As a result of transition in Legal Advisors, only 173 cases were handled in the Fall of 1994. The appendices to this Comprehensive Program Review include charts compiled by the Student Legal Advisor's Office. These charts break down the number of cases and clients seen, their gender, classification and the areas of law students seek advice for. These charts are an incredible tool in facilitating an effective review of this office. These statistics provide an analysis of what areas are productive and where there is need for change and growth. For instance, the number of students seen by the Student Legal Advisor in the past three years has stayed relatively the same. This is representative of the fact that school enrollment has remained steady for the past three years. The graphs present a clear picture of areas of law that students seek advice on and which areas are more particular to men and women.

Information gathered in these charts provide guidelines for future growth for the Students' Legal Advisor's Office. For instance, future seminars and who they should be presented to can be predicted by these graphs. Surveys of freshmen through graduate students need to be done to discover why certain classes utilize this office more frequently than others. The annual reports and charts serve to enlighten the Student Legal Advisor about future trends and needs of the office as well as to identify past problems in order to avoid repeating them in the future. The annual reports of the 1992-1993 and 1993-1994 school

years as well as the charts mentioned above are included in the appendix of this report.

E. Staff Development, Research and Creative Activity

1. Introductory Summary Statement on Staff Productivity over the Last Five Years

Briefly describe highlights from each of the categories in sections 2 to 9 below.

2. Publications

Identify contributions by staff members to scholarly publishing, editing of journals or other publications. Name the publications and specific works having significant impact.

The Students' Legal Advisor assists in the editing of The Southwest Texan, the student handbook.

3. Funded Projects

Identify major funding obtained by staff. Identify agencies, dates, amounts, key individuals, purpose, results, and benefits to students or the institution.

The Students' Legal Advisor's Office sponsors a project with the Austin Tenants' Council. A spokesman from this group spends an afternoon each week with students to answer landlord/tenant questions.

4. Conference

Identify conferences that staff planned or hosted. Describe the role of staff in conducting the conference and include any evaluation results.

The former Students' Legal Advisor planned the Regional Student Legal Advisor Meeting in the Summer of 1994. The former Student Legal Advisor also served as a speaker at several of the regional meetings of Student Legal Advisors.

Identify conferences attended by staff members and describe the level of the staff's participation in these conferences, e.g., attendant, presenter, invited speaker.

Both former and present legal advisors attended conferences on legal issues relevant to this office as well as advisor conferences.

5. Training and Educational Programs

Describe training programs and educational workshops developed or implemented by the department for the purpose of enhancing professional development of staff. Identify other staff development resource enhancements such as acquisition and use of educational materials.

Two educational workshops developed by this department are the Mock Trial videos and the landlord/tenant seminar. These programs are designed mainly for a student audience, but are available to staff as well.

6. Teaching Activity

Identify staff members who teach courses for academic credit and specify the course taught.

The Student Legal Advisor will be teaching graduate courses in the Legal Assistant program. She will be teaching courses such as legal writing and research. She will also be teaching a course in the Student Affairs Graduate program entitled, "Governance and Legal Issues."

7. Leadership Roles

Identify leadership roles of staff members in professional organizations.

The Students' Legal Advisor will serve as the advisor to Associated Student Government beginning in the Fall of 1995. She serves as an advisor to Chi Omega, a Greek organization on campus. She also serves on the Mediation and Civic Responsibility Committee.

8. Honors and Awards

List recognition's and awards reviewed by staff members; briefly identify the significance of each award.

The current legal advisor has been at Southwest Texas State University since October of 1994 and has not yet received any honors or awards.

9. Other Evidence of Staff Productivity Important to the Department

The Students' Legal Advisor participates in numerous seminars relating to this office. The ones she has recently attended include an advisor seminar at Texas A&M, as well as a seminar on professional development in San Antonio. She will be attending seminars in the Spring on legal issues affecting Universities and students. All attorneys must complete fifteen hours of continuing legal education to maintain good standing with the Texas bar, and the Legal Advisor will take courses that deal with many of the problems seen in the office. For instance, courses on landlord/tenant law and criminal law help the Legal Advisor answer questions most commonly asked by students.

F. Outreach and Community Service Related to Division Goals

Describe major outreach and community service activities conducted over the past five years. Include outreach services to target populations, speaking and consultation to nonprofit groups, partnership programs with community groups or organizations, and other outreach activities to the general public.

As a member of the Civic Responsibility Committee, the Legal Advisor works with different organizations to develop seminars for the general public. For instance, in February there will be a symposium on the role of religion in secular state universities. The Civic Responsibility Committee will help present this seminar. In addition, the Legal Advisor serves on the Mediation Committee. This committee is considering a proposal to have the trained mediators from Southwest Texas State University mediate cases for the high schools and the general public.

IV. Vice President's Section

The content of this section will be defined by the Vice President for Student Affairs, who in a preplanning meeting, may pose questions to be answered in the course of the self-study and site visit.

V. Long-Range Plans

Summarize long-range plans related to the following four categories.

A. Future Personnel Needs

This section should discuss future personnel needs of the department and how these positions would be funded.

Presently, there is just one attorney for the students. Should the legal advisor ever be asked to represent these students in court, there would be a real need for additional legal help. However, at present, one Legal Advisor is sufficient.

The legal advisor maintains a constant schedule of seeing six to seven students a day. As a result, it is difficult for the legal advisor to manage the operation of the office and the various projects and legal research that need to be done. The budget allocates funds for a part-time secretary. It would be helpful if the secretary position could be extended to full-time so that the daily office operations could be handled by one person instead of divided between the legal advisor and the secretary. Student fees are used to fund this office. Additional funds are needed to maintain the growth this office is experiencing and to provide quality legal advice and research to the students.

B. Future Funding Needs

This section should address the increased funding requirements of the department in the future and the anticipated source(s).

The demand for the Legal Advisor and the services this office provides is high. It is very likely that this department will eventually need to include at least two attorneys, if not more, to meet the needs of the students. If this does happen, a full-time secretary as well as legal research help will be necessary. Additional student workers will have to be hired.

The main source of funds for this office is from student fees. This will probably not change. However, it may be necessary to find alternate sources of funds to maintain the growth of the office and avoid overburdening the students with excessive fees.

C. Trends and Opportunities for Development

This section should describe emerging trends and future opportunities for the department.

There are several emerging trends developing in this office. First, the number of students seeking this service is increasing. Second, there is a fairly

even range in the types of problems seen. In other words, students who come to this office are asking a broad spectrum of legal questions; including family law, contract, criminal and property law. Third, students do not seem to realize that their actions and choices have consequences. As a result, they enter into contracts, break the law and sign agreements they have not read.

This office has many exciting opportunities ahead of it. Number one is increased awareness. Hence the Mock Trial video and landlord/tenant seminar. More seminars will be done in the future on contract and criminal law. The Students' Legal Advisor's office is continuously working on ways to increase the efficiency of the office so that every student has easy access to legal advice.

D. Immediate and Long-Range Problems to Overcome

The immediate problems facing this office are time constraints and a reduced budget. However, problems such as these just call for more creativity and can be overcome. Long-range problems include those mentioned above as well as a need for additional staff and office space.

THE OFFICE OF THE STUDENT LEGAL ADVISOR

MAJOR ACCOMPLISHMENTS

1992-1993

1. The Student Legal Advisor gave the keynote speech for the Student Legal Services National Conference.
2. The Student Legal Advisor was named Southwest Regional Director for the National Student Legal Services Association.
3. The office maintains an active membership in the Hays County Bar Association and has established excellent professional relations with area attorneys, judges, the District Attorney and their offices.
4. The Legal Advisor was the Chief Judicial Officer for two different hearings.
5. The office produced a program for students on how to respond when stopped by a police officer.
6. The Student Legal Advisor drafted legal memos for various administrators and staff.
7. The Student Legal Advisor was active in the Texas Association for State and University Attorneys.
8. The office sponsors membership in the Hays County Scholarship Committee.
9. The office provides flowcharts for the ASG Legislation and comprehensive weekly reports on meetings and activities.
10. The Legal Advisor gave speeches on various legal matters of interest to groups on campus and in the community.

11. The office held a Date Rape Mock Trial for the student body. This trial was videotaped so that students who were unable to attend may view it.

12. The Students' Legal Advisor's Office assists in the ASG elections and advises the ASG in their activities.

THE OFFICE OF THE STUDENT LEGAL ADVISOR

MAJOR ACCOMPLISHMENTS

1993-1994

1. Our office gave presentations on date rape to Delta Sigma Phi and also held a forum for Phi Alpha Delta regarding search and seizure and landlord tenant rights.

2. Ray Schiflett, representing the Students' Legal Advisor, was named Southwest Regional Director for the National Student Legal Services Association for the second consecutive year.

3. Our office made a presentation on credit card use and abuse in the March 1994 Money Fair sponsored by the Financial Aid Committee.

4. We maintained active membership in the Hays County Bar Association and excellent professional relations with area attorneys, judges and the District Attorney's office.

5. We did a majority of the collation and editing of the SW Texan student publication.

6. Our office has prepared many legal memorandums for the administrative staff.

7. The Students' Legal Advisor served as the chief judicial officer for two hearings, including the lengthy, detailed Stephen Prentice v. SWT case.

Students' Legal Advisor Office

Client/Case Profile from Spring 1992 - Fall 1994

Students Seeking Assistance from the Students' Legal Advisor - Cases/Clients Per Year Chart # 1

This chart describes the number of cases and clients the Student Legal Advisor dealt with during the 1992, 1993 and 1994 school years. The figures are broken down by semester and tallies of each year as well as all three years combined are included. This chart, documenting the number of students seen each year, assists the office in planning coverage and special programs during the busiest times of the year. It also allows the Student Legal Advisor to determine whether the case load is growing or declining year to year. It appears that over the last three years, the number of clients has stayed relatively the same.

Students Seeking Assistance from the Students' Legal Advisor - Cases/Clients Per Year

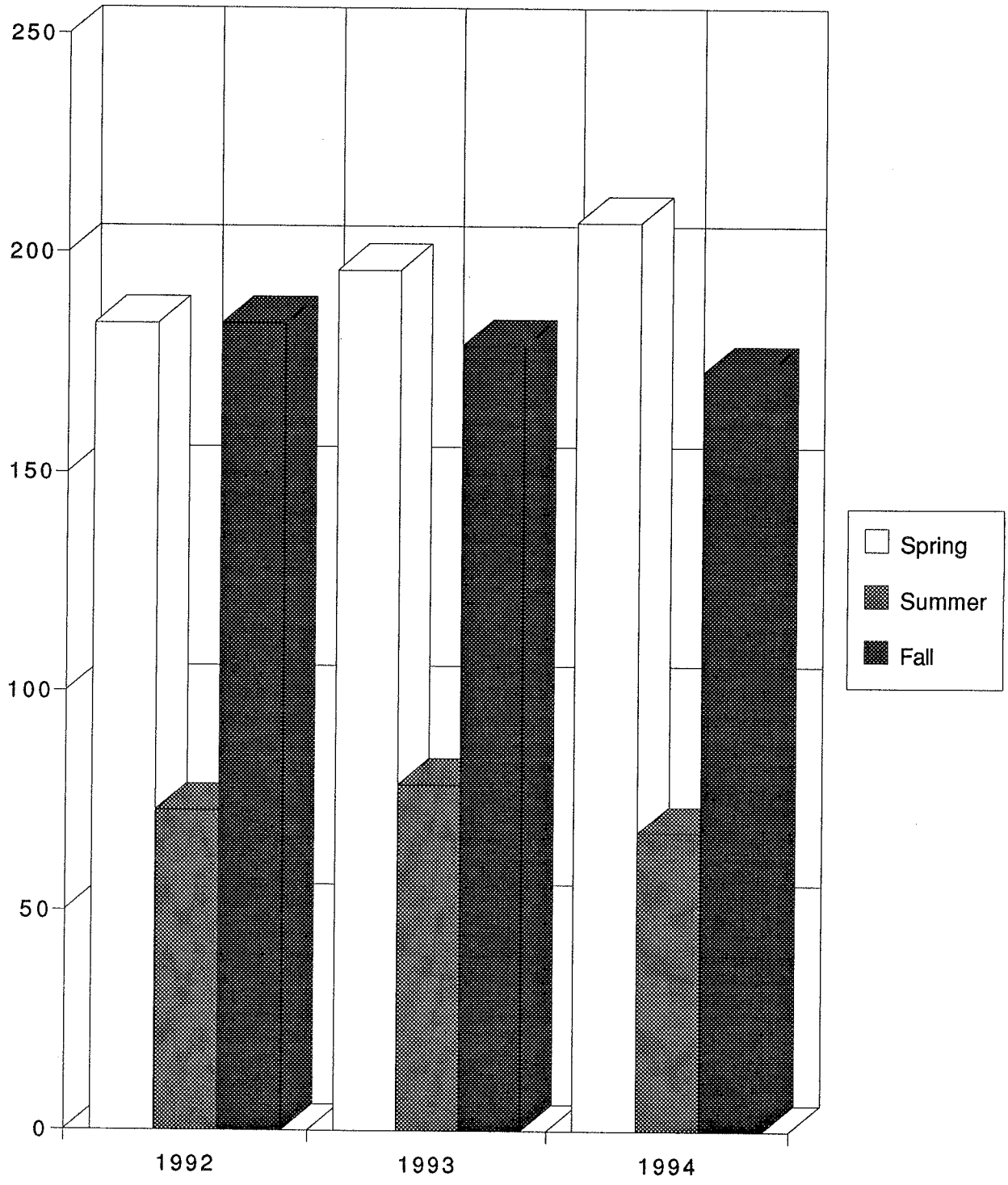


Chart # 1

Students Seeking Assistance from the Student Legal Advisor

Cases/Clients Per Year - Chart # 1

1992	Spring	-	184
	Summer	-	73
	Fall	-	184
		-	**441**
1993	Spring	-	196
	Summer	-	79
	Fall	-	179
		-	**454**
1994	Spring	-	207
	Summer	-	68
	Fall	-	173
		-	**448**
TOTALS	Spring	-	587
	Summer	-	220
	Fall	-	536
		-	**1,343**

Students Who Utilize the Students' Legal Advisor

CLASSIFICATION DISTRIBUTION CHART # 2

The Classification Distribution Chart is used to determine which class of students utilize the Students' Legal Advisor's Office the most. For instance, this chart demonstrates the difference between the number of Seniors and Freshman seen in this office each year. These Freshmen may have fewer legal problems, or perhaps they do not know about the legal services available to them. A chart such as this is a useful tool to have when deciding who to market our services to. Obviously, more information needs to be given Freshmen about this office. The Student Legal Advisor will plan to give presentations in Orientation to make the Freshmen aware that an attorney is available for them.

Students Who Utilize The Students' Legal Advisor - Classification Distribution Totals

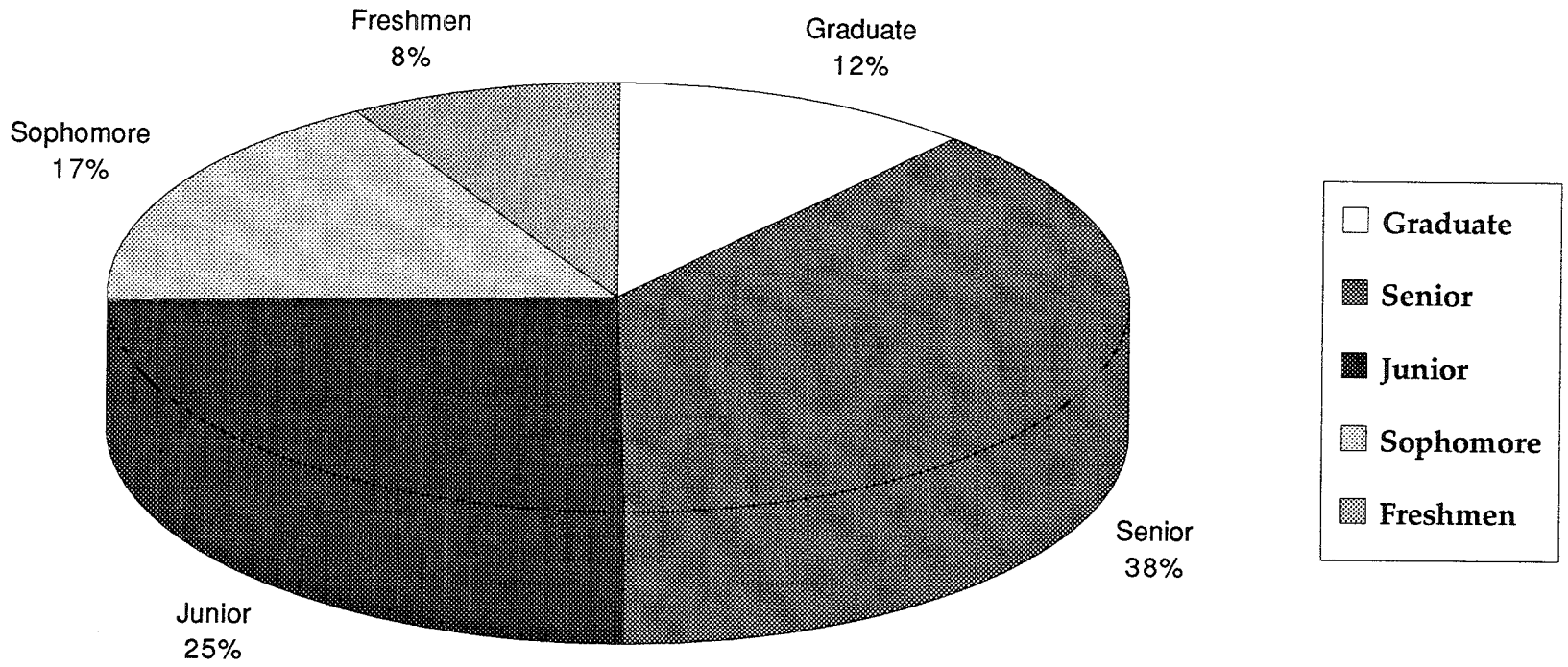


Chart # 2

Students Who Utilize the Students' Legal Advisor Services

Classification Distribution - Chart # 2

			Gr	Sr	Jr	So	Fr :
1992	Spring	-	19	72	48	29	16
	Summer	-	14	23	16	11	09
	Fall	-	29	59	43	37	16
		-	**62**	**154**	**107**	**77**	**41**
1993	Spring	-	18	82	49	35	12
	Summer	-	11	26	21	11	10
	Fall	-	21	64	47	31	16
		-	**50**	**172**	**117**	**77**	**38**
1994	Spring	-	11	97	49	33	17
	Summer	-	10	33	15	07	03
	Fall	-	23	59	43	34	14
		-	**44**	**189**	**107**	**74**	**34**
TOTALS	Spring	-	38	249	146	97	45
	Summer	-	35	82	52	29	22
	Fall	-	73	182	133	102	46
		-	**156**	**515**	**331**	**228**	**113**

Students Seeking Assistance from the Students' Legal Advisor - GENDER DISTRIBUTION CHART # 3

This chart breaks down the number of males and females seen by the Student Legal Advisor for the past three years. It is used to determine if a disparate amount of one gender appears to be utilizing this office. It is limited in that it does not include the reasons men and women clients sought legal advice. However, it is very useful in demonstrating that in some semesters there is a large gap between the number of men and women who visit this office.

This chart can help focus attention on service marketing strategies and target populations for the Student Legal Advisor. We attribute the difference in numbers between the genders to two factors; marketing and the students themselves. First, the Student Legal Advisor speaks at several programs each semester. In the past, when the Legal Advisor has spoken to a women's residence hall about a particular legal issue, more women schedule appointments with the Legal Advisor that semester. The same can be said for men. Therefore, this chart demonstrates the corollary between the Legal Advisor's outreach programs and student response. Second, it is evident from the chart that men and women seek legal advice for different issues. Male students tend to have more need for advice on criminal law matters while women seek legal advice for family law. More women seek advice with regard to landlord/tenant questions than do men.

Students Seeking Assistance from the Students' Legal Advisor - Gender Distribution

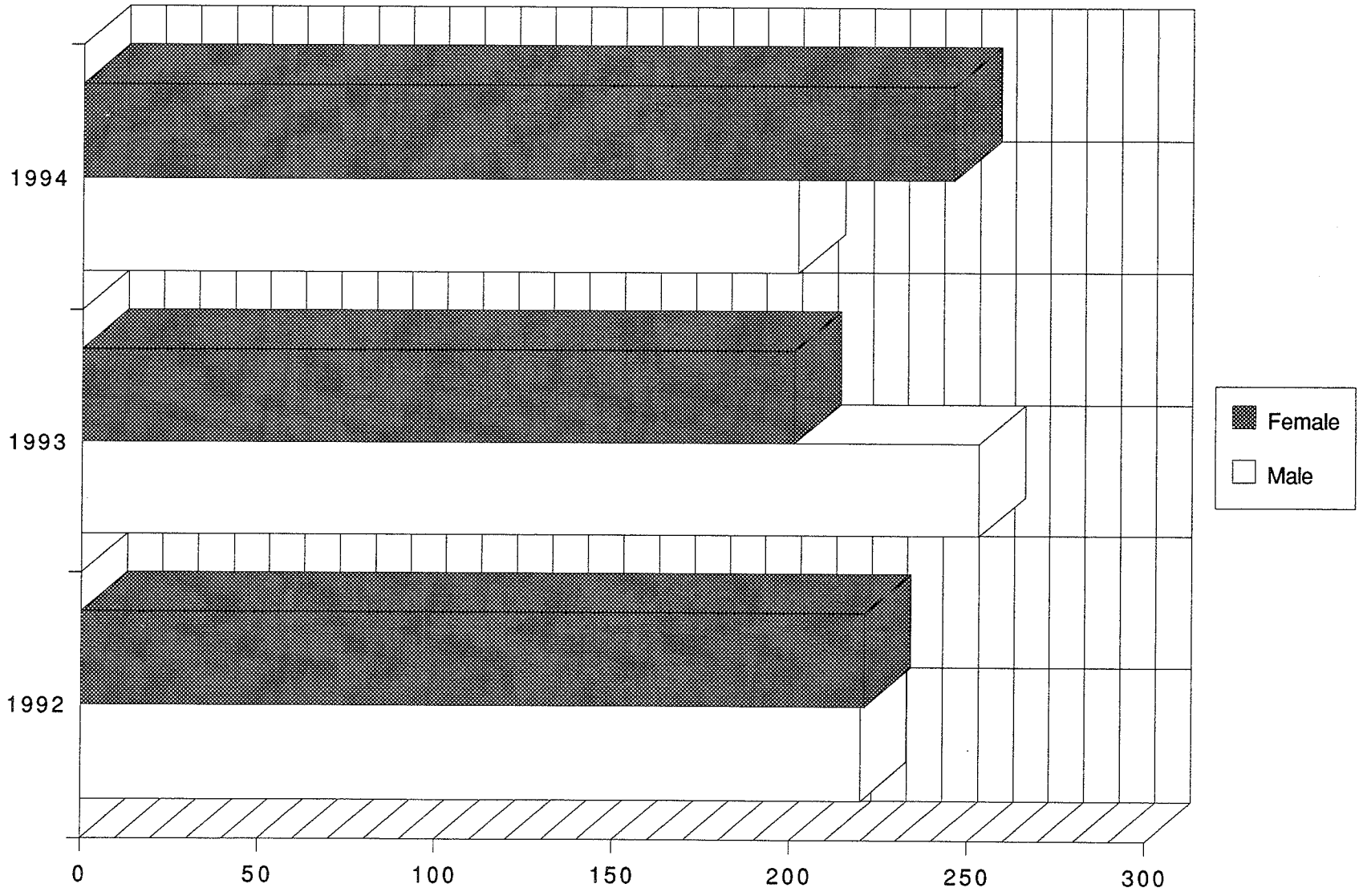


Chart # 3

Students Seeking Assistance From The Students' Legal Advisor

Gender Distribution - Chart # 3

			Male	Female
1992	Spring	-	97	87
	Summer	-	33	40
	Fall	-	90	94
		-	**220**	**221**
1993	Spring	-	115	81
	Summer	-	37	42
	Fall	-	101	78
		-	**253**	**201**
1994	Spring	-	95	112
	Summer	-	26	42
	Fall	-	81	92
		-	**202**	**246**
TOTALS	Spring	-	307	280
	Summer	-	96	124
	Fall	-	272	264
		-	**675**	**668**

Types of Cases seen by the Students' Legal Advisor

Chart # 4

The Case Analysis Chart is used to determine which cases are most prevalent in the Students' Legal Advisor Office. For instance, this chart demonstrates the difference between the number of landlord/tenant cases and family law cases seen in the office each semester. A chart such as this is a useful tool to assist in determining the areas of law in which the students are seeking advice. More information is requested about landlord/tenant law than any other type of law. Therefore, the Students' Legal Advisor is sponsoring a seminar that will focus on landlord/tenant law. Included in this seminar will be a Municipal Court Judge and a representative from the Austin Tenants' Council. With the help of charts such as this, we can determine which areas of law need more attention and then design our informative programs to address those particular areas.

Types of Cases seen by the Students' Legal Advisor - Totals

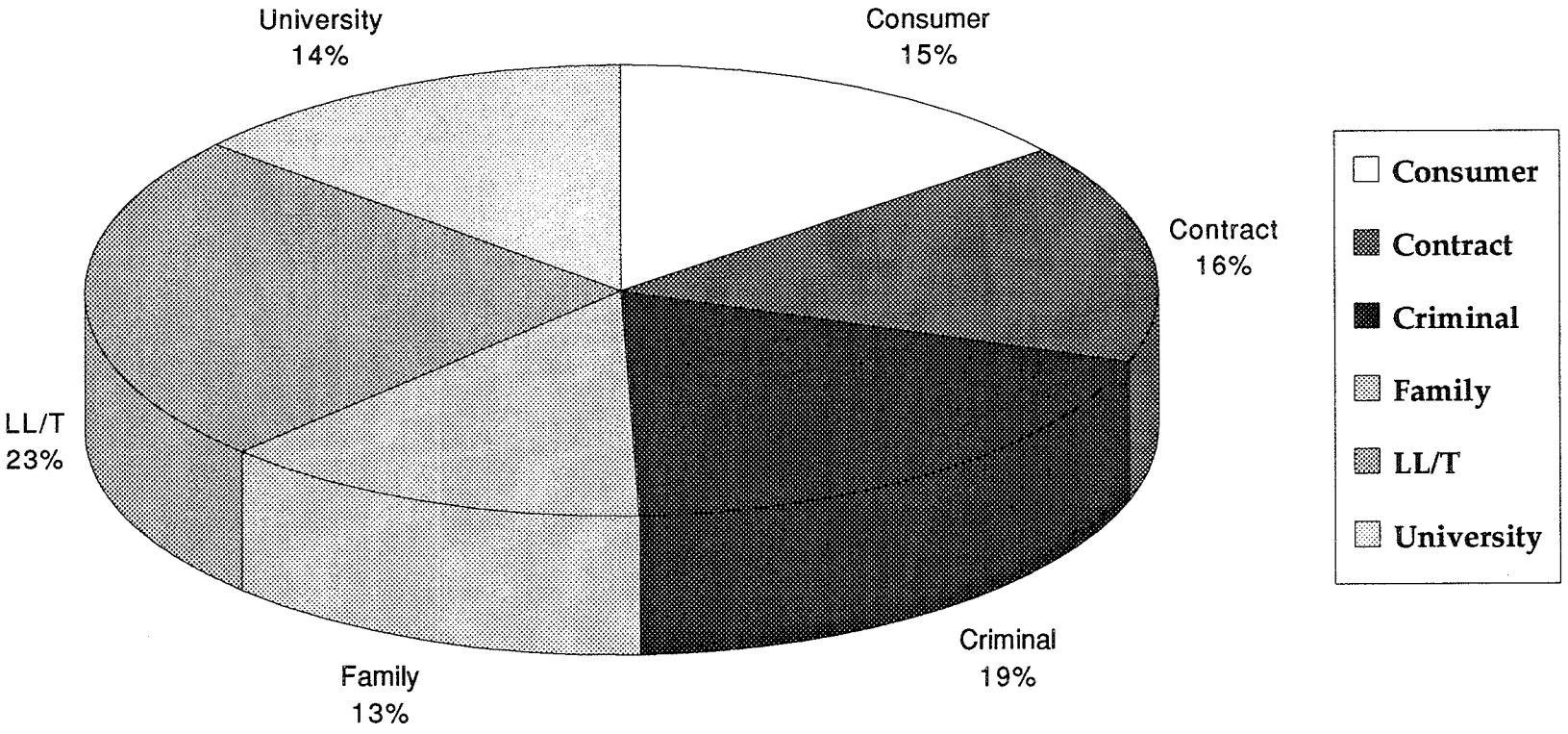


Chart # 4

Types of Cases seen by the Students' Legal Advisor in 1992

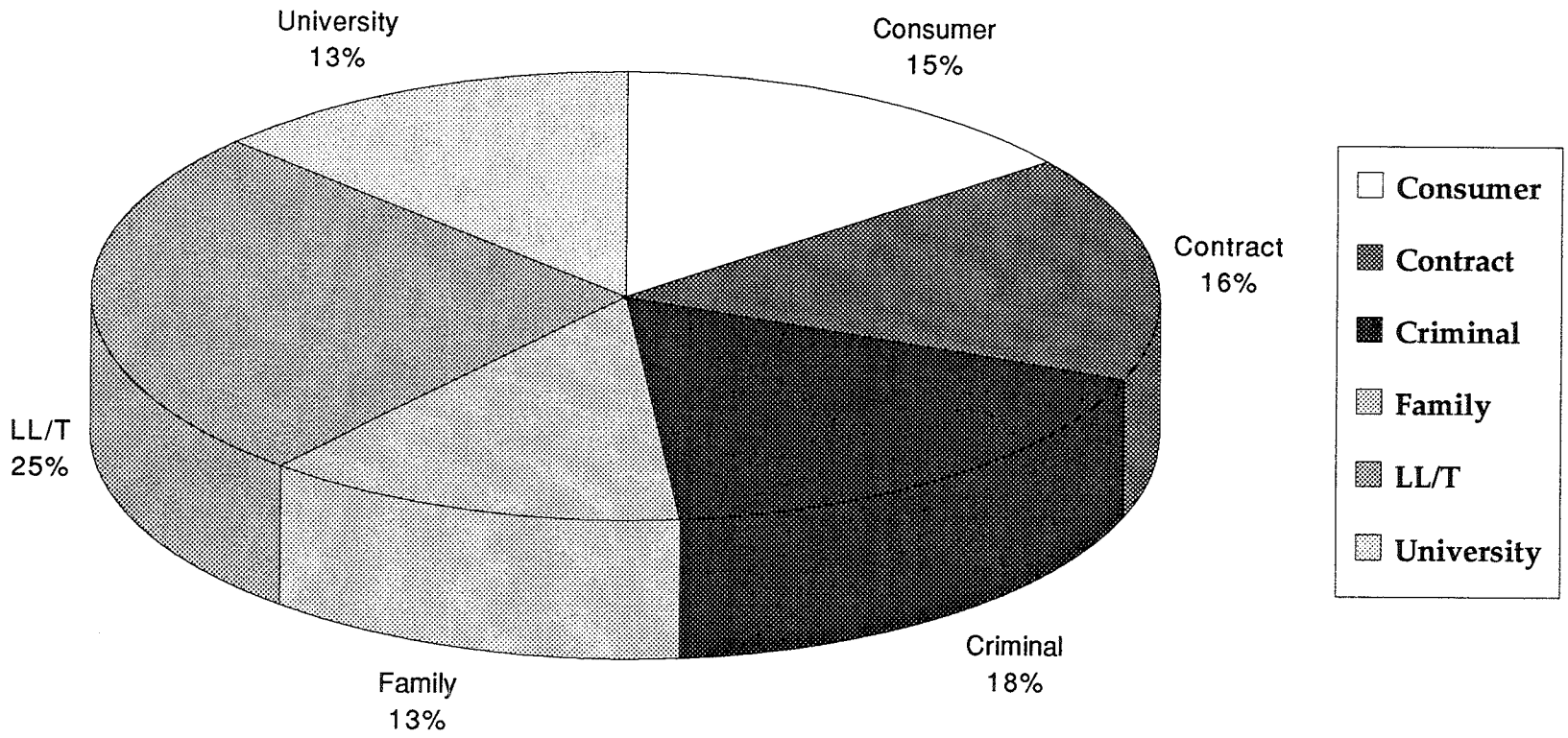


Chart # 4(a)

Case Breakdown Data for 1992
Chart # 4(a)

Spring

Type of Case	Male	Female	Total
Consumer -	13	16	29
Contract -	15	13	28
Criminal -	28	10	38
Family -	07	14	21
Landlord/Tenant -	23	19	42
University -	11	15	26
Total -	**97**	**87**	**184**

Classification	
Freshmen -	16
Sophomore-	29
Junior -	48
Senior -	72
Graduate -	19

Summer

Type of Case	Male	Female	Total
Consumer -	02	09	11
Contract -	06	07	13
Criminal -	03	06	09
Family -	06	13	19
Landlord/Tenant -	04	11	15
University -	02	04	06
Total -	**23**	**40**	**63**

Classification	
Freshmen -	09
Sophomore-	11
Junior -	16
Senior -	23
Graduate -	14

Fall

Type of Case	Male	Female	Total
Consumer -	12	12	24
Contract -	10	24	34
Criminal -	26	04	30
Family -	06	10	16
Landlord/Tenant -	22	34	56
University -	14	10	24
Total -	**90**	**94**	**184**

Classification	
Freshmen -	16
Sophomore-	37
Junior -	43
Senior -	59
Graduate -	29

Types of Cases seen by the Students' Legal Advisor in 1993

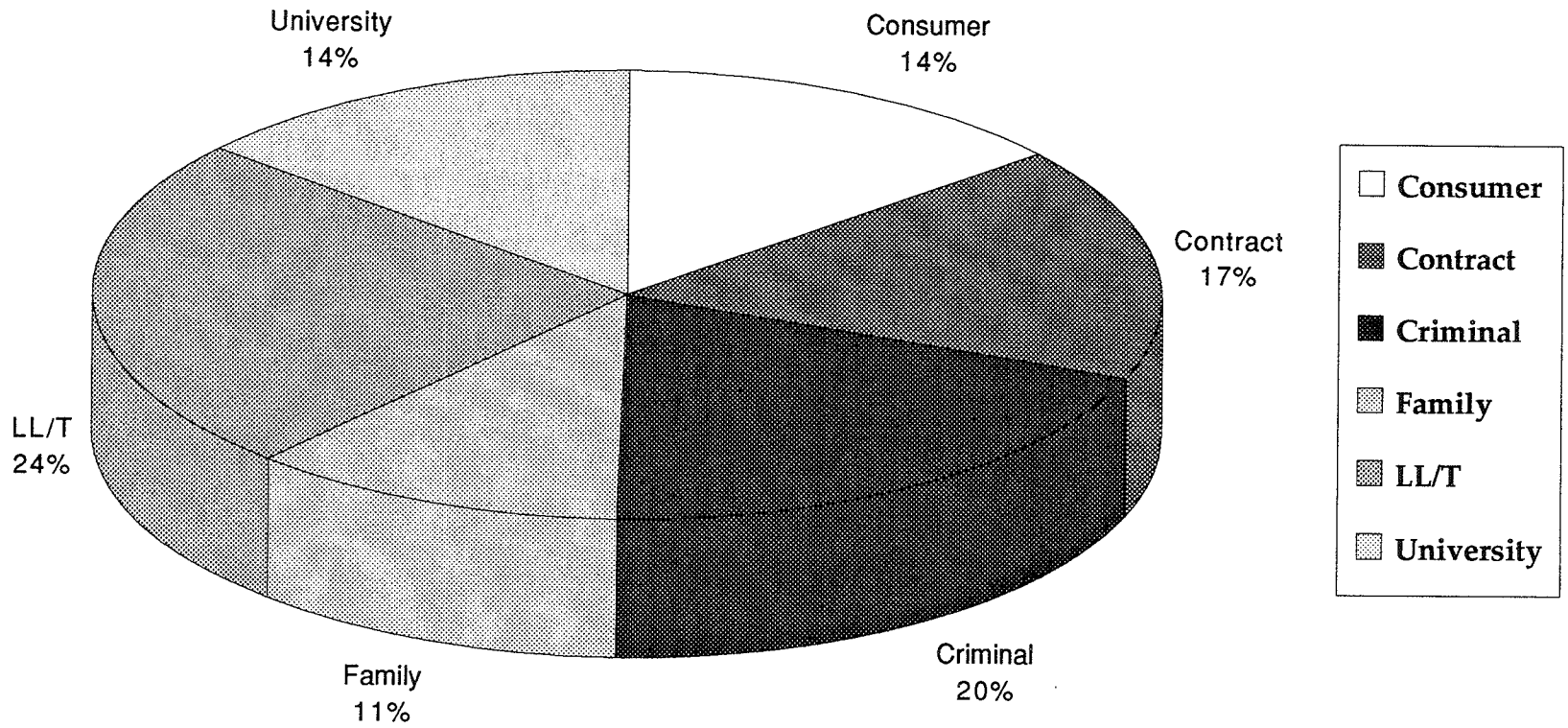


Chart # 4(b)

Case Breakdown Data for 1993
Chart # 4(b)

Spring

Type of Case	Male	Female	Total
Consumer -	11	17	28
Contract -	22	12	34
Criminal -	31	11	42
Family -	06	13	19
Landlord/Tenant -	27	15	42
University -	18	13	31
Total -	**115**	**81**	**196**

Classification	
Freshmen -	12
Sophomore-	35
Junior -	49
Senior -	82
Graduate -	18

Summer

Type of Case	Male	Female	Total
Consumer -	08	06	14
Contract -	02	09	11
Criminal -	10	02	12
Family -	03	08	11
Landlord/Tenant -	10	11	21
University -	04	06	10
Total -	**37**	**42**	**79**

Classification	
Freshmen -	10
Sophomore-	11
Junior -	21
Senior -	26
Graduate -	11

Fall

Type of Case	Male	Female	Total
Consumer -	13	09	22
Contract -	17	14	31
Criminal -	27	08	35
Family -	04	17	21
Landlord/Tenant -	28	21	49
University -	12	09	21
Total -	**101**	**78**	**179**

Classification	
Freshmen -	16
Sophomore-	31
Junior -	47
Senior -	64
Graduate -	21

Types of Cases seen by the Students' Legal Advisor in 1994

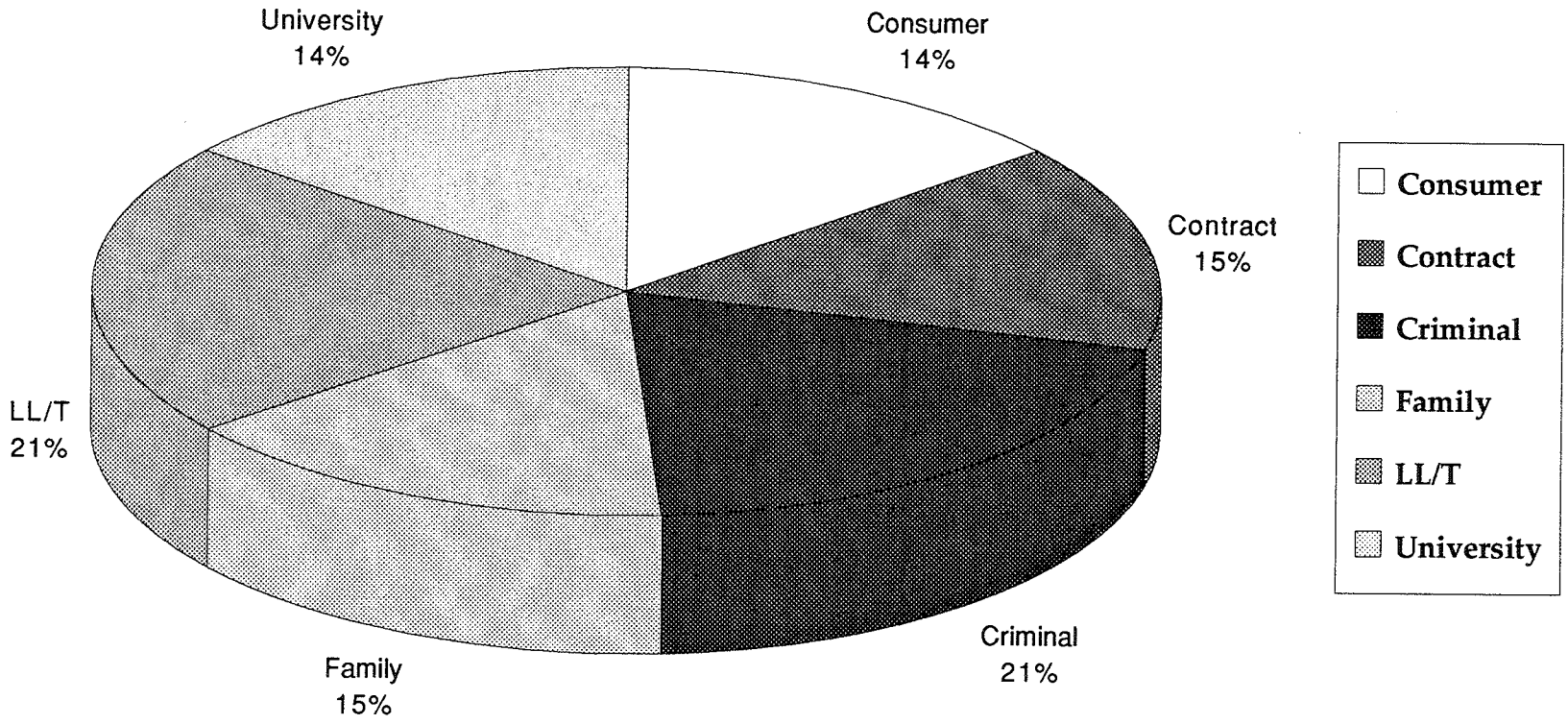


Chart # 4(c)

Case Breakdown Data for 1994
Chart # 4(c)

Spring

Type of Case	Male	Female	Total
Consumer -	12	18	30
Contract -	12	19	31
Criminal -	24	18	42
Family -	10	21	31
Landlord/Tenant -	21	16	37
University -	16	20	36
Total -	**95**	**112**	**207**

Classification

Freshmen -	17
Sophomore-	33
Junior -	49
Senior -	97
Graduate -	11

Summer

Type of Case	Male	Female	Total
Consumer -	06	09	15
Contract -	04	05	09
Criminal -	05	04	09
Family -	05	09	14
Landlord/Tenant -	04	11	15
University -	02	04	06
Total -	**26**	**42**	**68**

Classification

Freshmen -	03
Sophomore-	07
Junior -	15
Senior -	33
Graduate -	10

Fall 1994

Type of Case	Male	Female	Total
Consumer -	08	10	18
Contract -	12	15	27
Criminal -	21	18	39
Family -	08	15	23
Landlord/Tenant -	20	24	44
University -	12	10	22
Total -	**81**	**92**	**173**

Classification

Freshmen -	14
Sophomore-	34
Junior -	43
Senior -	59
Graduate -	23

Comprehensive Program Review

Student Affairs Division

Student Justice

Self-Study Report

Southwest Texas State University

1995

I. History of Student Justice

Describe how the department currently fits into the organization of the Student Affairs Division. Briefly describe major changes in the department's organizational structure, organizational relationships, staffing, physical location, and in the orientation or focus of programs and services since the last review. Include major new services and programs which have been added or deleted from the functions of the department. Briefly describe any primary program or service changes that have affected the department.

Student Justice is currently located in the Dean of Students Office on the 8th floor of the J.C. Kellam Administration Building. Since 1975 Student Justice has been under the direction of the Dean of Students, and the Vice President for Student Affairs. Throughout the twenty year history of this department, the reporting line and title of the individual responsible for the administration of this system has changed several times, though the primary responsibilities have not. Currently, the Assistant to the Dean is responsible for the administration of the student judicial system.

From 1975 to 1990 the title of this position was Director of Student Justice. In 1990 the title was changed to Coordinator of Student Justice. The Coordinator reported directly to the Assistant Dean of Students during this four year period. The Coordinator of Student Justice title was changed to Assistant to the Dean in 1994. This enhanced the level of responsibility of this position and changed the reporting line. The Assistant to the Dean now reports directly to the Dean of Students.

Another recent change within the Student Justice system was the appointment of a hearing committee. In 1990 a hearing committee of three, comprised of a faculty/staff hearing officer and two student members was appointed by the Vice President for Student Affairs to hear student appeals. This committee replaced the use of a single hearing officer for the student appellate process and is appointed each year. The Code of Student Conduct itself has not changed substantially since the last review of the department in 1989. Eight percent more alternative sanctions such as community service and special projects have been administered by Student Justice since 1992, replacing some of the more traditional punitive sanctions previously utilized. Special projects include such things as attending or conducting educational programs related to violations, reflection papers, research papers, written apologies, interviewing various professionals, viewing films, goal setting and others activities.

II. Findings and Recommendations Made During Previous Review

Specify the type, date and time of the last program review. Briefly summarize major findings and recommendations of the reviews. Did the director and staff of the department agree with the recommendations? Describe the responses made to date. Indicate any planned responses incorporated into the strategic plan of the department.

The most recent review of Student Justice was conducted by the Southern Association of Colleges and Schools in 1989 for a self-study and periodic visitation program. There were no recommendations made at that time.

III. Description of Student Justice

Include a statement of the department's mission, major responsibilities, and goals directly related to accomplishment of its mission.

A. Mission

Student Justice is committed to the efficient and effective administration of the student judicial system and maintaining a proper balance between student violations and the implementation of alternative sanctions. Student Justice is dedicated to the character, intellectual, civic and personal development of the students served by the department. The administration of Student Justice is consigned to the individual student, the student body and the institution, which together encompass the educational community which Student Justice serves.

Responsibilities

Student Justice is charged with responding to and resolving problems resulting from violations of the Code of Student Conduct, as published in the student handbook, the Southwest Texan. Student Justice is responsible for collaborating with various university departments to assist in meeting the needs of students who violate the conduct code, providing educational programs which communicate the rights and responsibilities of Southwest Texas students and ensuring that all students receive fair and impartial due process.

Goals

1. Develop judicial programs and services which address the needs of target student groups
2. Administer educational sanctions effectively
3. Manage Student Justice case load efficiently
4. Provide a well trained, diverse Hearing Committee

B. Programs and Services

Briefly describe the programs and services provided by the department.

Student Justice serves over four hundred students each academic year Student Justice works with the majority of these students on an individual basis. These students are the victims as well as those who have been charged with violating the Code of Student Conduct. The Student Justice Staff Secretary schedules these students individual appointments with the Assistant to the Dean. During these one-on-one meetings, the Assistant to the Dean informs students of their rights and obligations. This meeting is an

informal hearing which provides students the opportunity to present relevant information pertaining to the alleged violation. Students' rights to due process are explained at this time as well. The statement of student rights, privileges, and expectations is provided for students in the student handbook, the Southwest Texan.

Student Justice maintains the disciplinary records of all students served by the department up to five years following the year the violation occurs. A summary of this information is used to determine the target populations, student needs and the focus of the services and programs provided by the department. Student discipline records contain students' violations, final disposition, and other relevant demographical information.

Student Justice provides educational programs to the Athletic Department, Residence Life, Freshman Seminar and student organizations. Additionally, Student Justice assigns community service, special projects, counseling, alcohol education and mentors to further this effort.

Collaborative Efforts

Briefly discuss primary collaborative working relationships with other Student Affairs departments. Describe how collaborative efforts in these relationships serve to increase efficiency and quality of programs and services. Indicate maintenance efforts and methods used to facilitate smooth and team-oriented efforts within the working relationships.

Though the majority of the services provided by Student Justice is through individual contact, Student Justice collaborates with Residence Life, the University Police Department, ADEPT, Black Faculty and Staff Coalition, the Counseling Center, the Student Legal Advisor's Office, and various non-profit agencies within the San Marcos community to best determine and meet the needs of the individual students served by the department.

One of the more recent changes within the student judicial system is a collaborative adjudication process with Residence Life. Residence Life and Student Justice have continued to develop and refine this collaborative effort over the past three years. The Assistant to the Dean works closely with the Assistant Director of Residence Life in resolving minor disciplinary issues resulting from the violation of regulations within the residence halls. The Assistant to the Dean meets with the Assistant Director of Residence Life on a weekly basis to review cases and determine how they will be handled. Since coordinating efforts with Residence Life, Student Justice has reduced the number of cases reviewed by the Student Justice Department by sixty percent.

Student Justice has also developed a close working relationship with the Alcohol Drug Education Prevention and Training Center (ADEPT). The Assistant to the Dean works closely with the Director of the ADEPT Center in

resolving violations of the Code of Student Conduct involving alcohol and substance abuse. The Assistant to the Dean, Assistant Director of Residence Life and the Director of ADEPT meet on a monthly basis to discuss current trends (related to alcohol and drug use) and general information concerning individual cases.

Student Justice has also maintained a working relationship with the University Police Department (UPD) by working with a UPD investigator on a weekly basis to review cases referred to Student Justice by the police department.

Student Justice has maintained an ongoing relationship with several non-profit agencies within the San Marcos community. These agencies work with the Student Justice Office in the placement of students who are assigned community service. The Assistant to the Dean has worked with the following agencies since 1993: Headstart, the San Marcos Area Food Bank, Hays County Women's' Shelter, Always Wanted A Riding Experience (AWARE), Drug Free San Marcos, the Youth Service Bureau, Southside Community Center, the Youth Shelter, Jackson Chapel, Greater Bethel, San Marcos Fire Department and the Association for Retarded Citizens. Currently, Student Justice is working with the Volunteer Connection in the placement of students for community service. The Volunteer Connection assists with the tracking of cases and service hours. The Student Justice Office also maintains contact with various Counseling Center staff members and the Students' Legal Advisor's Office on an as needed basis. Student Justice provides statistical information to ADEPT and the Counseling Center on alcohol and drug cases to assist these departments in targeting students in need of their services and information. Student Justice set up a pilot program with the Black Faculty and Staff Coalition (Fall 1994) to place minority students who are assessed as high risk (at risk for repeat violations and probable drop out) with mentors. This program was established as an effort to maintain contact with and provide support for African-American students served by Student Justice. The Student Justice Office and the Coalition will evaluate this program at the end of Spring 1995. If the program proves beneficial for students, Student Justice will present a proposal to the Hispanic Policy Network and the Mentoring Office to further these efforts in the Hispanic community as well.

Primary Obstacles

Describe the primary problems and obstacles experienced by the department in providing general or specific programs and services.

Student Justice has experienced several obstacles with regard to some of its services. The Student Justice Department has had some difficulty disseminating information regarding the zero tolerance drug policy and

providing appropriate programming for target populations. Another obstacle of the department has been efficiently tracking cases. Community service, probation and special project cases must be efficiently tracked. Tracking enables Student Justice to determine if students are fulfilling all terms of their judicial agreements and to assess recidivism rates. These are factors which must be considered when planning new and evaluating existing judicial programs and services.

Evaluation

Describe evaluation methods used to assess quality and effectiveness of programs and services. Indicate how evaluation results are incorporated into subsequent program or service planning and revision activities.

To date no formal evaluation process has been established to measure the effectiveness of Student Justice programs. The current Assistant to the Dean of Students in late 1994 began the process of investigating a system by which clients may provide input and feedback on Student Justice programmatic efforts.

C. Resources

Current personnel: provide personnel flow chart of the department.

Administrative Personnel

Sherri Benn currently holds the position of Assistant to the Dean and has been with the department since September 15, 1992. Ms. Benn is an African-American female who holds a Masters degree in Educational Administration from Southwest Texas State University. Her previous experience was with the Hays County Adult Probation Department, the Hays County Women's Center and Nationwide Adult Education Program. Ms. Benn is responsible for the administration of the Student Justice system. This includes providing notification to students of allegations, investigating each case, determining whether the Code of Student Conduct has been violated, administering disciplinary sanctions, informing students of their individual due process rights and various judicial options, initiating hearing procedures, tracking cases, programming, referring students to appropriate departments or agencies and supervising the staff secretary.

Classified Personnel

Ms. Judy Merlino currently holds the position of Staff Secretary. Ms. Merlino is a Caucasian female who was hired May 16, 1994. She is a graduate of Clinton Senior High School (Clinton, Missouri). Ms. Merlino has extensive clerical experience. Ms. Merlino held secretarial positions with the Hays County Farm Bureau Insurance Company, Gary Job Corp. and Texas Educational Foundation. She is responsible for preparing correspondence, scheduling appointments, bookkeeping, preparing judicial files, scheduling

hearings, coordinating meetings with other departments working with student justice and supervising the student workers.

Student Workers

Student Justice hires two student workers each year. The students are responsible for assisting the staff secretary in the preparation of judicial files, scheduling appointments, preparing correspondence and other duties as assigned by Ms. Merlino.

Physical Plant and Equipment

List all facilities used by the department. In addition, identify the capital equipment or inventory that contribute to the success of the department. Briefly describe the status of these resources versus the department's needs with regards to physical plant and equipment and replacement or renovation plans and schedules.

The Student Justice Department is located on the 8th floor of the J. C. Kellam Administration Building in the Dean of Students' Suite. The Assistant to the Dean has a private office within the suite, with the staff secretary located in an open area adjacent to this office. Student Justice will relocate to the New Student Center in 1998. Student Justice will be located in the Dean of Students' Suite with several other offices at that time. Student Justice anticipates the addition of a graduate assistant in the Fall of 1996. This addition will require additional equipment such as, a desk, file cabinet, computer, chair and computer table. Additionally, Student Justice will need to update its current tracking system. This will require additional software and hard drive space.

The Student Justice capital equipment consists of the following items:

3 Macintosh computers (1 classic and 2 Centris 610 computers)
1 IBM Correcting Selectric III typewriter
3 filing cabinets
4 computer tables
4 desks
2 high-back executive chairs
2 swivel rolling chairs
2 credenzas
1 Apple StyleWriter printer
2 bookshelves
2 paper shredders
1 IBM adding machine
2 Sony recorders w/microphones
Microsoft Word (5.0) Software
Quicken Software
Excel Software
Page Maker (5.0) Software

Microsoft Works (3.0) Software
After Dark Software
Mac Draw Software

Funding

Briefly discuss the method of funding for the department, detailing amounts budgeted in the categories of salaries, wages and operations. In addition, identify income generation accounts and the programs and activities that generate these resources.

Salaries.....$61,764

Wages.....$ 3,020

Operations.....$ 8,832

Travel.....$ 1,000

Total Budget.....$74,616

Other Resources

Describe community resources, grants, joint programs, affiliated centers, cooperating institutions, etc. that contribute to the department's programs and services.

As previously indicated Student Justice is currently working with the Volunteer Connection to place students with various agencies for community service. Student Justice refers students to the Volunteer Connection where they are placed with an agency and tracked. Additionally, Student Justice has been working with ADEPT and Residence Life on an information campaign to disseminate information around campus regarding the zero tolerance drug policy (see appendices for flier).

D. Assessment

Briefly describe each major assessment and evaluation activity within the unit and the findings and changes that have been implemented based on these activities.

Demographic Studies of students served by the department

Table #8 reflects the data collected in the Student Justice Office which provides the ethnicity of policy violators and the incident rate for each major ethnic group on campus.

Table #7 reflects the data collected in the Student Justice Office which provides the gender break-down of violators and incident rate for males and females over a three year period.

User Satisfaction with current programs and services
There has been no assessment of the client satisfaction of current programs and services; however a sample of the assessment form which Student Justice is currently working on has been has been included in the appendices.

Assessment of the needs for service and programs within the SWT student population.

The majority cases for Fall 1991 through Summer 1992 (1991/92 cases) were alcohol related violations. Public Intoxication, Driving While Intoxicated and Other Alcohol Violations comprised 39.6% of the total cases for this period (Tables #1 and #2).

The majority cases for Fall 1992 through Summer 1993 (1992/93) were from the "Miscellaneous" category. This category includes the following: weapons violations, treats, telephone harassment, credit card abuse and hazing. Since the "Miscellaneous" category is inclusive of several types of violations, the total number maybe somewhat misleading. The actual case numbers indicate Disorderly Conduct and Drug Violations as the most frequently occurring violations during this period (Tables #3 and #4).

The majority cases for Fall 1993 through Summer 1994 (1993/94 cases) indicate a trend similar to the 1991/92 trend. The majority 1993/94 cases were also alcohol related violations. Twenty-two percent of the total cases for this period were alcohol violations (Tables #5 and #6).

Substance abuse seems to be an issue for many students served by the Student Justice Department. The Student Justice Department must continue to coordinate efforts with ADEPT to provide services for these students. Student Justice has and will continue to utilize the Mock DWI Trial, sponsored by the Student Legal Advisor's Office, as a referral to heighten the awareness, educate and inform students of issues related to substance abuse.

The review of cases over the past four years indicate a need for substance abuse programming. This is an opportunity to expand the coordination of ADEPT and Student Justice to provide alcohol and drug abuse prevention programs to SWT students.

The majority violators of the conduct code are male students (Table #7). This is inconsistent with the total SWT gender ratio. Student Justice will need to provide educational programs to the SWT male population. This effort could be coordinated with departments such as Residence Life, Recreational Sports, Greek Affairs and Athletics.

The ethnic breakdown of students who violate the conduct code reflects a consistency with the ethnic breakdown within the total SWT student population (Table #8). In other words, the percentage of African-American students violating the conduct code is consistent with the total percentage of African-American students attending the university. This trend is consistent throughout all ethnic groups represented.

There is an interesting trend indicated in the "Other" category of Tables 9, 10 and 11. A number of students were never administered sanctions by Student Justice because these students did not re-enroll at SWT the semester following their violations. For example, Table 9 shows that 141 students did not return. This is 18% of the total number of students Student Justice made contact with from Fall 1992 to Summer 1993. Table 10 shows 42 students did not return. This is 16% of the total 1992/93 cases. Table 11 shows the greatest percentage of students who did not return to SWT. Twenty-five percent of the students Student Justice made contact with during the 1993/94 year did not return. This is a trend which should be further investigated by Student Justice to gain additional information (i.e. demographics) about this group of students. Reviewing these students' profiles may provide significant information regarding retention issues.

E. Staff Development, Research and Creative Activity

Introductory summary statement on staff productivity over the last five years. Briefly describe highlights from each of the categories in sections two to nine.

Publications

Identify contributions by staff members to scholarly publishing, editing of journals or other publications. Name the publications and specific works having significant impact.

Currently there are no publications by Student Justice staff members.

Funded Projects

Describe major funding obtained by staff. Identify agencies, dates, amounts, key individuals, purpose, results and benefits to students or the institution.

There have been no major funding projects obtained by Student Justice staff members.

Conferences

Identify conferences that staff planned or hosted. Describe the role of staff in conducting the conference and include any evaluation results.

Identify conferences attended by staff members and describe the level of the staff's participation in these conferences.

Sherri Benn has attended the following conferences:

-Texas Association of College and University Student Personnel Administrators (TACUSPA) - 1992, 1993, 1994
-TACUSPA Legal Conference - 1994
-The Association of Student Judicial Affairs Annual Conference (ASJA) -1993
-The NASPA Institute for New Professionals -1993 (Dr. Jim Caswell, VPSA from Southern Methodist University was mentor)
-The Advisors' Institute - 1994
-The Black Greek Advisors' Roundtable - 1994

Training and Educational Programs

Describe training programs and educational workshops developed and implemented by the department for the purpose of enhancing professional development of staff. Identify other staff development resource enhancements such as acquisition and use of educational materials.

Student Justice presented an educational session to Alpha Kappa Alpha Sorority on hazing. Fall 1992

Student Justice presented an educational session on judicial procedures and due process rights to the SWT Football team. Fall 1993 and Fall 1994

Student Justice conducted a training workshop for Residence Life on the judicial procedures and due process rights of SWT students with the Assistant Director of Residence Life. Spring 1993

Student Justice conducted three training sessions on work place integrity during the Residence Life training program for RA's and Hall Directors. Spring 1994

Student Justice collaborated with the Students' Legal Advisor's Office to provide training for the hearing committee. Fall 1993, Fall 1994

Student Justice presented a session to the Enhancing Diversity In Teaching (EDIT) students on diversity. Spring 1994

Student Justice collaborated with the Counseling Center, University Police Department and the Dean of Students to present a training session on how to handle disruptive students. Spring 1994

Student Justice presented an educational session to the freshmen seminar students on SWT judicial procedures and due process rights. Fall 1994

Student Justice collaborated with Greek Affairs to present a session on hazing to an SWT business fraternity. Fall 1994

Teaching Activity
Identify staff members who teach courses for academic credit and specify the courses taught.

There are no Student Justice staff members currently involved in teaching courses for academic credit.

Leadership Roles
Identify leadership roles of staff members in professional organizations.

Sherri Benn
-ASJA Research Committee - 1993/94, 1994/95
(The purpose of this group is the encourage research, review proposals for ASJA sponsorship and recognize research contributions)
-ASJA Newsletter Committee - 1993/94
(The purpose of this committee is to collect current items of interest to the membership and communicate them through the publication of the Association's newsletter)
-City of San Marcos Ethics Review Board - 1993 - present
-NAACP/National Association for the Advancement of Colored People Treasurer - 1993/94
(The responsibilities of this position included preparing financial statements, bookkeeping, approving financial requests and preparing the organization budget)
-NAACP College Chapter - Advisor
-Sigma Gamma Rho Sorority - Advisor
-Student Foundation - Co-Advisor

Honors and Awards
List recognitions and awards reviewed by staff members; briefly identify the significance of each award.

Student Justice staff members have received no awards and recognition.

Other Evidence of Staff Productivity Important to the Department
Sherri Benn currently serves in the following capacities:
-Student Affairs Civic Responsibility Program Committee - Chair
-Student Affairs Multicultural/Diversity Program Committee - Member
-Violence Prevention University Committee - Member

F. Outreach and Community Service Related to Division Goals

Describe major outreach and community service activities conducted over the past five years. Include outreach services target populations, speaking and consultation to nonprofit groups, partnership programs with community groups or organizations, and other outreach activities to he general public.

The major community outreach has been the ongoing placement of SWT students with local non-profit agencies to provide community service. These agencies are listed in section III (B) Collaborative Efforts. These contacts have been vital to student placement and tracking. The community service work which is most noteworthy has been with the Youth Services Bureau. Student Justice has been able to provide big brothers and big sisters to children in the San Marcos community since Spring 1993. Additionally, Student Justice has presented several programs to San Marcos High School, Owen Goodnight Junior High and Prairie Lee High School. The focus of these programs was continuing education, college preparation, goal setting and professions in higher education.

IV. Long-Range Plans

Summarize long-range plans related to the Future Personnel Needs, Future Funding Needs, Trends and Opportunities for Development and Immediate and Long-Range Problems to Overcome.

A. Future Personnel Needs

This section should discuss future personnel needs of the department and how these positions would be funded.

Student Justice anticipates the addition of a graduate assistant. The responsibilities of this person would be assisting with programming, training, tracking cases and adjudicating minor violations. This position has been included in the Dean of Students' Strategic Plan. Student Justice will present a proposal to the Student Service Fee Advisory Committee for funding since this position will be a student service function and held by an SWT graduate student.

B. Future Funding Needs

This section should address the increased funding requirements of the department in the future and the anticipated sources.

Student Justice anticipates updating its current tracking system and scheduling periodic service assessments. This will require only nominal additional funding. Student Justice will submit this request through the SWT Budgeting Office for additional operating costs in order to meet the new demands.

C. Trends and Opportunities for Development

This section should describe emerging trends and future opportunities for the department.

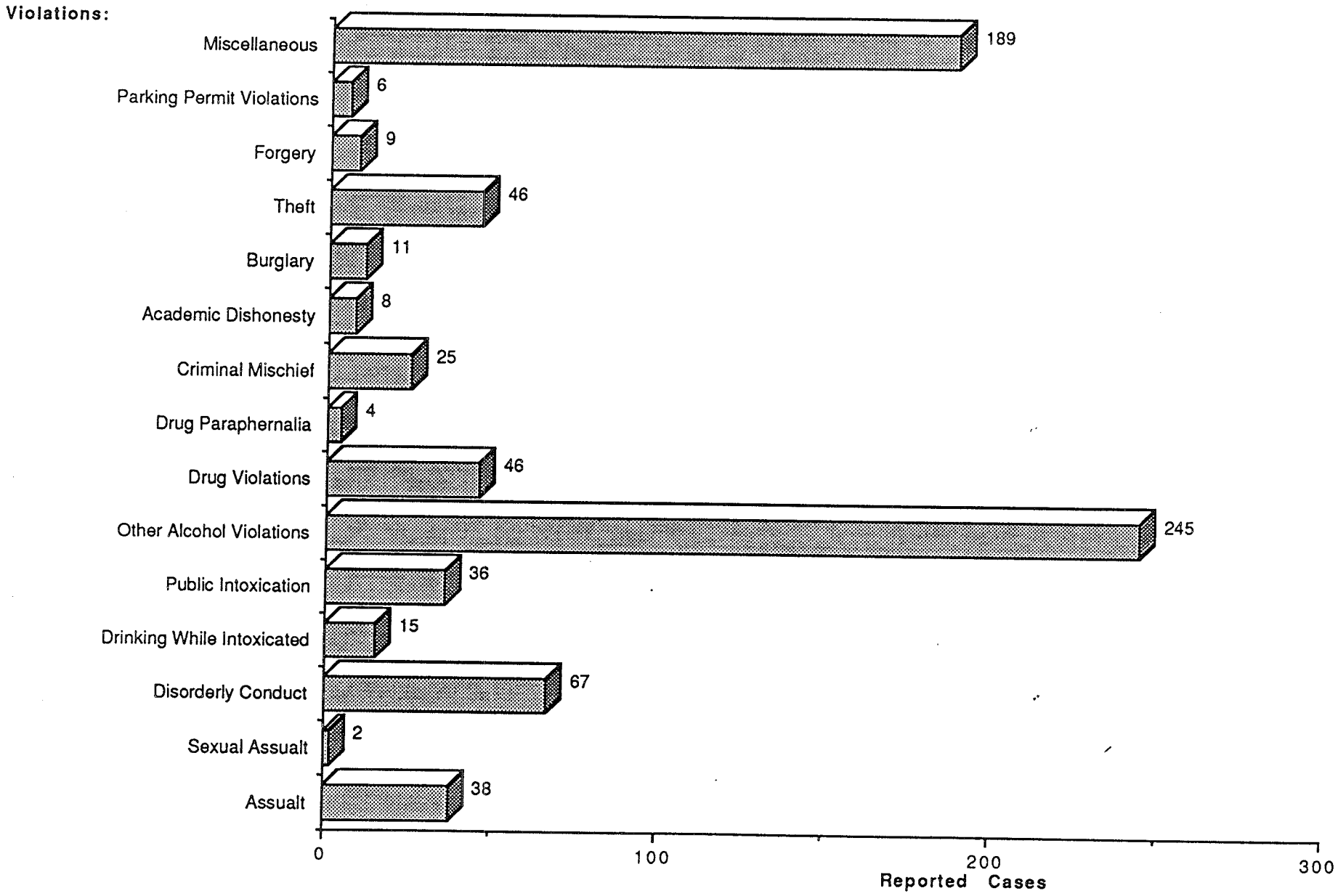
Student Justice will be seeking opportunities for creative programming in an effort to reach high-risk student groups identified by demographical surveys. Student Justice will increase collaborative efforts with other departments to enhance existing services and expand in areas which have not been

previously explored. For example Student Justice can collaborate with Residence Life, Recreational Sports, Athletics and Greek Affairs to provide programs to male students. ADEPT and Student Justice can expand substance abuse programming to include prevention information. Mediation is an important service which Student Justice can utilize to provide another avenue for resolving student disputes. Additionally, the Student Justice Department will be administering an assessment survey to students served by the department in an effort to determine individual student needs, programming needs and changes needed within the department. At this time the greatest opportunity for future program development and determining trends will be based upon the analysis of data following the completion of this assessment and the student service surveys.

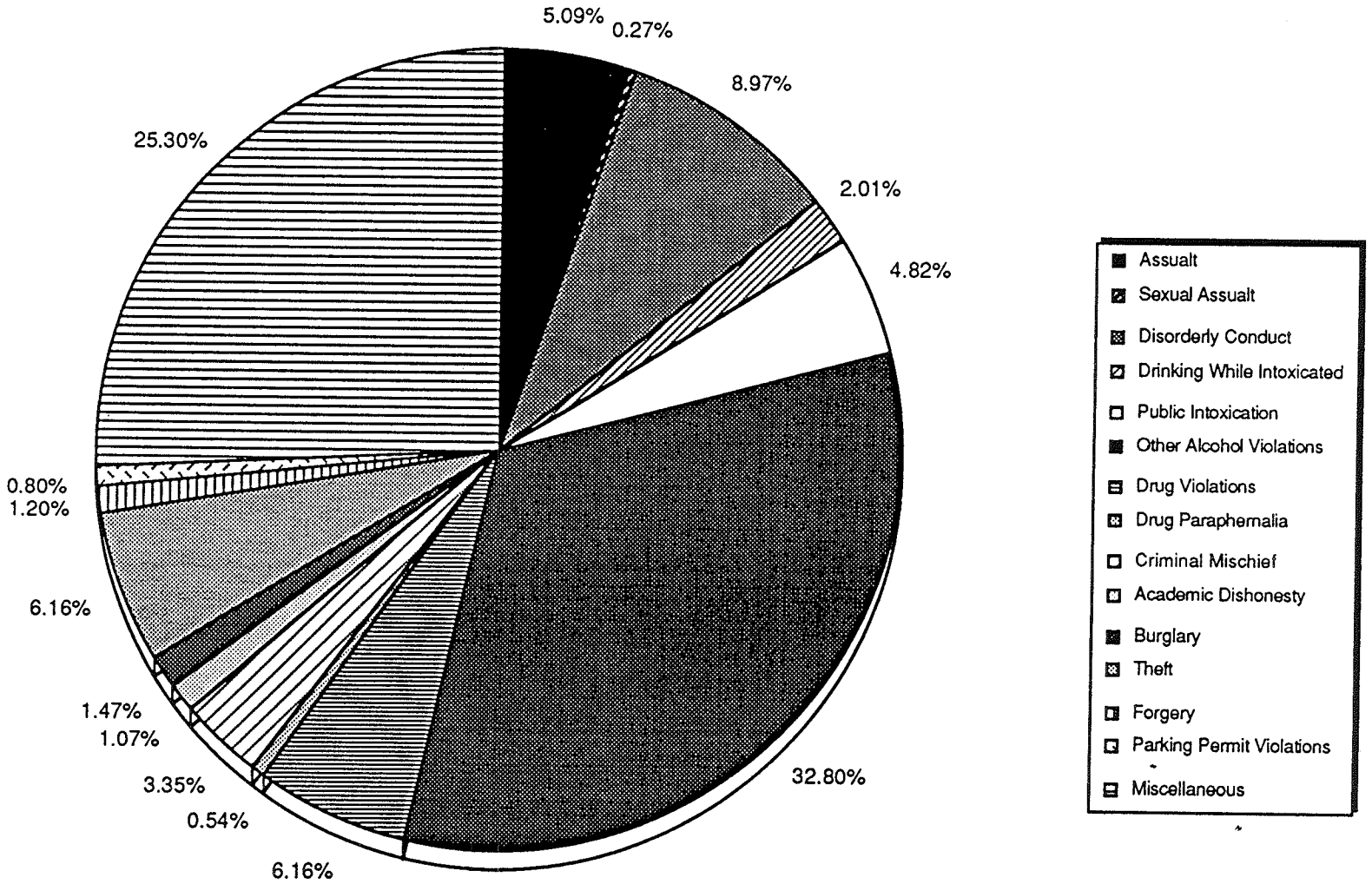
D. Immediate and Long-Range Problems to Overcome

Student Justice will have to focus on needed departmental revisions on a scheduled basis. The history of Student Justice indicates the department has been more reactive than proactive in addressing student judicial matters. Establishing a proactive philosophy and approach to student violations and the administration of sanctions will be necessary for the future development of the department. Student Justice will also need to determine how to address the concerns of parents who become involved in the process. Parents must be provided adequate information on the judicial procedures of SWT. Student Justice must also find a way to address the civic and character development of students served by the department. A continuing challenge for Student Justice is working with law enforcement agencies to ensure positive working relations and common expectations.

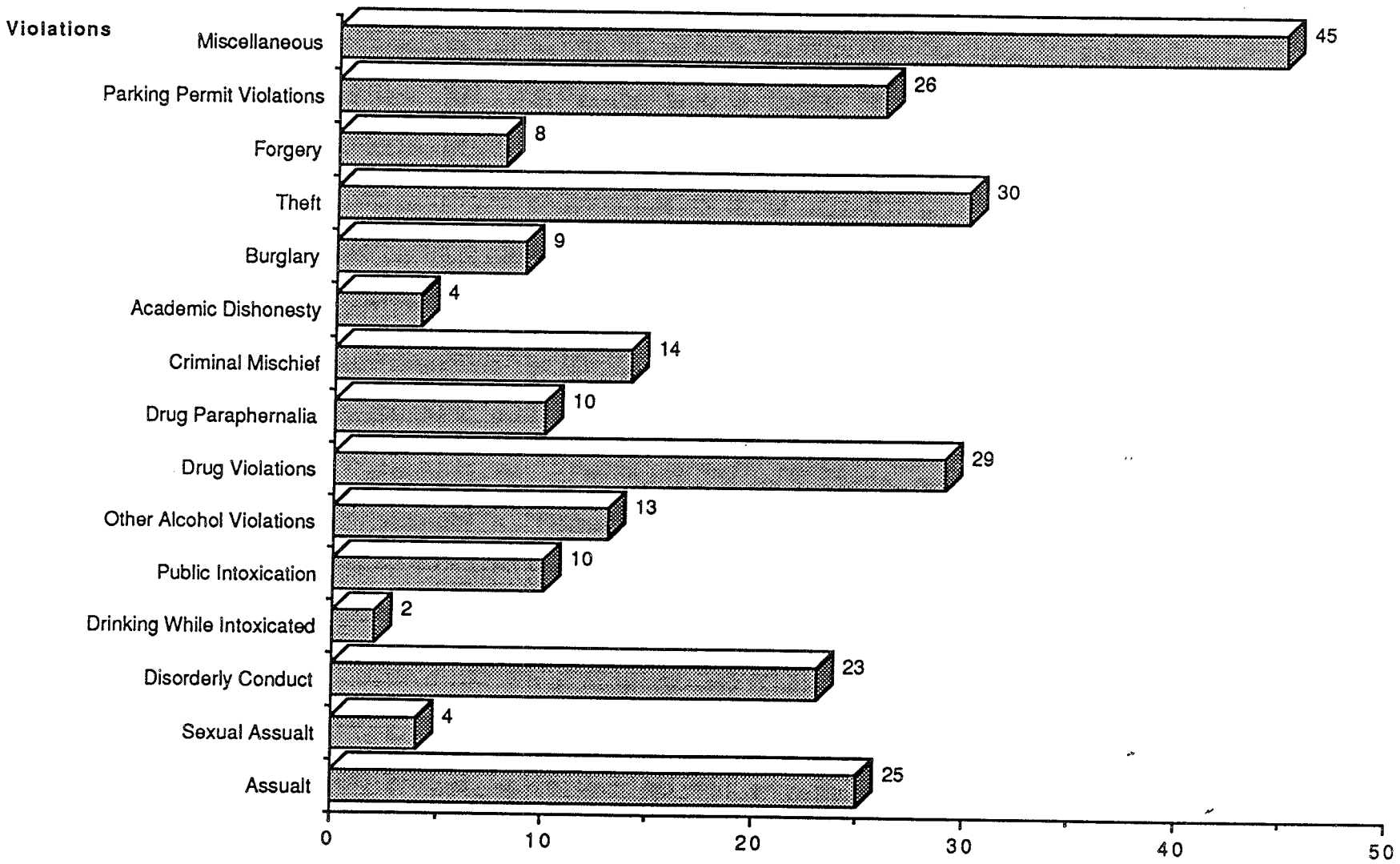
Fall 1991 through Summer 1992
Violations and Number of Reported Cases



Fall 91 - Summer 92
Violations and Percentage of Reported Cases

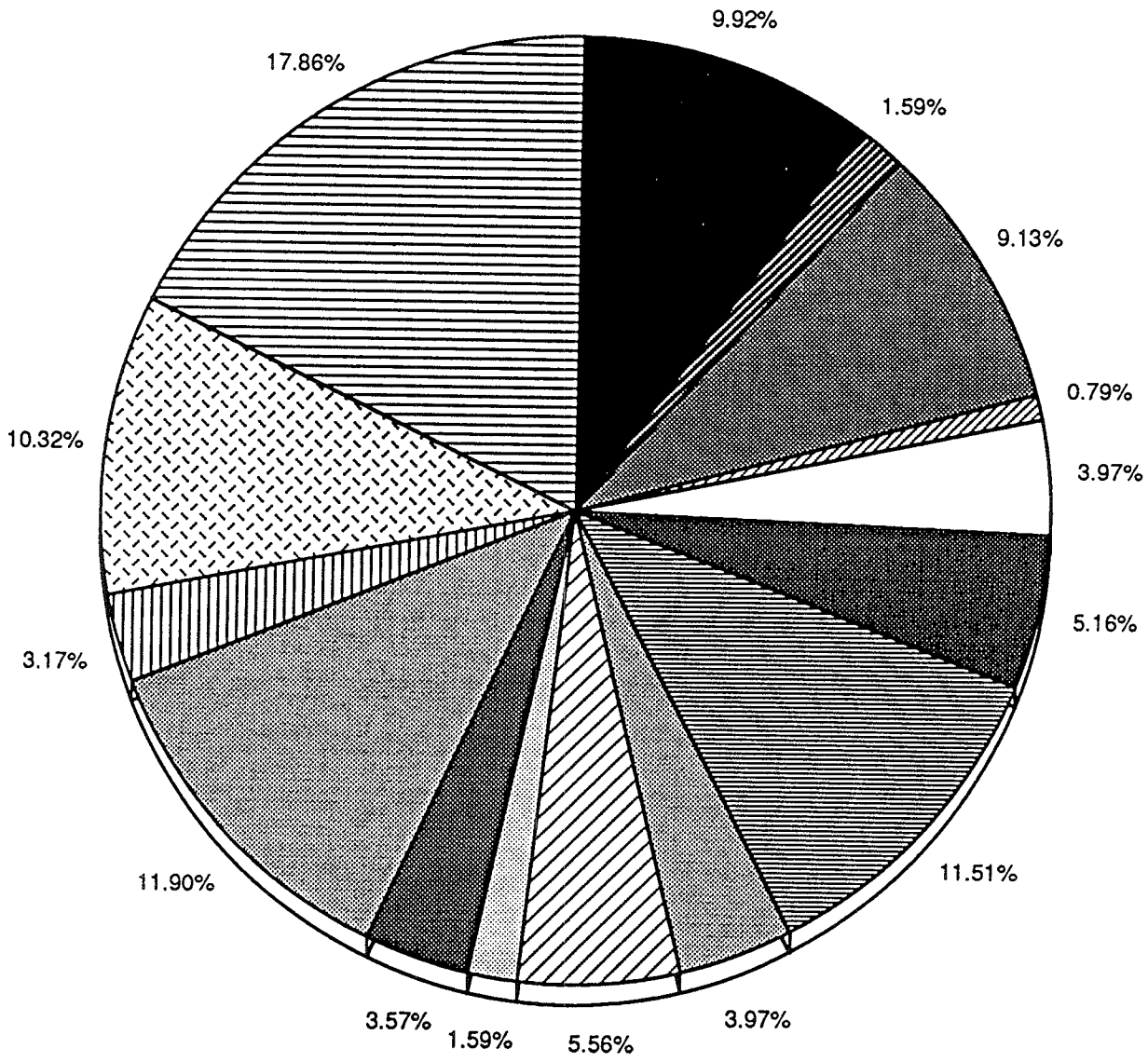


Fall 1992 through Summer 1993
Violations and Number of Reported Cases



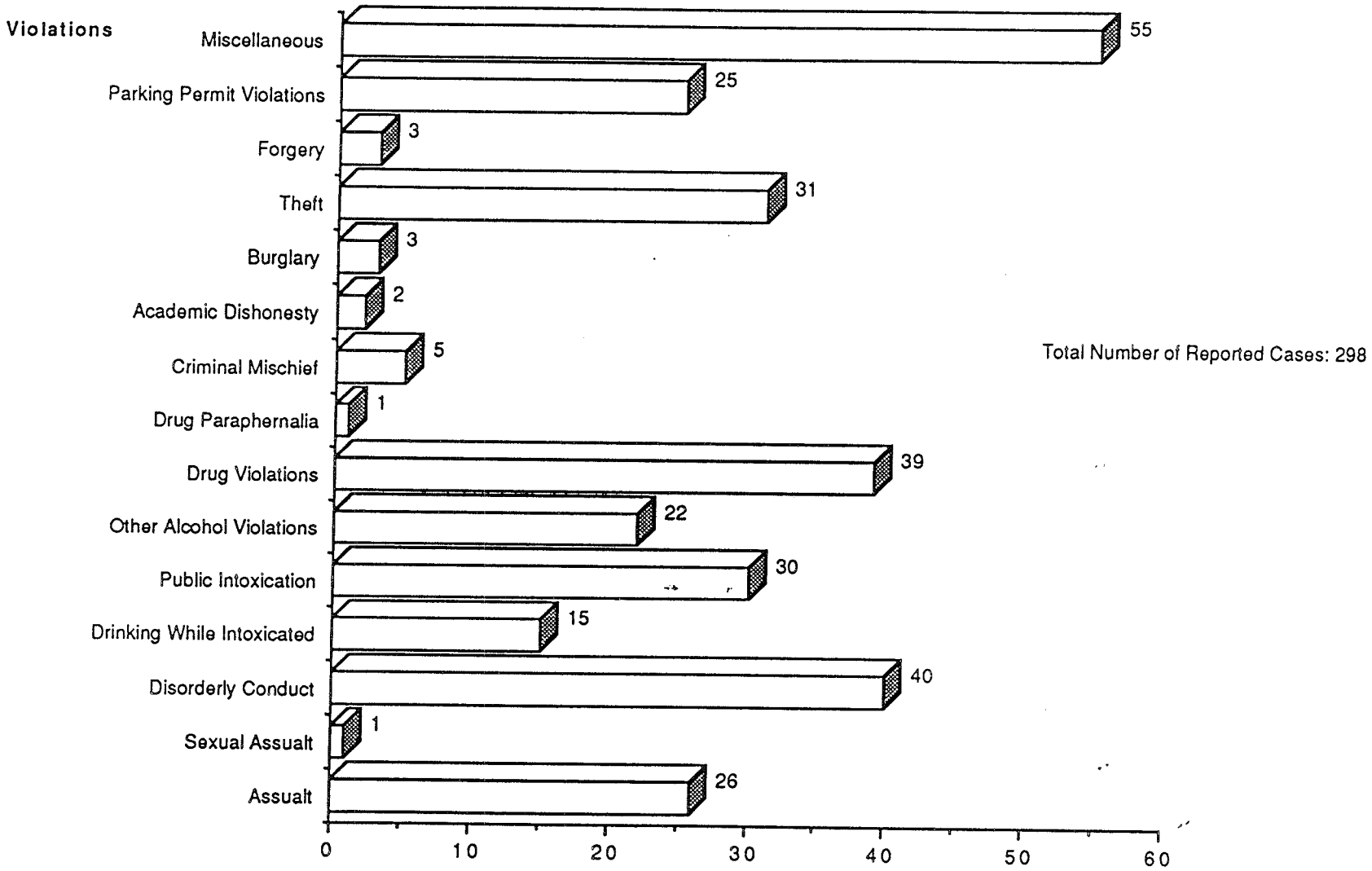
Total Number of Reported Cases: 252

Fall 92 - Summer 93
Violations and Percentage of Reported Cases



- Assualt
- Sexual Assualt
- Disorderly Conduct
- Drinking While Intoxicated
- Public Intoxication
- Other Alcohol Violations
- Drug Violations
- Drug Paraphernalia
- Criminal Mischief
- Academic Dishonesty
- Burglary
- Theft
- Forgery
- Parking Permit Violations
- Miscellaneous

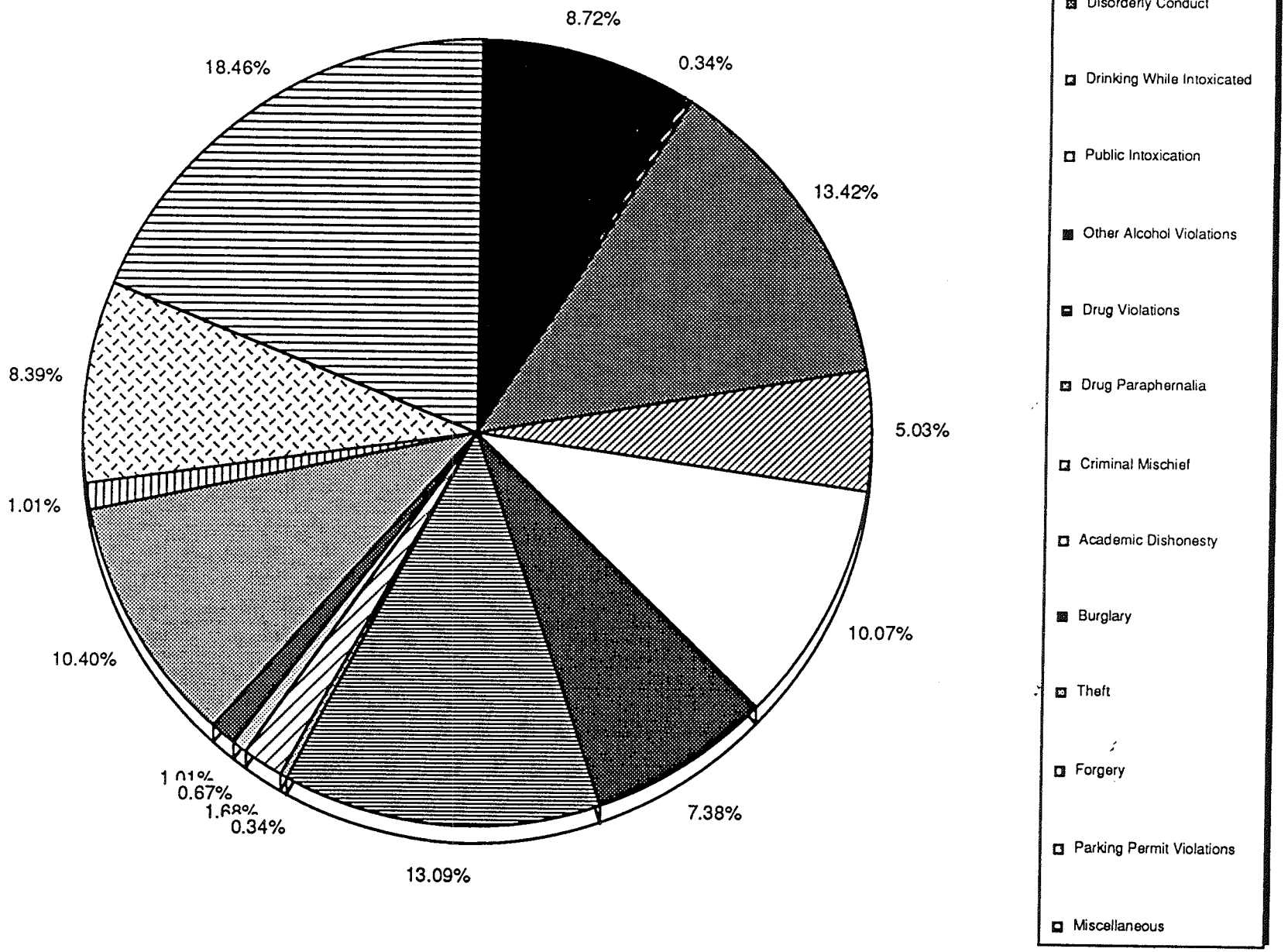
Fall 1993 through Summer 1994
Violations and Number of Reported Cases



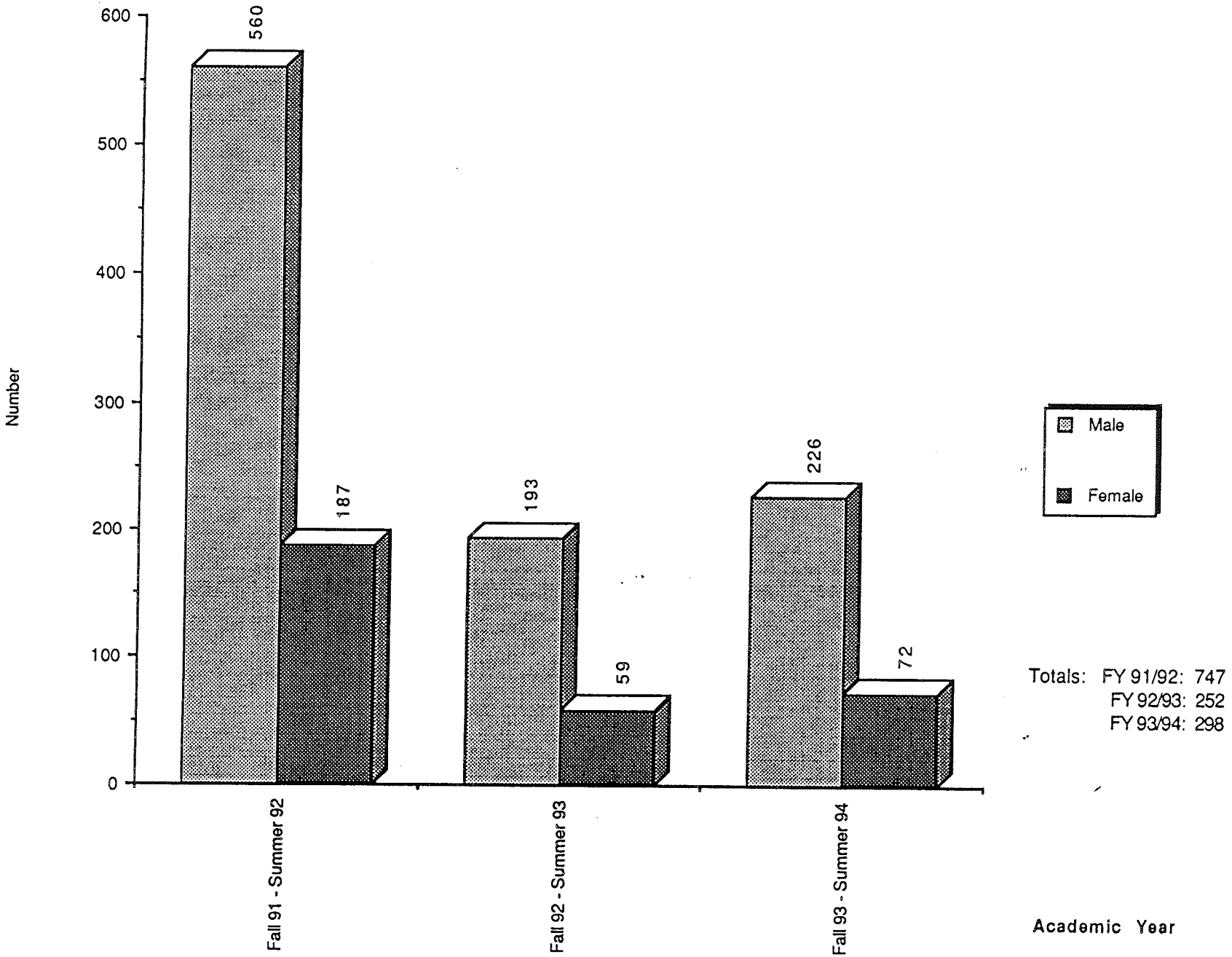
Total Number of Reported Cases: 298

Miscellaneous includes the following:
Weapons, Threats, Credit Card Abuse and Hazing

Fall 93 - Summer 94
Violations and Percentage of Reported Cases

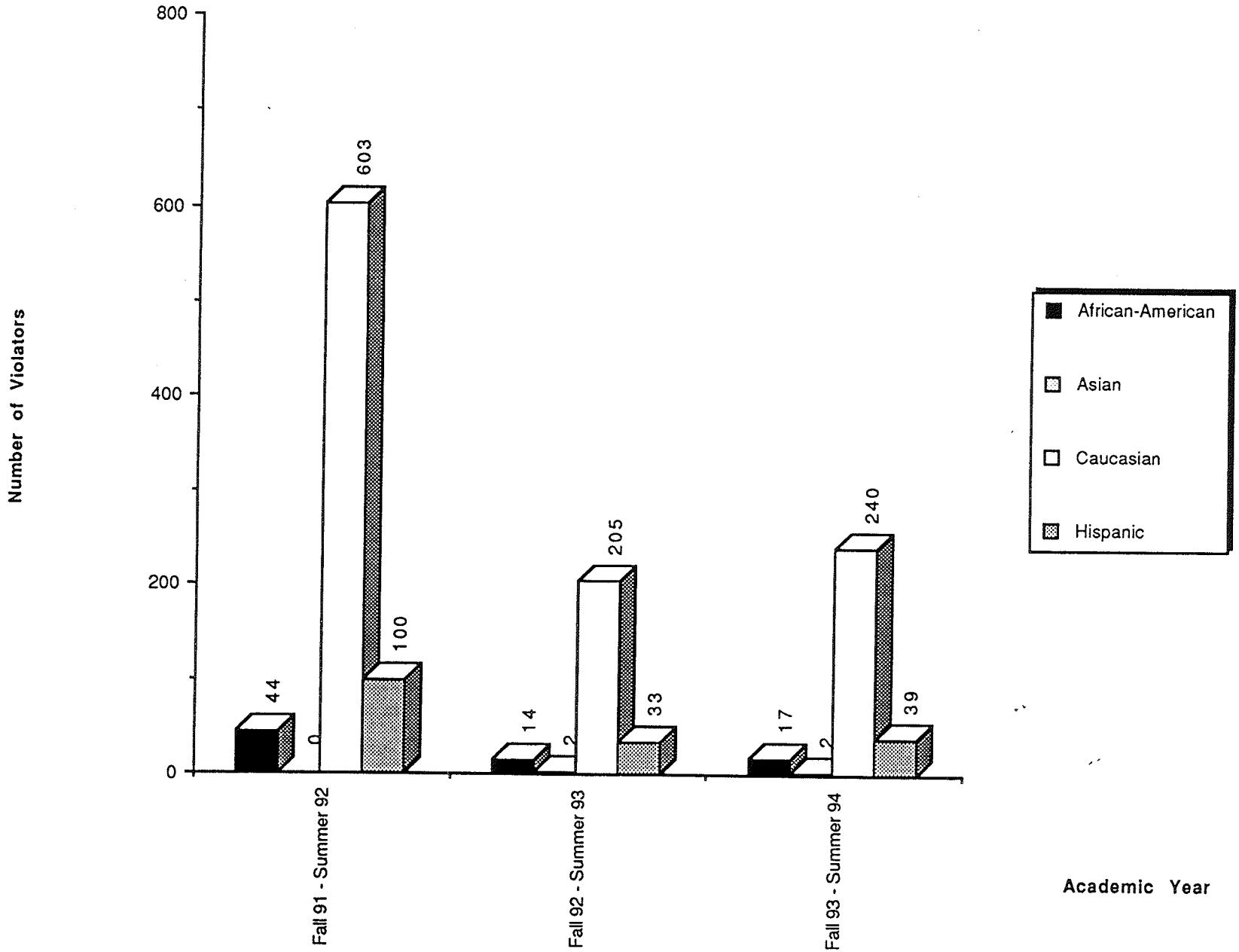


Number of Male vs. Female Violators



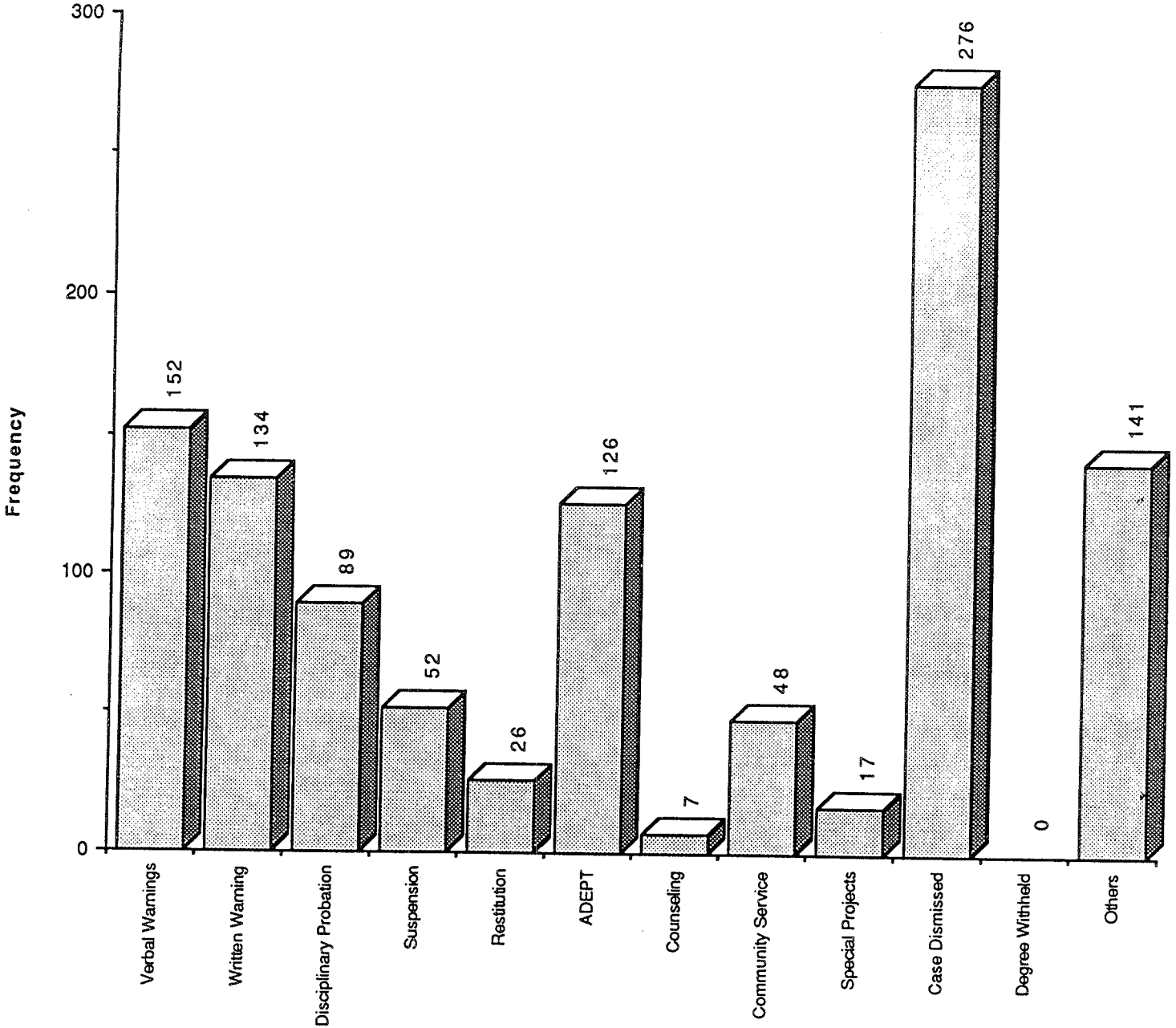
Totals: FY 91/92: 747
FY 92/93: 252
FY 93/94: 298

Ethnic Breakdown of Violators



Sanctions Imposed: Fall 1991 - Summer 1992

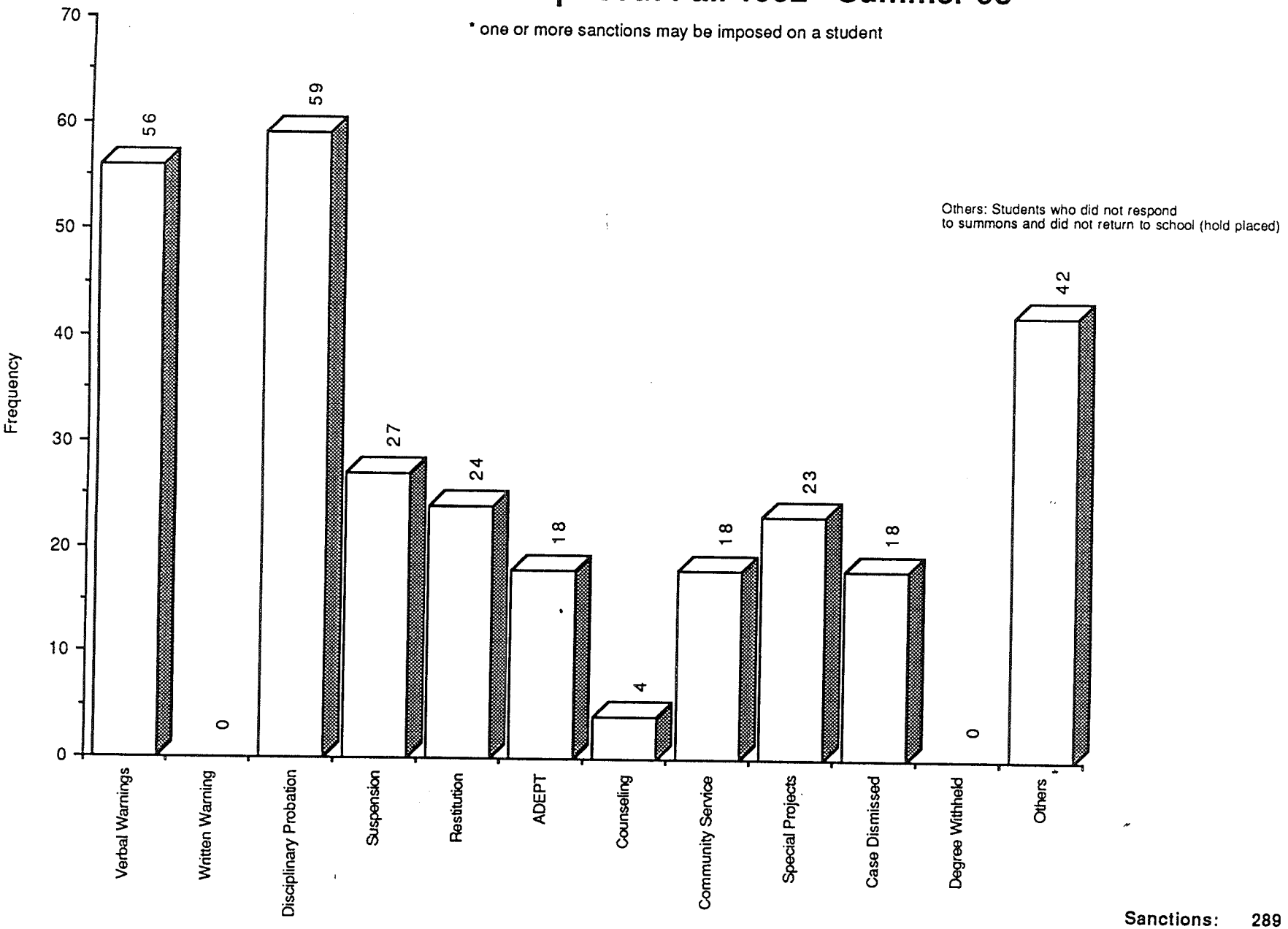
* one or more sanctions may be imposed on a student



Violations: 747

Sanctions Imposed: Fall 1992 - Summer 93

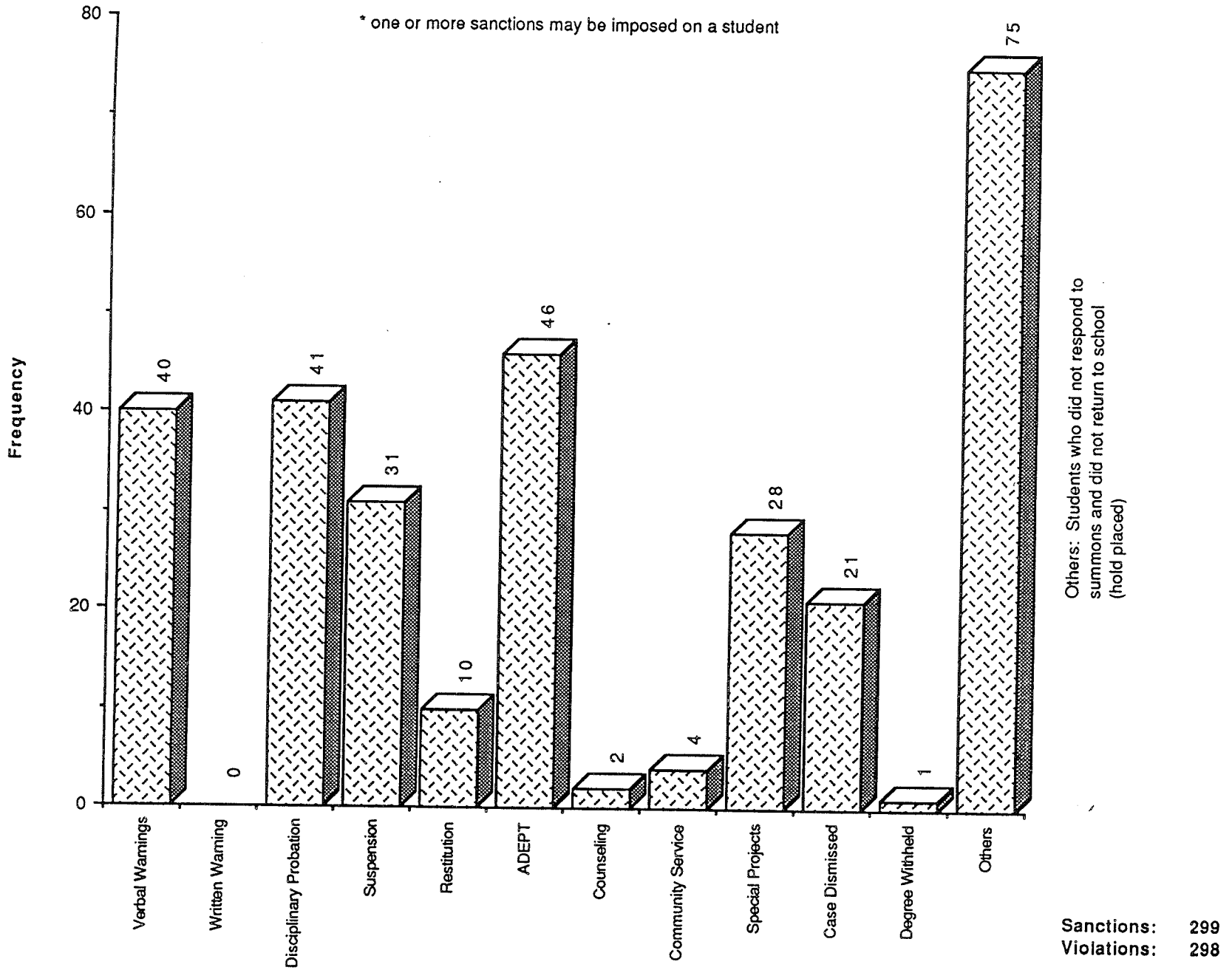
* one or more sanctions may be imposed on a student



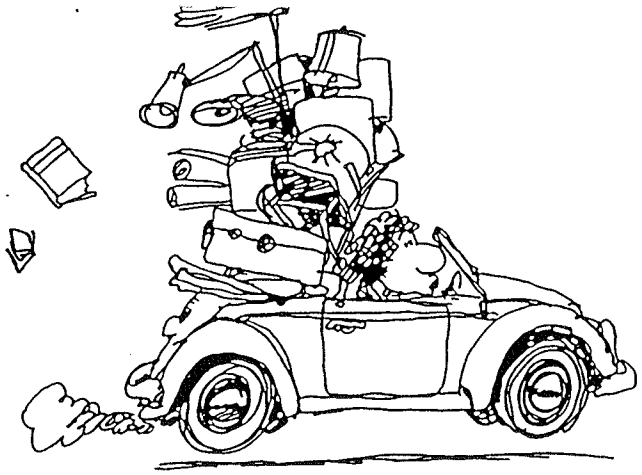
Others: Students who did not respond to summons and did not return to school (hold placed)

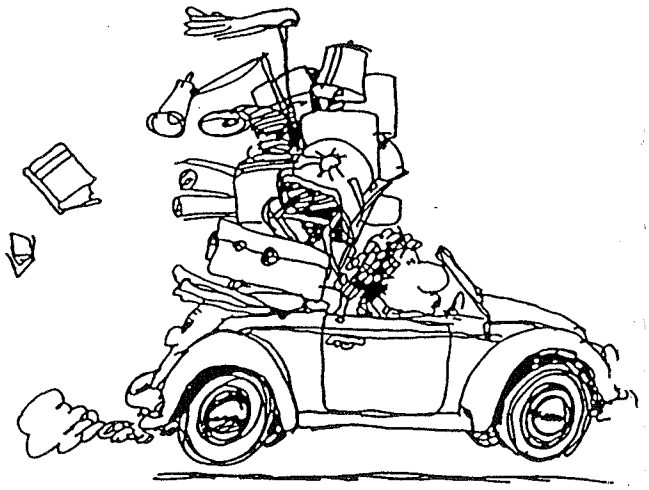
Sanctions: 289
Violations: 252

Sanctions Imposed: Fall 1993 - Summer 1994



Sanctions: 299
Violations: 298





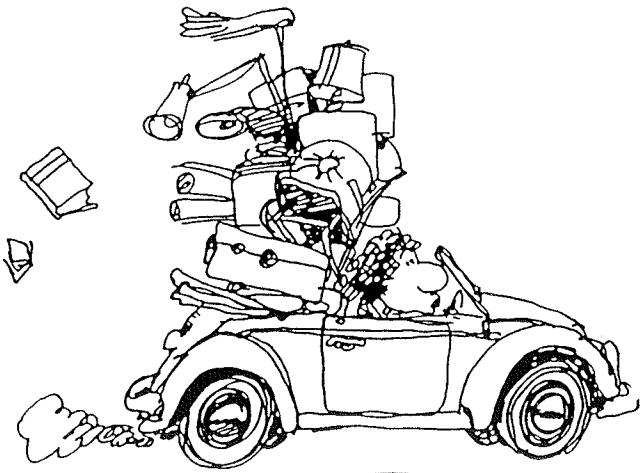
WHO WILL MAKE THE CHOICE-

SWT OR **YOU**?

THIS SEMESTER **13** STUDENTS
HAVE BEEN SUSPENDED
BECAUSE OF DRUG USE.

DON'T BE #14.

SWT ENFORCES A "NO TOLERANCE
POLICY" FOR ILLEGAL DRUG
POSESSION.



Comprehensive Program Review

Student Affairs Division

Associated Student Government

Self-Study Report

Southwest Texas State University

1995

Comprehensive Program Review
Self-Study Report

ASSOCIATED STUDENT GOVERNMENT
Southwest Texas State University

I. History of Associated Student Government (ASG)

Describe how the department currently fits into the organization of the Student Affairs Division. Briefly describe major changes in the department's organizational structure, organizational relationships within the division (e.g., changes in reporting lines), staffing, physical location, and in the orientation or focus of programs and services since the last review. Include major new services and programs and services since the last review. Include major new services and programs which have been added or deleted from the functions of the department, e.g., mentor program, part-time job services. Briefly describe any primary program or service changes that have affected the department, e.g., loss of personnel due to university budget cuts.

With the increased visibility, significance, and need to obtain student input, 1992 saw the primary advisor responsibility shift from the Student Legal Advisor's Office to the Dean's Office. The Assistant Dean of Students serves as the primary day-to-day ASG staff advisor. (See attachment 1, ASG Organizational Relationship) Currently, ASG is officed just off the mall adjacent to the LBJ Student Center. The construction and completion of the new student center in 1997 will mean the relocation of the ASG to a high traffic, highly visible site enabling student government the ability to better serve SWT students. ASG serves as a key voice for students and attempts to articulate and advocate the student point of view and perspective. Student government has as one of its critical roles the appointment of students to University-wide committees and councils which develop university policy recommendations. Among the more significant appointments made by the Senate are student members of the Student Service Fee Committee which is responsible for the allocation of over six million dollars in student service fees each year.

II. Findings and Recommendations Made During 1989 Southern Association of Colleges and Schools Self Study

Specify the type, date and time of the last program review, e.g., Southern Association of Colleges and Schools (SACS) accreditation, comprehensive program review. Briefly summarize major findings and recommendations of the reviews. Did the director and staff of the department agree with the recommendations? Describe the responses made to date. Indicate any planned responses incorporated into the strategic plan of the department. What were the primary strengths and weaknesses of the department identified in the review? What changes (if any) have been implemented to strengthen the department that were NOT specific recommendations from a review?

Southwest Texas State University conducted a Southern Association of Colleges and Schools (SACS) self study in 1989 which provided a brief overview of student government operations but did not submit any specific or substantive recommendations related to student government. The overview developed in 1989 made general reference to the composition of student government at SWT, detailed the appointment power of the Senate and described other services provided by ASG. (See Attachment 2, ASG Internal Organizational Chart) The ASG advisor at the time was responsible for the development of the student government section of the 1989 SACS self study and concurred with all the findings of the SACs site review team.

III. Description of Associated Student Government

A. Mission and Goals

include a statement of the department's mission, major responsibilities, and goals directly related to accomplishment of its mission. Attach a copy of the department's strategic plan.

ASG has as its major mission serving as a visible advocate for students on issues impacting and affecting SWT students. ASG attempts to articulate student opinions/perspectives through the appointment of students to key policy setting University-wide committees and councils. Additionally, student government is the primary student organization responsible for conducting ASG officer /senator elections and special referenda.

B. Programs and Services

Briefly describe the programs and services provided by the department.

1. Basis for Specific Services and Programs

Describe what information and data are used to determine the relevant needs and interests of students. What are the specific services and programs provided by the department? What other factors and information are used in determining the focus of programs and services?

Student senators have developed three major methods to obtain and solicit information to better determine the relevant needs and interests of students:
a. Visible and secure suggestion boxes have been strategically placed across campus to obtain written/anonymous input on issues students view important and which should be addressed by the Senate. The 1994 Fall semester was the first time this process was used by senators; it proved to be successful with the

Senate receiving several interesting and unique suggestions on issues that students wished to have addressed.
b. On a regular basis senators are afforded class time by instructors to share information with students on pending ASG legislation and solicit input on relevant student issues.
c. A significant number of senators use their membership in other key student organizations as a vehicle to relay to students information on ASG business.
As noted previously, student government has as one of its primary roles the representation of the opinions of SWT's 21,000 students to the faculty and administration. Consequently, ASG's main "service" to the SWT community is the involvement of students in the institutional decision-making process.

2. Programs and Service Delivery

Briefly describe how programs and services are primarily provided to students, e.g., on-site, outreach, individual, group activities. Identify strategies used to make students aware of services and programs.

ASG's delivery of its primary "service", the identification and recruitment of students willing to become a part of the policy decision-making process at SWT, occurs in four ways:
a. Individual Senators recruit students in class, via other student organizations or at work.
b. Available committee appointments are announced in the campus newspaper, the University Star.
c. Senators solicit input and recommendations from faculty and staff.
d. Students voluntarily visit the ASG office to express their interest in getting involved with the work of student government.

3. Target Populations

Indicate programs directed at specific student population groups e.g., disabled, Greek organizations , ethnic minorities, graduate students.

ASG continually strives to involve a significant number of talented and diverse students in the University decision-making process. In its committee and council appointments, ASG officers and Senators have remained sensitive to the designation of students who are representative of the gender, age and ethnic

diversity within the SWT community. All enrolled SWT students serve as the ASG target population.

4. Collaborative Efforts

Briefly discuss primary collaborative working relationships with other Student Affairs departments. Describe how collaborative efforts in these relationships serve to increase efficiency and quality of programs and services. Indicate maintenance efforts and methods used to facilitate smooth and team-oriented efforts within the working relationships.

ASG works closely with the Dean of Students Office in maintaining effective lines of communication between students and the University administration. Student government executive officers and senators interact with other student organizations, campus leaders, faculty, administrators and staff when attempting to address student issues and concerns. Additionally, ASG communicates with many different interest groups when attempting to conduct campus elections. Working collaboratively in the areas listed above permits student government to continue to serve as the main source of student input to the University community.

5. Primary Obstacles

Describe the primary problems and obstacles experienced by the department in providing general or specific programs and services, e.g., loss of facilities space, conflicting programs, university calendar.

Student apathy has been a frustrating obstacle faced by the ASG leadership. While the leadership recognizes the need for student participation in university policy development, a significant number of students are unwilling or unable to become a part of the process. Work, home, family, class and social responsibilities preclude many students from becoming involved with the activities of student government. Equally as important, are students' obligations to the many other student organizations in which they are engaged.

6. Evaluation

Describe evaluation methods used to assess quality and effectiveness of programs and services. Indicate how evaluation results are incorporated into subsequent program or service planning and revision activities.

Unlike most other student organizations on campus, ASG receives regular feedback on their service from students on a consistent basis. Daily interaction with members of the University community affords ASG officers and Senators the opportunity to obtain student opinions every day. The campus newspaper, The University Star, has consistently provided its readers with its editorial opinion on the quality and effectiveness of student government. Student input and press perspective are important barometers used by student government to assess its performance.

C. Resources

1. Current personnel

a. Administrative Personnel

List by title each individual with administrative responsibilities within the department. Include date of hire for the present position and description of current job responsibilities and duties. In addition, identify previous positions relevant to the current position, highest degree earned, institution granting most recent degree, and ethnic origin of each administrative staff member.

The primary responsibility to advise student government at SWT is held by the Assistant Dean of Students who reports to the Dean of Students. The Assistant Dean works daily with the ASG President, Vice President and Senate to assist student government in serving the University community. Mr. Fred Guerra, who assumed the Assistant Dean of Students responsibilities in the summer of 1992, holds a Bachelors degree in Education and a Masters degree in Guidance and Counseling from Southwest Texas State University (SWT). Mr. Guerra, the first Hispanic SWT Assistant Dean of Students, previously held student affairs positions as Assistant to the Dean of Students/Director of Greek Affairs, Assistant Director of Residence Life and Director of the Educational Opportunity Center in the Office of Multicultural Student Affairs, all at SWT.

b. Full-Time Professional Personnel (unclassified)

List by title each full-time professional staff member located in the department. Include a statement that briefly describes each person's job responsibilities and duties. In addition, include date of hire for current position, previous positions held that are relevant to the current position, highest degree earned, institution granting most recent degree, and ethnic origin of each staff member.

There is no full-time professional staff member assigned to work with ASG. The Assistant Dean of Students is currently the only full-time SWT employee charged with the responsibility of working with student government.

c. Classified Personnel

List by title each classified staff member in the department including graduate assistants. Include a statement that briefly describes each person's job responsibilities. In addition, include date of hire, highest degree earned and institution granting most recent degree. Identify ethnic origin of each staff member.

Currently, Ms. Judy Merlino, staff secretary with the Dean of Students Office, has as her primary role to maintain daily contact with student government, to monitor correspondence and the ledger which shows all of the expenditures incurred by ASG.
Ms. Merlino is also responsible for all purchases made by student government. Ms. Merlino, a female Caucasian, was employed in May 1994, attended college for two semesters and came to SWT with over ten years of office/clerical experience.

d. Temporary Staff

List by title all employees that are considered temporary personnel in the department. Create a statement for each individual which describes each position and its function. In addition, include date of hire, highest degree earned and institution granting most recent degree. Identify ethnic origin of each individual.

ASG has no temporary personnel.

e. Students

List the number of students employed by the department annually. Identify the purpose and scope of each of the student positions utilized within the department.

ASG employs two to four students each semester to assist executive officers with the day-to-day office operation. Student workers are responsible for routine office/clerical duties including typing, word processing, filing, duplicating, message taking and the running of errands. They are supervised by the ASG executive officers and monitored by the Dean of Students staff secretary.

f. Physical Plant and Equipment

List all facilities, i.e., the buildings, office space, labs and property used by the department. In addition, identify the capital equipment or inventory that contribute to the success of the department. Briefly describe the status of these resources versus the department's needs with regards to physical plant and equipment and replacement or renovation plans and schedules.

The ASG office is located in an office suite on the first floor of the LBJ Student Center. The suite contains an office for the President, Vice President, small conference room, reception area and work/storage room. Each officer is provided a desk, chair and telephone. The conference room holds a table appropriate for small group meetings with the work room equipped with a computer table and six year old Macintosh Plus used by ASG Senators. The small reception area is staffed by student workers who have access to a three year old Macintosh SE computer, laser printer, desk, chair, filing cabinet and telephone. The move to the new student center in 1997 will necessitate the purchase of new office furniture since the current inventory has been in place over twelve years and shows a great deal of wear.

g. Funding

Briefly discuss the method of funding for the department, detailing amounts budgeted in the categories of salaries, wages and operations. In addition, identify income generation accounts and the programs and activities that generate these resources.

SWT student government activities are totally funded by Student Service Fees with a yearly budget of $23,103 divided into the following categories: wages- $6,435; travel- $1,900; maintenance and operation- $13,601; and capital outlay- $1,400;
ASG does not engage in fundraising/income generating activities.

h. Other Resources

Describe community resources, grants, joint programs, affiliated centers, cooperating institutions, etc. that contribute to the department's programs and services.

On the whole, ASG does not engage in large scale campus programming which requires a great deal of joint programming with other organizations. There are instances such as campus-wide voter registration and candidate debates in which ASG collaborates with other groups. In the development of these events, ASG representatives have worked with the College Republicans/College Democrats and with the Political Science Department.

D. Assessment

Briefly describe each major assessment and evaluation activity within the unit and the findings and changes that have been implemented based on these activities. Attach a copy of the department's assessment plan.

As noted in a previous section, comments on student government were included in the 1989 SACS report but were not detailed in nature. No specific recommendations were included in the SACS report and no assessment or evaluation efforts have been conducted since the 1989 report.

E. Staff Development, Research and Creative Activity

1. Introductory summary statement on staff productivity over the last five years. Briefly describe highlights from each of the categories in sections 2 to 9 below.

2. Publications

Identify contributions by staff member to scholarly publishing, editing of journals or other publications. Name the publications and specific works having significant impact.

The Assistant Dean of Students, who serves as primary advisor to ASG, is the university editing coordinator for the SWTexan, the student handbook. The student handbook is widely distributed to all students, faculty and staff with limited distribution to parents. The student government advisor is responsible for ASG's contribution to the SWTexan.

3. Funded Projects

Describe major funding obtained by staff. Identify agencies, dates, amounts, key individuals, purpose, results, and benefits to students or the institution.

Not applicable to student government.

4. Conferences

Identify conferences that staff planned or hosted. describe the role of staff in conducting the conference and include any evaluation results. Identify conferences attended by staff members and describe the level of the staff's participation in these conferences, e.g., attendant, presenter, invited speaker.

The student government advisor has accompanied ASG representatives to several Texas A&M University Conferences on Student Government

Associations (COSGA) during which sessions were presented to university student-elected leaders from a three state region.

5. Training and Educational Programs

Describe training programs and educational workshops developed or implemented by the department for the purpose of enhancing professional development of staff. Identify other staff development resource enhancements such as acquisition and use of educational materials.

At the beginning of each academic year the ASG leadership and advisor collaborate on the development of a notebook for all Senators containing the ASG Constitution, By Laws and a handbook on parliamentary procedure. At the first meeting of each semester the Vice President, Parliamentarian and advisor lead a short discussion on the purpose and role of student government at SWT. Special emphasis is placed on the development of Senate resolutions, bills and appropriate use of parliamentary procedure.

6. Teaching Activity

Identify staff members who teach courses for academic credit and specify the courses taught.

Once in the Fall and Spring semester, the ASG advisor teaches a two hour session at a civic democracy class at the University of Texas LBJ School of Public Affaris. The lectures always focus on the role municipal government plays in the public' life.

7. Leadership Roles

Identify leadership roles of staff members in professional organizations.

Mr. Fred Guerra, ASG Advisor, has served as a member of the Executive Committee of the Texas Association of College and University Student Personnel Administrators (TACUSPA) serving as Publicity Chair. As chair he was responsible for the editing and publishing of the organization's quarterly newsletter. Guerra's government related experience includes the following: President, Texas Association of Mayors, Councilmembers and Commissioners; President, Texas Municipal League; Member, Board of Directors, National League of Cities; and Chair, National League of Cities Advisory Council.

8. Honors and Awards

List recognition's and awards received by staff members; briefly identify the significance of each award.

Mr. Fred Guerra, ASG Advisor, has been cited by SWT for his ten years of service to the University, recognized as the Outstanding SWT Greek Advisor, SWT Alumni Achiever Award and San Marcos High School Alumni Hall of Fame.

9. Other evidence of staff productivity important to the department.

Not applicable to student government.

F. Outreach and Community Service Related to Division Goals

Describe major outreach and community service activities conducted over the past five years. Include outreach services to target populations, speaking and consultation to nonprofit groups, partnership programs with community groups or organizations, and other outreach activities to the general public.

The ASG advisor is deeply involved with a local group engaged in drug education and prevention, the SWT Partnership for a Drug Free San Marcos. The advisor has succeeded in involving SWT community members in local activities with the appointment of Mr. Mark Bruce, former ASG Senator, to the City of San Marcos Sunset Advisory Council, Mr. Joe Bourland, Phi Kappa Tau President, to the Board of Directors of Community Action Incorporated of Blanco, Caldwell and Hays Counties, Ms. Sherri Benn, Director of Student Justice, to the City of San Marcos Ethics Commission, Dr. John Garrison, Dean of Students, to the City of San Marcos Parks and Recreation Advisory Council; and Ms. Kate Robbins, Administrative Assistant to the VPSA to the Central Texas Higher Education Authority. As opportunities arise, the student government advisor will continue to seek the appointment and involvement of SWT community members in local community endeavors.

IV. Vice President's Section

The content of this section will be defined by the Vice President for Student Affairs, who in a preplanning meeting, may pose questions to be answered in the course of the self-study and site visit.

V. Long Range Plans

Summarize long-range plans related to the following four categories.

A. Future Personnel Needs

This section should discuss future personnel needs of the department and how these positions would be funded.

The current staffing pattern with the Assistant Dean of Students serving as primary staff advisor to student government has been in place for several years and seems to work effectively. Fall 1995 plans call for the Student's Legal Advisor to share ASG advisor responsibilities with the Assistant Dean of Students. Additional funding for this task will not be necessary.

B. Future Funding Needs

This section should address the increased funding requirements of the department in the future and the anticipated sources(s).

With student and university approval of the payment of wages to ASG executive officers in January 1995, increased funding for student government should be reviewed. Additionally, the move to the new student center in 1997 will require the purchase of new furniture and office equipment for ASG. In order to prevent a dramatic budget increase to cover the need for capital purchases, it is recommended that the ASG budget be increased in small increments over a three year period.

C. Trends and Opportunities for Development

This section should describe emerging trends and future opportunities for the department.

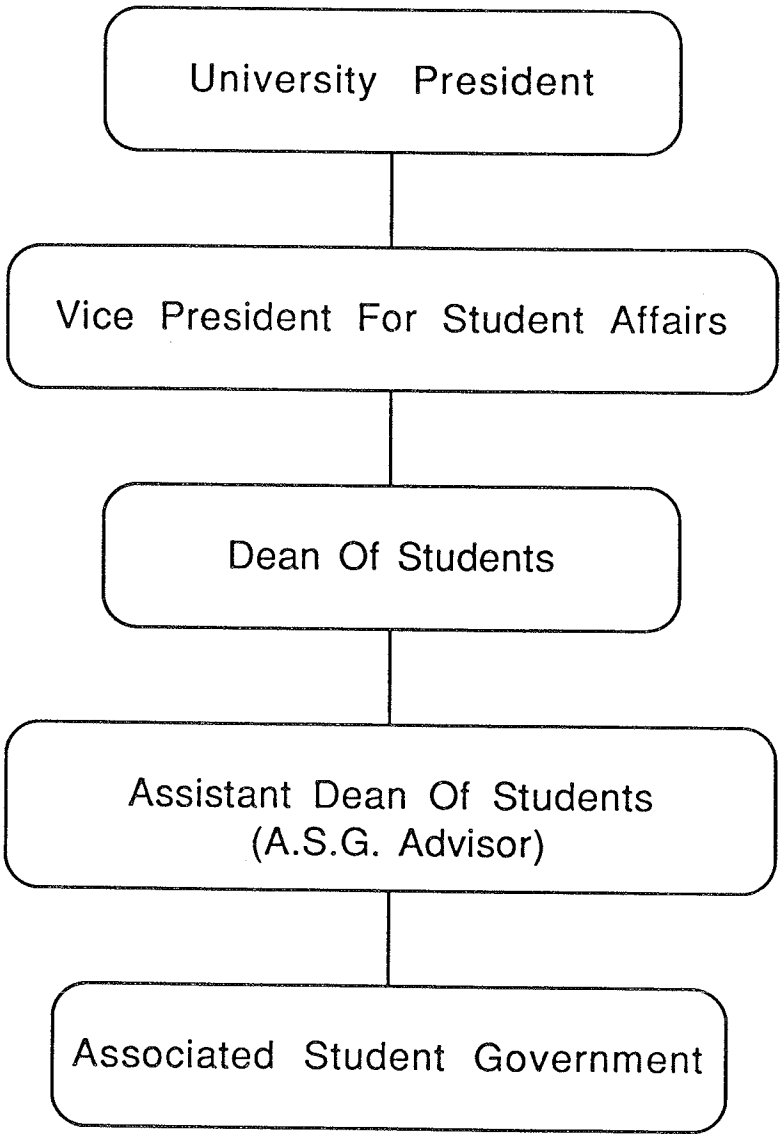
The ever-changing SWT student body will present several unique challenges for ASG in the years to come. Some of the issues and challenges student government may face are:
(1) The increasing of fees and tuition.
(2) Student access to future parking garages
(3) Long-range student funding of the SWT athletic program to enable the university to effectively compete in IAA/NCAA athletics.
(4) Increased student interest in the evaluation of SWT faculty and the releaseability of the data.
(5) Expanding SWT food service options beyond the current service provided by the existing food contractor.

D. Immediate and Long-Range Problems to Overcome

With the increase in the number of student organizations, student government at SWT must continue to serve as the sole, primary voice for student opinion. ASG representatives must effectively validate the need for and importance of an elected representative body of students willing to advocate the student perspective in the university policy development process. Also, student government must convey to students that student participation in institutional policy development is critical, significant and does make a difference.

Attachment 1

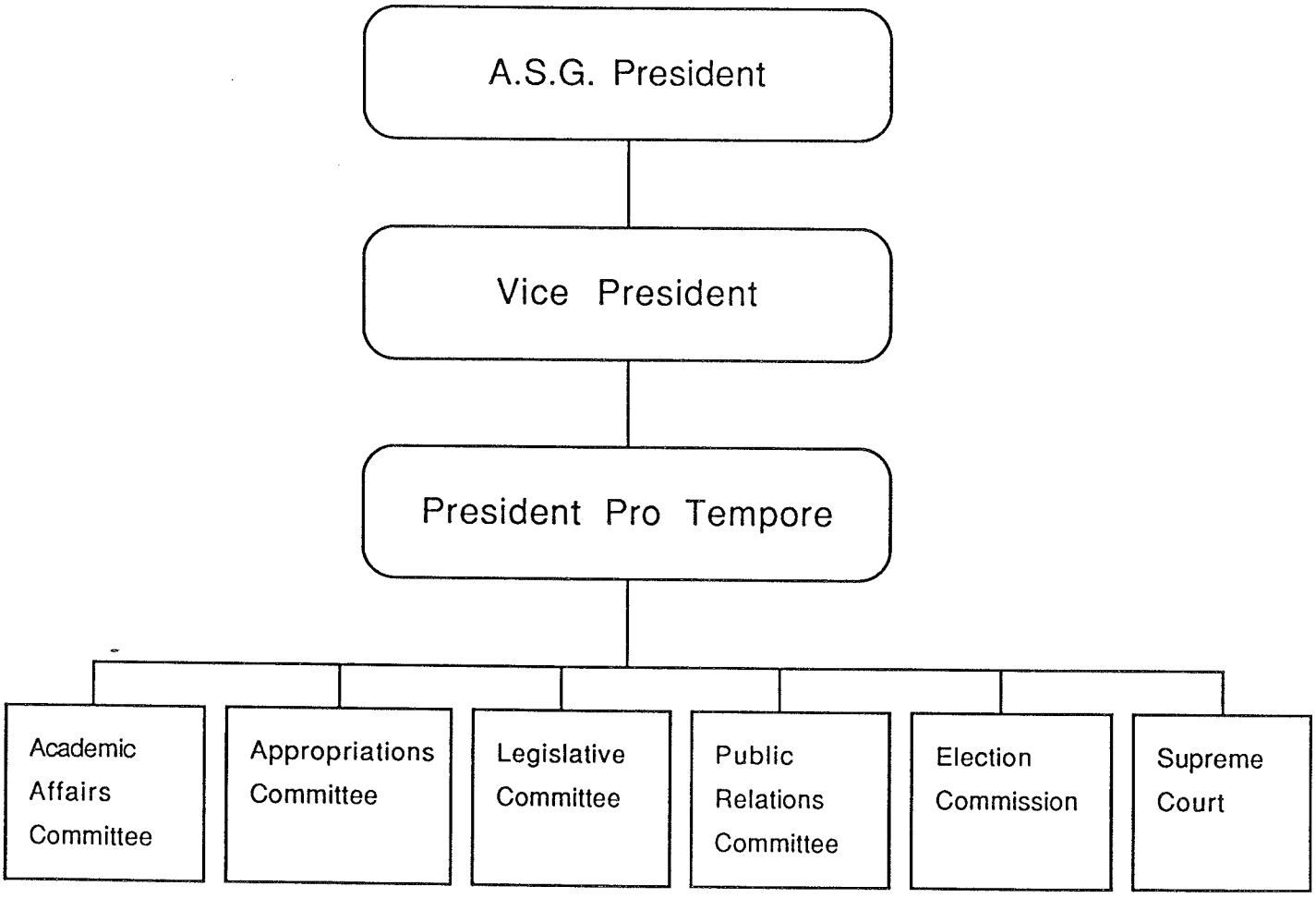
Associated Student Government (A.S.G.) Organizational Relationship



Attachment 1 illustrates student government's relationship with the university administrative structure. ASG works collaboratively with the Dean of Students Office, the Vice President for Student Affairs and the University President in its effort to articulate student opinion and perspective.

Attachment 2

Associated Student Government (A.S.G.) Internal Organizational Chart



Attachment 2 illustrates the internal operating structure of student government. The ASG President, Vice President and President Pro Tempore work closely with the standing committees in the development, discussion and articulation of student input into the university policy development process.

Comprehensive Program Review

Student Affairs Division

Student Foundation

Self-Study Report

Southwest Texas State University

1995

Comprehensive Program Review
Self-Study Report

STUDENT FOUNDATION
Southwest Texas State University

I. Brief History of the Student Foundation

Describe how the department currently fits into the organization of the Student Affairs Division. Briefly describe major changes in the department's organizational structure, organizational relationships within the division (e.g., changes in reporting lines), staffing, physical location, and in the orientation or focus of programs and services since the last review. Include major new services and programs which have been added or deleted from the functions of the department, e.g., mentor program, part-time job service. Briefly describe any primary program or service changes that have affected the department, e.g., loss of personnel due to university budget cuts.

In 1977, Student Affairs initiated a new and very distinctive student organization--a select group of sophomores, juniors and seniors dedicated to promoting the advancement of the University. From its inception closely tied to the University President, the Southwest Texas State University Student Foundation (SF) promotes student involvement to advance SWT, assists fundraising efforts to subsidize worthy causes in cooperation with the University Advancement Office, and also assists in the student recruitment process.

Sponsored by the Dean of Students Office, S.F. has as its primary staff advisor the Director of Student Justice/Assistant to the Dean of Students who is assisted by the Assistant Dean of Students. S.F. maintains a work area, filing system and office telephone in the Dean of Students Office.

II. Findings and Recommendations made during Previous Review

Specify the type, date and time of the last program review, e.g., Southern Association of Colleges and Schools (SACS) accreditation, comprehensive program review. Briefly summarize major findings and recommendations of the reviews. Did the director and staff of the department agree with the recommendations? Describe the responses made to date. Indicate any planned responses incorporated into the strategic plan of the department. What were the primary strengths and weaknesses of the department identified in the review? What changes (if any) have been implemented to strengthen the department that were NOT specific recommendations from a review?

SWT participated in a Southern Association of Colleges and Schools (SACS) self-study in 1989 which provided a one page overview of the Student Foundation. The site visitation follow-up did not provide any specific recommendations related to S.F. operation. The 1989 report cited a brief history and detailed the organizational structure of S.F.

III. Description Student Foundation

A. Missions and Goals

Include a statement of the department's mission, major responsibilities, and goals directly related to accomplishment of its mission. Attach a copy of the department's strategic plan.

Student Foundation has as its mission the enhancement and promotion of a positive SWT image. S.F. members strive to collaborate with other student organizations and University offices in programs/activities which promote the advancement of SWT.

B. Programs and Services

Briefly describe the programs and services provided by the department.

1. Basis for specific services and programs

Describe what information and data are used to determined the relevant needs and interests of students. What are the specific services and programs provided by the department?

What other factors and information are used in determining the focus of programs and services?

Since the primary purpose of S.F. is to assist the University in its public relations endeavors, there has not been a need to assess the needs and interests of Foundation members. Student leadership skills are analyzed and developed each year within the organization. Programs in which the organization is engaged, needs of student members and services provided are determined through a joint decision making process involving the organization's membership/leadership, advisors, Dean of Students and Vice President for Student Affairs. S.F. members are engaged in annual, traditional activities which have proved to be extremely popular and effective.

2. Programs and service delivery

Briefly describe how programs and services are primarily provided to students, e.g., on-site, outreach, individual, group activities. Identify strategies used to make students aware of services and programs.

The SWT/SF is involved in several annual events which are targeted for the SWT community. The programs are:

a. Christmas in the Park:

A holiday season celebration held in Sewell Park for students, faculty, staff and the local community. A food drive, caroling, photographs with Santa and tree decorating are included in the schedule of events for the evening.

b. The Big Switch:

A public relations event held to promote interaction of the University President with students. The President "switches" places with an SWT student which requires him to adhere to the student's class schedule for one full day. The student in turn takes over the duties of the President for one day.

c. College Days at SWT:

A student recruitment activity held for potential new SWT students. S.F. provides assistance to the Admissions Office for the many activities scheduled for students

brought on campus to review university programs, facilities and interact with faculty/staff.

d. University Advancement Activities:

S.F. members assist with several events sponsored by the University Advancement Office targeted for dignitaries, donors and alumni.

3. Target Populations

Indicate programs directed at specific student population groups e.g., disabled, Greek organization groups, ethnic minorities, graduate students.

In its efforts to promote and enhance SWT's image, S.F. members develop programs targeted for students, faculty, staff, alumni, and the local community.

4. Collaborative Efforts

Briefly discuss primary collaborative working relationships with other Student Affairs departments. Describe how collaborative efforts in these relationships serve to increase efficiency and quality of programs and services. Indicate maintenance efforts and methods used to facilitate smooth and team-oriented efforts within the working relationships.

Student Foundation has engaged in one major, visible program for the past four years which involves collaboration with another Student Affairs department. S.F. has been a partner with the Residence Hall Association (RHA) within Residence Life and Non-Traditional Student Organization (NTSO) within the Student Center in the development of and planning for the Big Switch. By working with other Student Affairs departments, S.F. has been able to control costs and has engaged a significant number of students in the annual project.

5. Primary Obstacles

Describe the primary problems and obstacles experienced by the department in providing general or specific programs and services, e.g., loss of facility space, conflicting programs, university calendar.

On the whole, Student Foundation has not experienced significant problems or obstacles in providing general or specific programs and services. As the organization seeks to expand its programmatic efforts, attention should be given to providing S.F. the financial ability to develop effective and well-attended activities for the SWT community. Additionally, S.F. must remain aware and continue to plan for the graduation from SWT of its members and strive to recruit dedicated and committed students for new members.

6. Evaluation

Describe evaluation methods used to assess quality and effectiveness of programs and services. Indicate how evaluation results are incorporated into subsequent program or service planning and revision activities.

As a matter of routine, S.F. officers and members hold informal evaluation sessions at the conclusion of each of the Student Foundation programs. This usually occurs at the next scheduled membership meeting. Reports are provided by the committee chair

responsible for the specific event and input is sought on the success or failure of the activity. In addition to this process, on a regular basis S.F. officers seek input/comments from the advisors and Dean of Students on its programmatic efforts.

C. Resources

1. Current personnel: provide personnel flow chart of the department

a. Administrative Personnel

List by title each individual with administrative responsibility within department. Include date of hire for the present position and description of current job responsibilities and duties. In addition, identify previous positions relevant to the current position, highest degree earned, institution granting most recent degree, and ethnic origin of each administrative staff member.

Ms Sherri Benn, Director of Student Justice/Assistant to the Dean of Students and Mr. Fred Guerra, Assistant Dean of Students, serve as primary advisors to the Student Foundation. For additional information, please see the Student Justice section and the Associated Student Government portion of this report.

b. Full-time Professional Personnel (unclassified)

List by title each half-time professional staff member located in the department. Include a statement that briefly describes each person's job responsibilities and duties. In addition, include date of hire for current position, previous positions held that are relevant to the current position, highest degree earned, institution granting most recent degree, and ethnic origin of each staff member.

Student Foundation does not employ a full-time professional staff member.

c. Classified Personnel

List by title each classified staff member in the department including graduate assistants. Include a statement that briefly describes each person's job responsibilities. In addition, include date of hire, highest degree earned and institution granting most recent degree. Identify ethnic origin of each staff member.

Ms. Judy Merlino, staff secretary with the Dean of Students Office, has the primary responsibility of maintaining a monthly register for Student Foundation. Please see the Student Justice section of this report for additional information.

d. Temporary Staff

List by title all employees that are considered temporary personnel in the department. Create a statement for each individual which describes each position and its function. In addition, include date of hire, highest degree earned and institution granting most recent degree. Identify ethnic origin of each individual.

Student Foundation does not employ temporary staff.

e. Students

List the number of students employed by the department annually. Identify the purpose and scope of each of the student positions utilized within the department.

Student Foundation does not employ student workers.

f. Physical Plant and Equipment

List all facilities, i.e., the buildings, office space, labs and property used by the department. In addition, identify the capital equipment or inventory that contribute to the success of the department. Briefly describe the status of these resources versus the department's needs with regards to physical plant and equipment and replacement or renovation plans and schedules.

The Student Foundation operates out of the Dean of Students Office Suite. The S.F. work area contains one Macintosh SE computer which is linked to the Dean of Students Office printer. Additionally, the work area houses one desk, one chair, one file cabinet and telephone which are used by S.F. officers, committee chairs and members to conduct Foundation business.

g. Funding

Briefly discuss the method of funding for the department, detailing amounts budgeted in the categories of salaries, wages and operations. In addition, identify income generation accounts and the programs and activities that generate these resources.

Funding for Student Foundation operations is obtained from Student Service Fees. Foundation has remained very stable with an original budget of $4,000 in 1979 having expanded only to $4,500 by 1995. S.F. uses $1,300 of its budget for travel and $3,200 for operating expenses. The SF maintains a Club Account which has as its sole source of revenue an annual twenty dollar membership due paid by each member.

h. Other Resources

Describe community resources, grants, joint programs, affiliated centers, cooperating institutions, etc. that contribute to the department's programs and services.

Student Foundation does not access community resources or grants. Joint programs with the outside community are rare with most programming involving almost exclusively the SWT community.

D. Assessment

Briefly describe each major assessment and evaluation activity within the unit and the findings and changes that have been implemented based on these activities. Attach a copy of the department's assessment plan.

Comments on Student Foundation were included in the 1989 SACS report but were extremely brief. No specific recommendations were included in the SACS report and no assessment or evaluation effort has been conducted since the 1989 report.

E. Staff Development, Research and Creative Activity

1. Introductory Summary Statement on Staff Productivity over the Last Five Years

Briefly describe highlights from each of the categories in sections 2 to 9 below.

2. Publications

Identify contributions by staff members to scholarly publishing, editing of journals or other publications. Name the publications and specific works having significant impact.

The Assistant Dean of Students, who serves as co-advisor to Student Foundation, is the university editing coordinator for the SWTexan, the university student handbook. The handbook is widely distributed to all students, faculty and staff with limited distribution to parents. The advisors are responsible for S.F.'s contribution to the SWTexan.

3. Funded Projects

Identify major funding obtained by staff. Identify agencies, dates, amounts, key individuals, purpose, results, and benefits to students or the institution.

Student Foundation does not receive funding from outside agencies.

4. Conference Attendance

Identify conferences that staff planned or hosted. Describe the role of staff in conducting the conference and include any evaluation results.

S.F. members have the opportunity to attend one regional conference sponsored by the Student Alumni Association/Student Foundation Network held each Spring semester. The 1994 meeting was held on the University of Houston campus and this year's session is planned for the University of Texas at San Antonio. Members are accompanied by staff advisors.

5. Training and Educational Programs

Describe training programs and educational workshops developed or implemented by the department for the purpose of enhancing professional development of staff. Identify other staff development resource enhancements such as acquisition and use of educational materials.

Although student members of SF are not involved in professional development activities, Student Foundation has developed a day-long program for all members at the beginning of each Fall semester. This program has as its main focus team building, programming ideas and dissemination of data on SWT and S.F. Invited to this activity are the Dean of Students, Vice President for Student Affairs, advisors and the entire S.F. membership.

6. Teaching Activity

Identify staff members who teach courses for academic credit and specify the course taught.

No Student Foundation members are engaged in the teaching of courses for academic credit.

7. Leadership Roles

Identify leadership roles of staff members in professional organizations.

Mr. Fred Guerra, Assistant Dean of Students, and Ms. Sherri Benn, Assistant to the Dean of Students/Director of Student Justice have included leadership role information in the Associated Student Government and Student Justice sections of this report.

8. Honors and Awards

List recognitions and awards received by staff members; briefly identify the significance of each award.

Mr. Fred Guerra, Assistant Dean, has been cited by SWT for his ten years of service to the University, recognized as an Outstanding SWT Greek Advisor, SWT Alumni Achiever Award and San Marcos High School Alumni Hall of Fame.

Student Justice staff members have received no awards or recognitions.

9. Other Evidence of Staff Productivity Important to the Department

Ms. Benn currently serves in the following capacities:
Student Affairs Civic Responsibility Program Committee-Chair
Student Affairs Multicultural/Diversity Program Committee-Member
Violence Prevention University Committee-Member

Mr. Guerra currently serves in the following capacities:
Member, Student Affairs Staff Development Committee
SWT Orientation Committee

Mr. Guerra's other service includes the following:
Chair, Student Affairs Civic Responsibility Committee
Member, SWT Traffic and Parking Committee
Chair, Student Affairs Student Service Fee Subcommittee

F. Outreach and Community Service Related to Division Goals

Describe major outreach and community service activities conducted over the past five years. Include outreach services to target populations, speaking and consultation to nonprofit groups, partnership programs with community groups or organizations, and other outreach activities to the general public.

Student Foundation has engaged in one visible and beneficial outreach project which has proved to be of great benefit to the local community. The S.F. sponsored Christmas in the Park event, now in its second year, has as its major goal the collection of food for the San Marcos Area Food Bank. To accomplish this objective, S.F. solicits the involvement of several SWT student organizations and provides prizes to groups providing the most food. This year saw the collection of over 2,000 pounds of food for disadvantaged individuals in the San Marcos area.

IV. Long-Range Plans

Summarize long-range plans related to the following four categories.

A. Future Personnel Needs

This section should discuss future personnel needs of the department and how these positions would be funded.

The current staffing pattern with the Assistant to the Dean/Director of Student Justice and the Assistant Dean of Students serving as primary staff advisors to S.F. seems to work effectively. Having two professional staff members share responsibility for S.F. projects serves the organization well.

B. Future Funding Needs

This section should address the increased funding requirements of the department in the future and the anticipated source(s).

The present funding level of S.F. seems to adequately meet the needs of the organization. However, an increase in funding should be investigated to enable S.F. Executive Officers to take advantage of important and relevant training opportunities held in different parts of the country.

C. Trends and Opportunities for Development

This section should describe emerging trends and future opportunities for the department.

Student Foundation has a unique growth and outreach opportunity via exploring the feasibility of working with campus offices not currently being served as well as seeking local community groups in need of S.F. support. Future plans call for S.F. expanding its collaborative work with SWT community groups like the University Advancement Office, Alumni Office, President's Office, Vice President for Student Affairs, Residence Hall Association, Non-Traditional Students Organization and Associated Student Government. Additionally, S.F. intends to enhance its working relationship with local community organizations like the Southside Community Center, San Marcos Food Bank and San Marcos Sights and Sounds Committee. Finally, given the success of the 1995 Student Foundation sponsored Ethics Symposium, S.F. members plan to establish close programming working relationships with Student Affairs Program Committees to enable S.F. to increase its campus-wide programming effort.

D. Immediate and Long-Range Problems to Overcome

S.F. should continue its efforts to enhance the diverse composition of its membership. While diversity within the organization has been adequate, it continues to be of deep importance for the group and the university. Additionally, membership turn-over must continue to be acknowledged and recognized as a potential issue.

Comprehensive Program Review

Student Affairs Division

Dean of Students Office

Southwest Texas State University

Self-Study Report

1995

I. History of Student Affairs Department

Describe how the department currently fits into the organization of the Student Affairs Division. Briefly describe major changes in the department's organizational structure, organizational relationships within the division (e.g., changes in reporting lines), staffing, physical location, and in the orientation or focus of programs and services since the last review. Include major new services and programs which have been added or deleted from the functions of the department, e.g., mentor program, part-time job services. Briefly describe any primary program or service changes that have affected the department, e.g., loss of personnel due to university budget cuts.

Over the past three decades the university has grown from 6,500 students to over 21,000 students. The Dean of Students Office, once organized with a Dean of Men and a Dean of Women who reported directly to the Dean of Students, was reorganized in 1975. The Dean of Men and Dean of Women positions were deleted at that time and a Student Justice position was added. Also reporting to the Dean of Students were the Director of Student Health Services, the Director of Residential Life, the Director of Recreational Sports and the Director of the Student Center.

The Students' Legal Advisor position was established in 1974 and, at its inception, was a half-time position that reported to the Director of the Counseling Center. In 1977, the position was elevated to full-time reporting directly to the Dean of Students. The Students' Legal Advisor also advised the Associated Student Government.

The Greek Affairs Coordinator position was initiated within the Student Center in 1977. Originally reporting to the Dean of Students via the Director of the Student Center, the reporting line changed in 1991 when the position was moved to the Dean of Students' direct reporting line.

During the decade of the 1980s, the Dean also briefly supervised the Director of Athletics and University Police as well as the Director of Disabled Student Services.

In 1992, a new position was created by the Vice President for Student Affairs. The Director of Multicultural Student Affairs' title was changed to the Assistant Vice President for Multicultural Student Affairs. The Disabled Student Services Office and the Student Health Center were moved from the Dean of Students' reporting line to the Assistant Vice President for Multicultural Student Affairs' reporting line. The Athletic Department and University Police had long since been moved to the Executive Vice President's reporting line from the Dean of Students' reporting line.

The organizational chart as it appeared in 1992 before the addition of the Assistant Vice President for Multicultural Student Affairs is included as Attachment I.

The most recent addition to the Dean of Students' Office, the Mentoring Program Office, was established in 1992. Currently, the Mentoring Program Office is coordinated by a

graduate student who is supervised directly by the Assistant Dean of Students. (See Mentoring Program Office section for information) In addition, the Volunteer Connection (Student Volunteer Support Service) was developed during the Spring and Fall of 1994 in the Dean of Students' Office and has since moved to the Student Center reporting line during the Spring of 1995.

(In 1993, the Vice President for Student Affairs elevated the Director of Residence Life, the Director of Recreational Sports and the Director of the Student Union to full membership on the Vice President's Student Affairs Council. Although continuing to report through the Dean of Students, these large offices will not be considered part of the Dean's immediate office for purposes of this comprehensive program review of the Dean's area. The Dean continues to maintain daily interaction with these offices and is involved in such varied activities as food service evaluation and residence hall renovation decisions, staff selection in residence life, student center and recreational sports policy development, operational decisions and budget approval as well as new program review and approval responsibilities. The Dean also works closely with the Director of Student Justice in analyzing and resolving discipline cases. The organizational chart of the Dean's reporting line as it exists in the 1995 spring semester is shown as Attachment II).

II. Findings and Recommendations Made During Previous Review

Specify the type, date and time of the last program review, e.g., Southern Association of Colleges and Schools (SACS) accreditation, comprehensive program review. Briefly summarize major findings and recommendations of the reviews. Did the director and staff of the department agree with the recommendations? Describe the responses made to date. Indicate any planned responses incorporated into the strategic plan of the department. What were the primary strengths and weaknesses of the department identified in the review? What changes (if any) have been implemented to strengthen the department that were NOT specific recommendations from a review?

The Southern Association of Colleges and Universities conducted a review of the University in 1989. There were no recommendations for the Dean's Office in that review.

III. Description of the Student Affairs Department

A. Mission Statement and Goals

Include a statement of the department's mission, major responsibilities, and goals directly related to accomplishment of its mission. Attach a copy of the department's strategic plan.

(See Attachment III)

Mission Statement

The Dean of Students office is an integral component of student life at SWT and is charged with the responsibility of serving the many developmental needs of SWT students. The Dean's office staff are all front-line student advocates who provide the following:

*Support and enhancement of the academic mission of the university through student services, programs and developmental activities;

*An objective and precise judicial system that will contribute to a student's understanding of fairness and respect for others;

*Services which will assist students in the realization of their legal rights, obligations and duties both as individuals and as adults in a contemporary and diverse society;

*Activities and programs which will enhance a student's leadership development, personal growth, academic success and appreciation of service to the local community as well as the campus community; and

*The effective recruitment, retention and developmental growth opportunities of students from diverse backgrounds.

Description of Office

The Dean of Students Office serves as an active interface between the students via the elected student leadership and the remainder of the university community. In his capacity of Assistant Vice President/ Dean of Students, the Dean provides leadership for the department as well as staff development opportunity. In recent months, staff development has been the responsibility primarily of the Vice Presidential Staff Development Committee and the Dean's role has been more as an advocate. The office provides advice, mediation, judicial review, educational programming and administrative support for student leaders, student organizations and individual students. The staff is responsible for the student discipline function, mentoring, student government, legal advising, Greek Organization support, and student foundation.

The office employs a Dean, an Assistant Dean, an Assistant to the Dean for Student Justice, an administrative assistant, a secretary, a graduate assistant and seven student workers who work 12-15 hours per week. Immediate staff also includes a Student Legal advisor and a Greek Affairs coordinator.

Major Goals

1. Create an environment that is responsive, supportive, caring and friendly for students, staff and faculty.

2. Create and expand programs and services that enhance personal, social and leadership development of the individual student; and

3. Create and expand programs and services that enhance civic responsibility and promote the development of good citizenship in a diverse university environment.

B. Programs and Services

Briefly describe the programs and services provided by the department.

The Dean's office is administratively responsible for the programs and services offered through the Residence Life Office, the Recreational Sports Office, the Student Justice Office, the Greek Affairs Office, the Students' Legal Advisors Office, the Student Center, and the Mentoring Office.

1. Basis for Specific Services and Programs

Describe what information and data are used to determine the relevant needs and interests of students. What are the specific services and programs provided by the department?

What other factors and information are used in determining the focus of programs and services?

The Dean monitors Associated Student Government issues very closely to help determine student needs and interests. Legislative action taken by the Associated Student Government is forwarded to the Dean's office and updated regularly to track progress on significant student issues. (See attachment IV for an example of the ASG legislation tracking sheet). Significant decision points are marked so that student leaders will know precisely where a given piece of legislation is at a given point in time.

The Dean meets quarterly with student leaders who are members of the Student Affairs Advisory Council. Student leaders from every walk of campus life share their needs and concerns at these sessions which also include the Vice President for Student Affairs, the Associate Vice President for Student Affairs, the Assistant Vice President for Multicultural Student Affairs and the Director of the Student Center.

The Dean notifies in writing individual faculty members of student extended absences for family emergencies, illnesses or deaths in the student's immediate family. The Dean

also approves student absences for religious holy days. This approval is in writing from the Dean and must be obtained under established guidelines.

Students wishing to use the Campus Expression Area schedule and reserve that area as well as the symbolic structure area with the Dean. The Dean explains the university policy for use of each of these areas to individual students or student groups who make reservations.

The Dean also approves the sale or service of alcoholic beverages on campus. Students or faculty members wishing to serve alcoholic beverages on campus receive policy guidelines and approval in the Dean's Office.

The Dean is involved in a host of similar activities to assist individual students and student organizations. Crawford short-term emergency loans are authorized by the Dean after formal interviews with students who have exhausted all other avenues of financial assistance.

The Dean also spends a significant amount of time listening to student problems: problems with roommates, problems with the on-campus housing requirement, problems with professors; racial, disability, and sexual harassment problems, organizational and individual student disciplinary appeals, and related student concerns.

2. Programs and Service Delivery

Briefly describe how programs and services are primarily provided to students. e.g., on-site, outreach, individual, group activities. Identify strategies used to make student aware of services and programs.

Most of the services provided by the Dean of Students are provided in individual or group sessions with the Dean. When the symbolic structure area is used for purposes such as a shanty display, the Dean and the University Safety Officer go with the sponsoring student group to the specific location of the display to work out logistics and any safety concerns. In addition, the Dean and Assistant Dean observe a regularly scheduled walking tour of the campus quad to interact with students and student groups.

The Dean regularly accepts speaking opportunities in student workshop settings as well as in orientation and other programs.

The services provided in the Dean's office are publicized in the Southwest Texan student handbook and are highlighted during new faculty as well as freshman orientation activities.

3. Target Populations

Indicate programs directed at specific student population groups e.g., disabled, Greek organization groups, ethnic minorities, graduate students.

Most of the services and programs offered through the Dean of Students office are available to all students. The Dean does maintain a special student projects fund which is used primarily to assist individual students and student organizations with emergency financial assistance. Multicultural student groups and individuals from these groups have been the recipients of a significant portion of assistance provided through this resource for support of conference attendance and leadership opportunities.

In addition, the mentoring program is directed primarily at new freshmen particularly those who are conditionally admitted to the university. The Dean and staff members in the Dean's office carefully monitor academic progress of all students involved in the mentoring program. Follow-up action with the student or mentor is taken when such a need is indicated.

The Dean also is the first line of communication for students who feel they are the victims of racial, sexual or disability-related harassment. The Dean councils with these students, makes referrals, and takes whatever action might be necessary.

4. Collaborative Efforts

Briefly discuss primary collaborative working relationships with other Student Affairs departments. Describe how collaborative efforts in these relationships serve to increase efficiency and quality of programs and services. Indicate maintenance efforts and methods used to facilitate smooth and team-oriented efforts within the working relationships.

The Dean of Students works collaboratively with student development staff in other departments as well as faculty to develop and refine student service and student program offerings. The Dean teams with the Associate Vice President for Student Affairs to conduct sexual harassment workshops for student leaders and student organization groups as well as faculty and staff departments.

In cases of student injury or trauma, the Dean works closely with the Director of the Student Health Center to ensure treatment and confidentiality. The Dean also participates in joint programming efforts with the Alcohol and Drug Abuse Prevention and Training (ADEPT) office.

Each spring, the Dean and staff from the Dean's office team up with the Counseling Center and the University Police to present a program to faculty and staff on how to

deal with disruptive students. The audience leaves this session knowing that the Dean of Students office is usually a good starting point when resolving conflicts involving a disruptive student.

During the late spring and summer months, the Dean works with the Admissions office on recruitment activities via direct mail.

On a continuing basis, the Dean addresses student government leaders and Greek leaders on issues facing these large campus groups. The Dean maintains a regular meeting time with ASG leadership to discuss student service fee allocation and other significant student issues and concerns.

5. Primary Obstacles

Describe the primary problems and obstacles experienced by the department in providing general or specific programs and services, e.g., loss of facilities space, conflicting programs, university calendar.

The Dean is not currently officed in the mainstream of student activity, but that will be remedied when the Dean's Office moves into the new student center in 1997. Currently, the Dean is located on the 8th floor of the campus administration building (J.C. Kellam) well out of the normal student traffic pattern.

In addition, SWT has no office to deal specifically with the issues of the commuting student. Although that faction of the total enrollment continues to grow at a faster rate than any other segment of the student body, the university has not allocated significant staff resources to address these students' needs. The Dean's plan to be included in the strategic plan for the near future is to include responsibility for the commuter student function along with the Volunteer Connection via a combined professional position.

6. Evaluation

Describe evaluation methods used to assess quality and effectiveness of programs and services. Indicate how evaluation results are incorporated into subsequent program or service planning and revision activities.

All of the component departments of the Dean of Students Office evaluate programs and services on a continuing basis. Much of this evaluation is informal with students and student leaders encouraged to make suggestions and/or file complaints if they have suggestions for improvement. Each component office has included a section on processes used for evaluation.

The Dean attends quarterly meetings with the Student Affairs Advisory Council, where members representing all areas of student activity on campus are encouraged to critique and offer suggestions for improvement of services and programs. In addition, the Dean

is incorporating two standardized evaluation instruments--the Student Outcome Information Services Questionnaire and the American College Testing Program Student Opinion Survey--into the division's annual evaluation process. The Student Development Task Inventory has been used in the past and is under consideration for continued use in conjunction with the previously-mentioned instruments. In past years, the various departments of the Dean's Office have been evaluated via the Student Development Task and Lifestyle Inventory primarily via institution-specific questions added to the standardized instrument and other standardized instruments used by the Institutional Planning and Research Office. The Residence Life Office received the majority of the comments from those earlier surveys, and as a result, that office has initiated its own quality of life survey for student residents.

C. Resources

1. Current personnel
   Provide personnel flow chart of the department

   (See Attachment II)

a. Administrative Personnel

List by title each individual with administrative responsibilities within department. Include date of hire for the present position and description of current job responsibilities and duties. In addition, identify previous positions relevant to the current position, highest degree earned, institution granting most recent degree and ethnic origin of each administrative staff member.

The Assistant Vice President for Student Affairs /Dean of Students is John H. Garrison, a Caucasian male, age 48, with a Ph.D. in Educational Administration from The University of Texas at Austin. Dr. Garrison, with 27 years of experience in secondary and post-secondary education, came to Southwest Texas State University on October 16, 1975. He was promoted three times before his appointment as Dean of Students in 1980. He became Assistant Vice President for Student Affairs /Dean of Students on September 1, 1988.

Dr. Garrison has held several positions at SWT, including Associate Dean of Students, Assistant Dean of Students/Executive Director of the Student Foundation and Assistant to the Vice President for University Affairs. Prior to coming to SWT, Dr. Garrison served as Assistant to the Vice President for Student Affairs at Baylor University, served as Dean of Students at the Masonic Home and School for three years, and also taught in the public school system in Texas and Missouri. Dr. Garrison's current job duties and responsibilities are to provide leadership and supervision for the offices of the Students' Legal Advisor, the Director of the Lyndon B. Johnson Memorial Student Center, the Director of Recreational Sports, the Coordinator of the Student Justice Office, the

Coordinator of Greek Affairs, the Director of Residence Life, the Mentoring Program Office and Associated Student Government. The Dean also chairs the student service fee advisory committee which is charged with the allocation of over $6,000,000 each year in student fees.

The Assistant Dean of Students is Fred Guerra, a Hispanic male, age 43, with a Masters Degree from Southwest Texas State University. (See Associated Student Government section for detailed background information).

The Coordinator of Student Justice/Assistant to the Dean of Students is Sherri Benn. (See the Student Justice section for detailed background information).

The Coordinator of Greek Affairs is Dan Medlin. (See the Greek Affairs section for detailed background information).

b. Full-Time Professional Personnel (unclassified)

List by title each full-time professional staff member located in the department. Include a statement that briefly describes each person's job responsibilities and duties. In addition, include date of hire for current position, previous positions held that are relevant to the current position, highest degree earned, institution granting most recent degree, and ethnic origin of each staff member.

The Dean of Students office does not have professional personnel. (See administrative personnel section).

c. Classified Personnel

List by title each classified staff member in the department including graduate assistants. Include a statement that briefly describes each person's job responsibilities. In addition, include date of hire, highest degree earned and institution granting most recent degree. Identify ethnic origin of each staff member.

The Administrative Assistant in the Dean of Students office is Mary Ann Ortiz-Moerke, a Hispanic female, age 34, with a Bachelors of Business Administration from Corpus Christi State University. Ms. Moerke began working at the Dean of Students office on July 16, 1990. She previously worked as senior staff secretary at the SWT Student Financial Aid office . Ms. Moerke's serves as the principle administrative support staff member to the Dean of Students and coordinates all of the clerical and administrative support work of the office.

The Staff Secretary in the Dean of Students office is Judy Merlino. (See the Student Justice section of this report for additional background material).

d. Temporary Staff

List by title all employees that are considered temporary personnel in the department. Create a statement for each individual which describes each position and its function. In addition, include date of hire, highest degree earned and institution granting most recent degree. Identify ethnic origin of each individual.

The Dean of Students office does not employ temporary staff.

e. Students

List the number of students employed by the department annually. Identify the purpose and scope of each of the student positions utilized within the department.

The Dean of Students office employs approximately 7 student workers who average 12-15 hours per work week during the fall and spring semesters, and 2 student workers during the summer sessions. Five of the students are primarily responsible for assisting the staff secretary in answering the telephone/forwarding calls and taking messages, opening, dating and distributing mail. One student worker is responsible for assisting the staff secretary in the scheduling of appointments for student justice. One student worker is responsible for assisting the administrative assistant in filing, copying and other duties as assigned. All students are carefully instructed as to the sensitivity and confidentially of student records which are housed in the Dean of Students' office.

f. Physical Plant and Equipment

List all facilities, i.e., the buildings, office space, labs and property used by the department. In addition, identify the capital equipment or inventory that contributes to the success of the department. Briefly describe the status of these resources versus the department's needs with regards to physical plant and equipment and replacement or renovation plans and schedules.

Office Space

The Dean of Students office occupies a suite on the 8th floor of the J.C. Kellam Administrative Building with the following footage specifications:

Reception Area - 324 sq. ft.
Mentoring Program Office - 230 sq. ft.
Workroom with built-in closet space - 390 sq. ft.
Dean of Students- 245 sq. ft.
Assistant Dean of Students - 213 sq. ft.
Coordinator Student Justice - 167 sq. ft.
Administrative Assistant - 136 sq. ft.
Staff Secretary/Student Foundation (open area)- 318 sq. ft.

Total Office Space: 2,023 sq. ft.

Current office space is very adequate for the needs of the office. The Dean of Students Office will be relocated to the New Student Center in FY '98 and the square footage will be reduced with the elimination of the workroom and other reductions including a downsizing of the reception area currently in the office space allocation.

The following is an inventory of the office equipment and supplies which are fully adequate for the work of the office. A replacement cycle for capital equipment purchased has been established to allow timely replacement of equipment:

1 - Power Macintosh
1 - LC Macintosh
1 - Printer
4 - Secretarial Desks
8 - Filing Cabinets
1 - credenza
6 - bookcases
1 - sofa
1 - coffee table
1 - electric fan
3 - IBM selectric typewriters
2 - end tables
1 - Conference Table
10 - office chairs
3 - secretarial chairs
3 - executive chair
1 - Video cassette player with monitor
1 - paper shredder
2 - adding machines
3 - Executive desks
1 - Sharp Fax machine
Microsoft Word software
Microsoft Works software
Quicken software
After Dark software

(All software has been purchased from the manufacturer specifically for use in the Dean of Students office).

g. Funding

Briefly discuss the method of funding for the department, detailing amounts budgeted in the categories of salaries, wages and operations. In addition, identify income generation accounts and the programs and activities that generate these resources.

The Dean of Students Office is funded through Student Service Fees and Educational and General State funding (E&G). The funding amounts are listed below:

Dean of Students Account (E&G)

Wages	7,470.00
Travel	1,250.00
M&O	5,607.58

This account is used primarily as the general office operating account.

Student Affairs Projects

M&O	9,940.00

This account is used primarily for Student Organizations' special requests, emergency student programming funding, student receptions and matching funds for emergency student travel requests.

Student Service Fee Operating

M&O	1,495.00

This account is a Student Service Fee Account used to assist with the general operation of the Student Service Fee Advisory Committee for publication of the SSFAC annual report and incidental costs of the Student Service Fee Advisory Committee.

h. Other Resources

Describe community resources, grants, joint programs, affiliated centers, cooperating institutions, etc. that contribute to the department's programs and services.

The Dean of Students' Office has no other resources. Funding in the amount of $188,000 to implement the Alcohol and Drug Education Prevention and Training Center on campus came to the university in 1988 in a grant from the Fund for the Improvement of Post-Secondary Education (FIPSE). The Dean of Students served as the account

manager and the project director for the first three years of the operation of the program. That program currently reports to the Director of the Counseling Center.

D. Assessment

Briefly describe each major assessment and evaluation activity within the unit and the findings and changes that have been implemented based on these activities. Attach a copy of the department's assessment plan.

Assessment data are included in the reports of each of the program areas which report to the Dean of Students. Included in those reports are:

1. Demographic studies of the students served by the individual department,

2. User satisfaction with current programs and services, and

3. Assessment of the needs for services and programs within the SWT student population.

   (Please see the assessment section of each office report (Attachment V) in this document).

E. Staff Development, Research and Creative Activity

1. Briefly describe highlights from each of the categories in the section below.

Publications

Identify contributions by staff members scholarly publishing, editing of journals or other publications. Name the publication and specific works having significant impact.

John H. Garrison

"Values and Decision Making in the Training of Teachers: An Evaluation," with V. Luizzi. Program Improvement Through Value Audits, Spring, 1989. Monograph published by the Society for Values in Higher Education through funds provided by the Atlantic Richfield Foundation and the Lilly Endowment.

"Implementing a Staff Development Program for New Professionals," paper presented to the Southwest Association of Student Personnel Administrators annual conference, 1989.

"Crisis in Leadership: Managing is Not Always Leading," Texas Association of College and University Student Personnel Administrators Annual Conference, October, 1986.

"The Challenge of Academic Excellence," Keynote address, School of Allied Health Sciences Awards Day Program, Southwest Texas State University, April, 1989.

"Student Alcohol Abuse: The University's Response," Second Annual Alcohol Studies Conference, sponsored by the Capital Area Planning Council and the Texas Commission on Alcoholism, November, 1989.

"Organizing Student-Alumni Associations in Public Institutions of Higher Education," presentation to the Council for the Advancement and Support of Education (CASE) Region IV Conference, Corpus Christi, Texas, Spring, 1990.

"Recalled Family Stresses Related to Childhood Unhappiness Among ACOA College Students," with L. Wright. Spring, 1990, The Alcoholism Treatment Quarterly.

"Correlates of Drinking and Drug Use in Higher Education: Implications for Prevention," with David Watts and Loyd Wright. Paper presented to the Southwestern Social Science Association, March 29, 1990, Fort Worth, Texas.

"Correlates of Drinking and Drug Use in Higher Education: Implications for Prevention," with D. Watts. Journal of Drug Education, Spring,1990.

"Designing and Implementing a Successful Substance Abuse Prevention Program on a University Campus," paper presented to the President's Advisory Council/National Forum II Annual Conference, Washington D.C., 1991.

"A Strategy for Combining Elements of Alcohol/Drug and HIV/AIDS Prevention Programs on College Campuses" with L. Wright and D. Watts. National Association of Student Personnel Administrators Journal, Summer, 1993.

Funded Projects

Describe major funding obtained by staff. Identify agencies, dates. amounts, key individuals, purpose, results, and benefits to students or the institution.

*Served as university project director and principal investigator, Model Comprehensive Alcohol and Drug Abuse Prevention Program. (Two-year grant funded by the Department of Education/Fund for the Improvement of Post-Secondary Education).

*Coordinated the Central Texas Higher Education Consortium for Drug Abuse Prevention. (Two year grant funded by the Department of Education/Fund for the Improvement of Post-Secondary Education).

*Served as university project director and principal investigator for the Drug-Free Schools and Communities Program. (Two-year grant funded by the Department of Education).

*Organized and chartered the Hays/Caldwell Council on Alcohol and Drug Abuse. Served as the first President of the Board of Directors. Council brought over $500,000 into the local community in state and federal grants for drug and alcohol abuse prevention in a two-county service area.

4. Training and Educational Programs

Describe training programs and educational workshops developed or implemented by the department for the purpose of enhancing professional development of staff. Identify other staff development resource enhancements such as acquisition and use of educational materials.

*Conduct Sexual Harassment Seminars with Dr. Leellen Brigman, Associate VPSA, for university community.

*Present hazing and alcohol abuse seminars for the Greek Affairs convocation of new members.

*Facilitate workshop on How to Deal with Disruptive Individuals for faculty and staff.

5. Teaching Activity

Identify staff members who teach courses for academic credit and specify the courses taught.

Dr. Garrison has taught courses within the Educational Administration Department at SWT on fill-in basis. He will teach one section next Spring in the Student Affairs Graduate Program which is also within the Educational Administration Department.

6. Leadership Roles

Identify leadership roles of staff members in professional organizations.

John H. Garrison

Texas Association of College and University Student Personnel Administrators
Board of Directors, 1986-1991
Conference Chair (Student Retention and Enrollment Management), 1987
Vice President, 1988-1989
President-Elect, 1989-1990
President, 1990-1991
Past President, 1991
Southwest Association of Student Personnel Administrators
National Association of Student Personnel Administrators
Phi Delta Kappa
Southern Association of Colleges & Schools, Accreditation Team member
Golden Key National Honor Society (honorary member)
American Association of University Administrators
The American College Health Association
Texas State Teachers Association
The American College Personnel Association
The University Friends of Fine Arts

7. Honors and Awards

List recognitions and awards reviewed by staff members; briefly identify the significance of each award

1. Served as President, Texas Association of College & University Student Personnel Administrators, 1990. This is the state association for all student affairs professionals. In the seventy year history of the association, only one other association president was from the SWT campus.

2. Received publication Award. Best Student Handbook for Institutions above 5,000, 1994, presented by SACSA. This is an award for several staff members who combined efforts with the media relations department.

3. Recognized in spring, 1990, by the Inter-Association Task Force as having one of the five most effective drug awareness programs in the nation.

4. Recognized by Governor of Texas for exemplary Substance Abuse Prevention Program in State at SWT.

8. Other Evidence of Staff Productivity Important to the Department

Consultant to the Department of Education Fund for the Improvement of Post-Secondary Education--Grant Proposal Review/Evaluation for colleges and universities funding applicants.

Consultant for the Department of Education to the 15-member Central Texas Higher Education Consortium for drug abuse prevention. Institutions in the consortium include St. Edwards University, Austin, Texas; The University of Texas Health Science Center, San Antonio, Texas; Texas A&M University, College Station, Texas; Blinn College, Brenham, Texas; Trinity University, San Antonio, Texas; Southwestern University, Georgetown, Texas; Alamo Community College District, San Antonio, Texas; Our Lady of the Lake University, San Antonio, Texas; San Antonio College, San Antonio, Texas; Palo Alto College, San Antonio, Texas; St. Phillip's College, San Antonio, Texas; St. Mary's University, San Antonio, Texas; Incarnate Word College, San Antonio, Texas; Hutson-Tillotson College, Austin, Texas and Navarro College, Corsicana, Texas.

University Service--1989-95

Co-Chairman, Attendance Policy Task Force
Chairman, Greek Housing Task Force
Chairman, Student Service Fee Advisory Committee
Chairman, Student Foundation Advisory Board
Member, University Master Plan Committee
Chairman, Student Affairs Advisory Council
Chairman, Search Committee for Director of Residence Life
Chairman, Search Committee for Director of Student Justice
Member, Search Committee of Internal Auditor
Member, Search Committee for Academic Affairs Vice President
Member, Search Committee for Vice President of Student Affairs
Chairman, Student Legal Advisor Search Committee

Chairman, Student Employment Grievance Committee
Member, Residence Life Facility Renovation Committee
Member, University Parking and Traffic Committee
Member, Board of Regents Planning Committee
Chairman, University Alcohol/Drug Awareness Committee
Member, Interfraternity Council/San Marcos Liaison Council
Member, Search Committee for Alumni Affairs Director
Member, University Aids Awareness Committee
Member, University Food Service Committee
Chairman, Outstanding Senior Woman Selection Committee
Chairman, President's Blue Ribbon Task Force on Greek Affairs
Member, Advisory Board, Center for Addiction and Prevention Studies
Member, Search Committee for Student Legal Advisor
Member, Search Committee for University Police Chief

F. Outreach and Community Service Related to Division Goals

Describe major outreach and community service activities conducted over the past five years. Include outreach services to target populations, speaking and consultation to nonprofit groups, partnership programs with community groups or organizations, and other outreach activities to the general public.

John H. Garrison, Outreach and Community Service

Director, Adult Sunday School Department
Past President, Board of Directors, Hays/Caldwell Counties Council on Alcohol and Drug Abuse
Past President, Greater San Marcos Rotary Club
Past Vice President, Bowie Elementary School Parent-Teachers' Association
Vice President, Board of Directors, San Marcos Youth Soccer Association
Public Announcer, High School and University Athletics
Coach, San Marcos Youth Soccer Association
Coach, Fraternal Order of Police Basketball League and Football League
Coach, AAU Olympic Development Basketball
Coach, Greater San Marcos Little League Association
Coach, ASA Junior Olympic Softball Association
Chairman, San Marcos/University Liaison Committee
University's representative to the District Attorney's Citizen's Advisory Council
President-Elect, Board of Directors, McMurry University Alumni Association
Central Texas Medical Center Ethics Committee
San Marcos Heritage Association
City Parks & Recreation Board of Directors
San Marcos Police Department Advisory Council

IV. Vice President's Section

The content of this section will be defined by the Vice President for Students Affairs, who in a preplanning meeting, may pose questions to be answered in the course of the self-study and site visit.

The Vice President for Student Affairs will reserve comment until such time as the site visitation team comes to campus.

V. Long-Range Plans

Summarize long-range plans related to the following four categories.

A. Future Personnel Needs

This section should discuss future personnel needs of the department and how these positions would be funded.

No additional permanent positions are anticipated for the Dean's Office through the end of the current decade. There is a need to move the graduate assistant for mentoring programs onto student service fee funding. In addition, by the close of the decade, a graduate assistant for student justice will be proposed for funding through student service fees.

B. Future Funding Needs

This section should address the increased funding requirements of the department in the future and the anticipated source(s).

Funding for the Dean's area of responsibility is currently adequate, but with mandated overall 5% budget reduction over the next three years, it remains to be seen how much impact there might be. It is anticipated that no activity or program currently conducted through the Dean's Office will be impacted in any significant way. Travel and capital acquisition may be impacted.

C. Trends and Opportunities for Development

This section should describe emerging trends and future opportunities for the department

In the Introduction to Megatrends 2000, John Naisbitt, perhaps the world's leading trend forecaster, said, "We stand at the dawn of a new era. Before us is the most important decade in the history of civilization, a period of stunning technological innovation, unprecedented economic opportunity, surprising political reform, and great cultural rebirth. It will be a decade like none that has ever come before because it will culminate in the millennium, the year 2000."

Like Naisbitt, the student affairs division at SWT is poised for the many changes coming at a lightning-quick tempo. Direct student loans have been a godsend for the university in delivering student financial aid in a timely manner, but they will not offset the

negative impact of an overall decline in available student aid anticipated in the near future.

The politics of the nineties have also left Texas prisons in good shape for the new millennium, but higher education is significantly underfunded. That translates into a three-year series of budget cuts and reallocations for each student support service. The Dean's office will endeavor to keep services at the pre-budget-cut level.

The university's response to the American Council on Education's Survey on Campus Trends shows an anticipated gradual increase in graduate students, an anticipated gradual increase in anticipated full-time freshmen, and a slight decrease in total FTE enrollment. To meet the needs of these students, the Dean's Office will have to be especially attentive to the needs of graduate students and older students.

Staff members will continue to explore new possibilities for expanding the Mentoring Program Office to a wider base of students. The commuter students, an ever-increasing contingent of students, will need expanded offerings and services at times which are convenient to them. Later hours of operation are currently offered on an "as needed" basis and further expansion of services is indicated by the end of the decade.

D. Immediate and Long-Range Problems to Overcome

With the growth along the I35 Corridor between Austin and San Antonio, the Dean's office will continue to focus on the needs of an ever-increasing transient population. Night classes, weekend classes and student services made available at those non-traditional times will be studied. At this time, the Dean's Office schedules (upon request) service-delivery sessions for night students, but this is done on a very limited basis.

The tuition and fee structure at the university is becoming an issue with students. As expenses go up, the Dean and staff members from the Dean's office will seek additional funds for student work positions in the student affairs area--both undergraduate and graduate student offerings will be sought.

Parking on campus will continue to lead the list of student concerns for the next several semesters although new parking garages due for completion before the close of the decade should help. The challenge will be to provide an adequate allotment of spaces for students at affordable prices.

The Dean's office will continue to assume a major role in the retention of students. The current attrition rate is entirely too high (over 30% by the beginning of the sophomore year). The mentoring program is having an excellent (positive) effect on new student

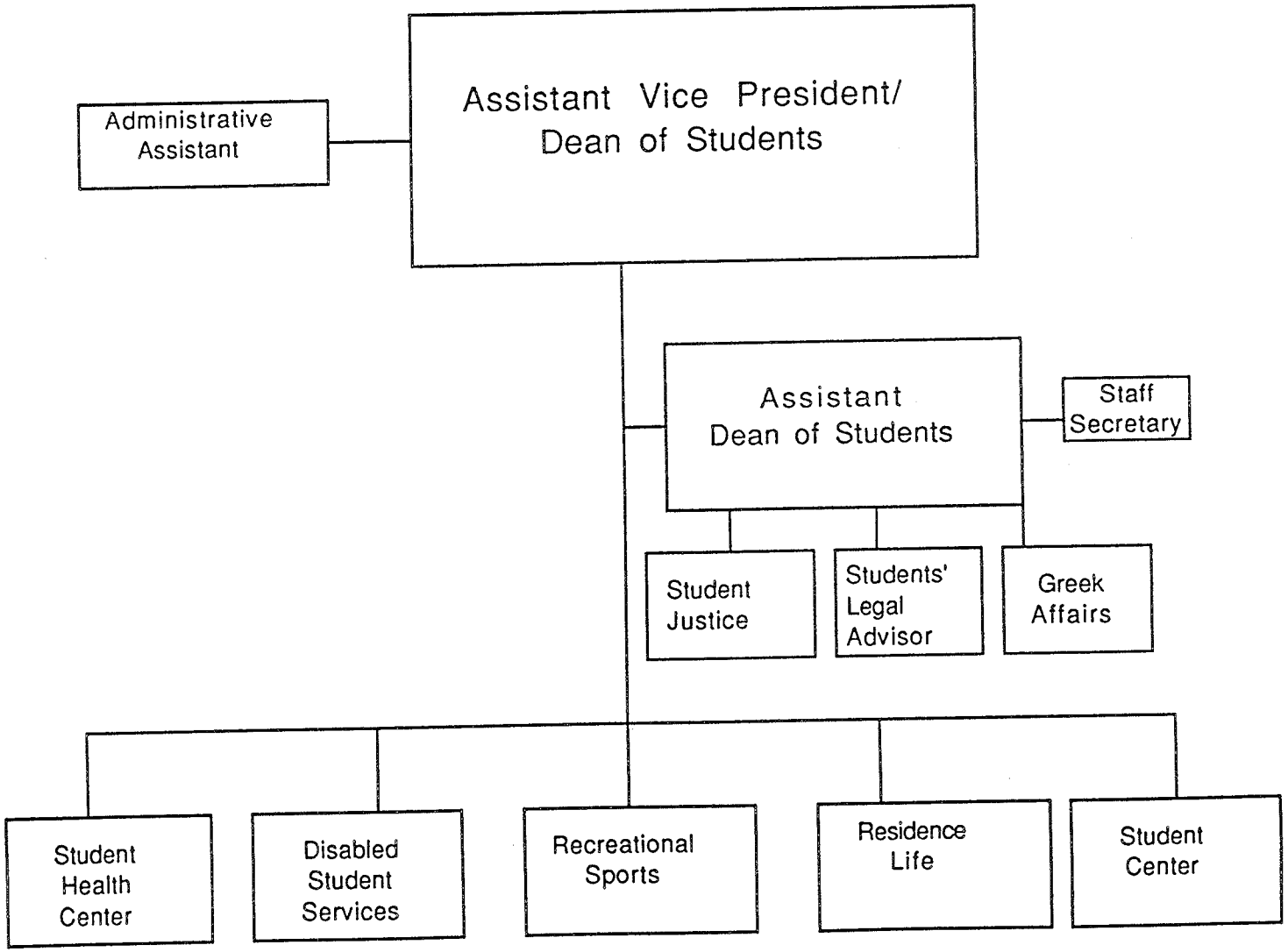
retention rates and grade point averages. The Dean's office will continue to provide the maximum available resources to this effort.

The discipline caseload continues to rise which has led to the reassignment of the Assistant Dean to a larger role with the Assistant to the Dean/Student Justice Coordinator in student discipline. Alternate sanctions are offered when possible and mediation is made available as well.

Controlled substance use and abuse, in spite of national awards for programming efforts, continues to affect far too many students at SWT. The Dean's office will redouble its efforts to address this problem on campus and to ensure that all new and returning students are aware of the implications of the regentelly-mandated zero tolerance drug policy.

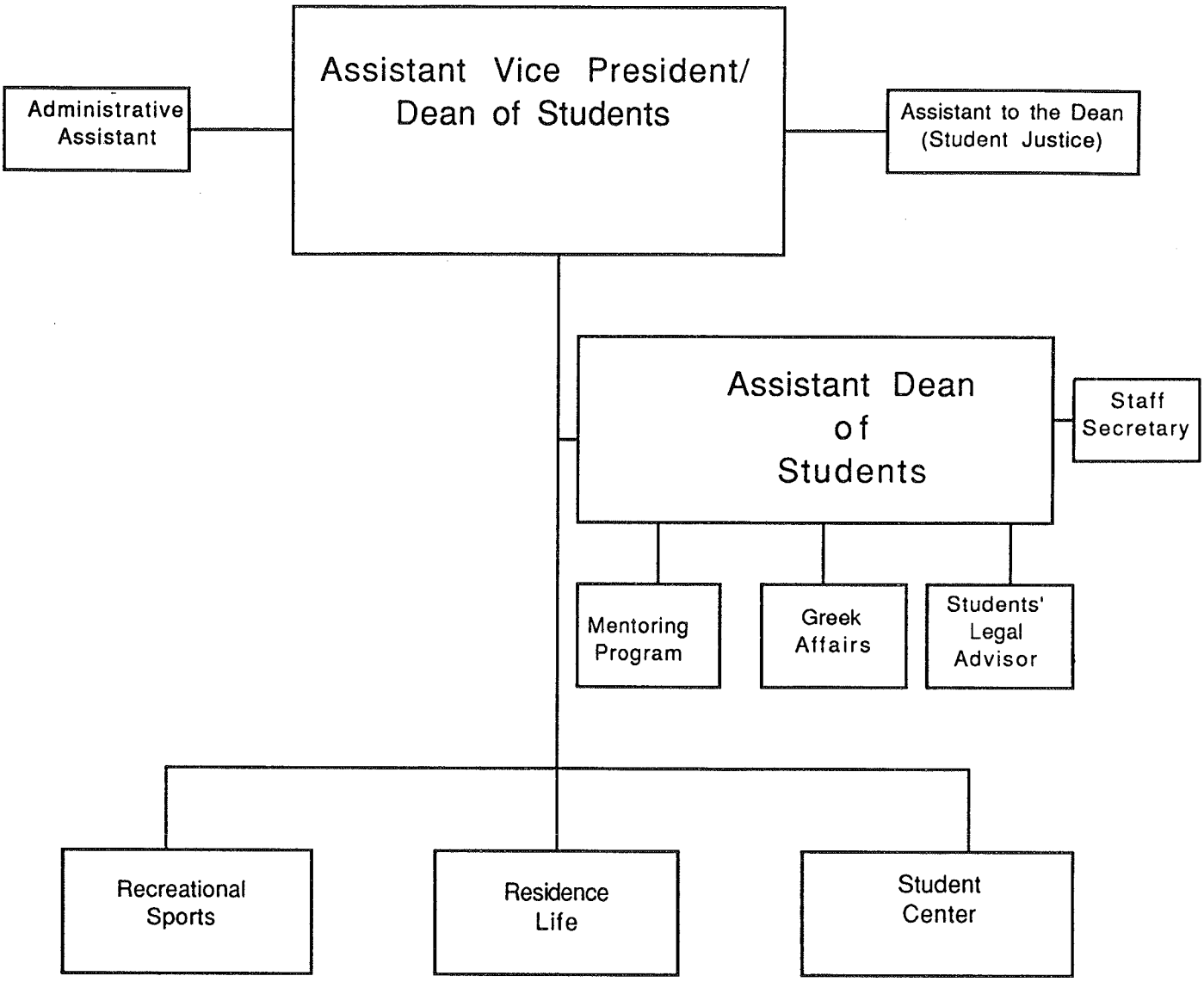
Attachment I

The Dean of Students Organizational Chart 1992



The Dean of Students Organizational Chart

1995



Attachment III

S.A. GOAL: I

S.A. OBJECTIVE: 2

S.A. STRATEGY: 4. Develop and increase participation of SWT faculty, staff, students and alumni in recruitment activities.

ANNUAL COST REQUIREMENTS

DEPT.	STRATEGIES (Description):	FY '95	FY '96	FY '97	FY '98	FY '99	FY 2000
ADM	Hire students to coordinate with academic departments sending follow-up correspondence to accepted students by major.		*2,285*	*1,785*			
DS	Coordinate involvement of Student Foundation Members as recruiters with Admission staff.		500				
	Annual Sub-Total for Departmental Strategies	$0	$2,785	$1,785	$0	$0	$0

University Goal II, Objective 1
Goal V, Objective 3

1. Scheduled for '96

Student Affairs Strategic Plan
(Dean of Students Office)

S.A. GOAL: II.

S.A. OBJECTIVE: 2. Develop and improve programs and services that enhance personal, social, educational and financial adjustment of students.

S.A. STRATEGY: 1. Develop and enhance orientation programs to facilitate student adjustment.

		ANNUAL COST REQUIREMENTS					
DEPT.	STRATEGIES (Description):	FY '95	FY '96	FY '97	FY '98	FY '99	FY 2000
ADM	Establish an orientation office to handle all orientation programs. (Possible FIPSE/TRIO grant.)	12,350	3,550				
ADM	Enhance coordinated series of "Paw Print" publications which highlight departmental activities.	*4,000*	*1,200*				
RL	Implement a co-ed freshmen experience house.			10,215			
RL	Implement an early personal communication system with students.	*3,000*					
1. DS	Make early contact with incoming students to ensure personalized support upon their arrival on campus.			450			
SC	Include SWT traditions component in the Orientation program.	X					
SC	*Establish and coordinate Welcome Week activities at the beginning of Fall and Spring semester (incorporate with Recreational Sports and Residence Life).*	*2,000*					
SC	*Establish Student Center Night/Open House during new student orientation that promotes Student Center programs and services.*	*2,000*					
---	Develop an SWT activity component for bonding students through a supplemental orientation program.						
ADEPT	*Develop and implement substance-free educational event for Welcome Week.*		*1,000*				
ADEPT	*Expand substance-free educational activities during New Student Orientation.*		*1,000*				
	Annual Sub-Total for Departmental Strategies	$23,350	$6,750	$10,665	$0	$0	$0
	University Goal II, Objective 2						

1. Scheduled for '97

	S.A. Goal II, Obj. 2, Strat. 4 (cont'd.)						
ADEPT	*Develop a "First Step" group.*	*0*					
RL	Meet with counseling center staff semesterly.	0					
ODS	Provide support group to teach study and compensation skills relative to the disability of the individual. - teach self-advocacy skills, individual responsibility and appropriate communication methods through role playing situations - refer to SSS/SLAC for tutoring where applicable - *supplemental academic advising* - *identify at-risk students*	*0*					
ADM	Conduct a survey of international student services at comparable institutions.	*100*					
FA	Upgrade/hire full-time staff positions in administrative, CPS, QC and Counseling areas.	15,500		8,500			
DS	*To increase the quality and efficiency of services to students, increase secretarial support in the offices of Greek Affairs and Students' Legal Advisor to one fulltime position in each office.*			*15,000*			
	Annual Sub-Total for Departmental Strategies	$12,800	($600)	$61,700	$28,500	$58,000	$0

University Goal II, Objective 2

Scheduled for '97

		S.A. Goal II, Obj. 2, Strat. 8 (cont'd.)						
1.	DS	Hire a graduate student (12 mos.) to assist the Director of Student Justice with discipline work load. *Move date up to FY 96 to provide necessary followup and continuous monitoring of progress on alternative sanctions , special project completion, more efficient maintenance system of CSR hours and good working relations with established contact agencies for community service.*		*7,240*	*260*	*(260)*	*260*	
2.	*DS*	*Increase the terms of Greek Affairs Graduate Assistants to 12 months to enhance assistance to students, parents and incoming freshmen.*	*6,714*					
			0					
		Annual Sub-Total for Departmental Strategies	$19,799	$39,424	$8,860	$240	$1,960	$0

University Goal I, Objective 2

1. Scheduled for '96
2. Yet to be approvd by SSF Committee

Student Affairs Strategic Plan
(Dean of Students Office)

S.A. GOAL: II.

S.A. OBJECTIVE: 3. Develop and Improve programs that promote leadership, volunteerism and social responsibility.

S.A. STRATEGY: 1. Expand SWT volunteer programs and create administrative structures to support these programs.

ANNUAL COST REQUIREMENTS

	DEPT.	STRATEGIES (Description):	FY '95	FY '96	FY '97	FY '98	FY '99	FY 2000
	ODS	Contact student organizations and individuals to volunteer services for swd such as grocery shopping, cleaning, cooking, mobility assistance, volunteer note takers, etc.				0		
	SC	Implement volunteer program. (Volunteer Program Committee)	1,000					
	CS	Solicit volunteers from all student organizations to assist with special events.	100					
1.	DS	Develop satisfaction survey/data collection/record keeping formats (for volunteer program).	200					
2.	DS	Student Justice will work with Greek Affairs to develop community service work projects utilizing volunteer committee resources.	350	(350)				
3.	DS	Create an office to disseminate and coordinate volunteer opportunities and activities for individuals and organizations.	28,000	(4,000)				
4.	DS	Establish a Volunteer Day at which local agencies and organizations can communicate with students regarding volunteer opportunities.	500					
	SC	Establish reward system for excellence in volunteerism (i.e., Bronze-25 volunteer hours; Silver-50 volunteer hours; Gold-100 volunteer hours.)	500					
		Annual Sub-Total for Departmental Strategies	$30,650	($4,350)	$0	$0	$0	$0

University Goal II, Objective 2

1. Student Center now responsible
2. Ongoing with Greek Affairs and Student Volunteer Connection
3. Accomplished
4. Accomplished

Student Affairs Strategic Plan
(Dean of Students Office)

S.A. GOAL: II.

S.A. OBJECTIVE: 3.

S.A. STRATEGY: 2. Create and expand leadership development and training opportunities.

	DEPT.	STRATEGIES (Description):	ANNUAL COST REQUIREMENTS FY '95	FY '96	FY '97	FY '98	FY '99	FY 2000
	MSA	Maintain and strengthen the Multicultural Student Affairs Council; expand the council to include Students Helping Students and others.	4,179					
1.	DS	Develop and implement a comprehensive class on leadership techniques which would be taught by various student affairs professionals.			0			
2.	DS	Expand staff development programs (guest speaker every other year) to include sessions on how to conduct student leadership forums.	0	500	(500)	500	(500)	500
	RS	Add two additional graduate assistantship positions (9 mos.) within the period FY 94-FY 96.		6,500				
	RS	Create detailed job descriptions for each graduate assistantship position.	0					
	SC	*Develop/implement Student Leadership Board.*	*500*					
	SC	*Develop resource library of leadership materials.*		*500*				
	SC	*Develop/implement mid-level leadership experience (Phase II).*			*1,000*			
	SC	*Establish two graduate assistantship positions for leadership development and activities.*				*18,000*		
		Annual Sub-Total for Departmental Strategies	$4,679	$7,500	$500	$18,500	($500)	$500

University Goal II, Objective 2

Scheduled for '97

Discussions to be held in Spring '95 with Student Affairs Staff Development Committee

Student Affairs Strategic Plan
(Dean of Students Office)

S.A. GOAL: II.

S.A. OBJECTIVE: 3.

S.A. STRATEGY: 3. Develop and expand programs that enhance civic responsibility among SWT students.

ANNUAL COST REQUIREMENTS

	DEPT.	STRATEGIES (Description):	FY '95	FY '96	FY '97	FY '98	FY '99	FY 2000
1.	DS	Develop and expand the use of peer educator groups (for social responsibility & awareness of rights & responsibilities). *in the Office of Greek Affairs (Order of Omega, GAMMA, DIG)*	500		0			
2.	DS	Provide alternative sanctions via the Student Justice Office that are community service and counseling oriented, in lieu of disciplinary probation or suspension for all offenders.	0					
3.	DS	Develop and implement an honor code for individual students and student organizations.			0			
	RL	Develop a peer judicial review process under the auspices of RHA.	2,000	(1,500)				
	RL	Create a floor/house government for each hall floor.		2,000	(1,500)			
	RS	Promote environmental concerns about the SM river through the creation of an educational display in Sewell Park.	5,000	(5,000)				
4.	DS	*Develop and implement an annual review program for performance of Greek organizations according to agreed upon standards (GEAR).*	1,000	1,000	500			
		Annual Sub-Total for Departmental Strategies	$8,500	($3,500)	($1,000)	$0	$0	$0

University Goal II, Objective 2

1. Gamma, Order of Omega and Diversity in Greeks will continue to assist Greek Affairs in programming.
2. Accomplished
3. Scheduled in '97
4. Accomplished

	S.A. Goal II, Obj. 4, Strat. 1 (cont'd.)						
DS	Enhance the advertisement and publicity of the mentoring program to current students through notification of all who are placed on academic probation after their first semester.	500					
DS	Increase number of pre-college contacts in which information is shared about the mentoring program via inclusion of material in existing correspondence already being sent during the recruitment/pre-admission process.			350			
DS	*To provide a consistent message about the pros and cons of Greek membership. produce a "Greek Life Brochure" each year to be distributed to all new freshmen and their parents.*	*1,500*					
FA	Develop publications that chart out processes and timelines.	3,400					
ADM	Develop international student brochure.		2,000				
SC	*Design and develop brochures for new Student Center and related programs.*			*5,000*			
	Annual Sub-Total for Departmental Strategies	$26,762	($3,680)	$10,850	$400	$3,800	($4,000)
	University Goal II, Objective 3						

1. Accomplished
2. Scheduled to be completed in FY '97
3. Accomplished

Student Affairs Strategic Plan
(Dean of Students Office)

S.A. GOAL: II.

S.A. OBJECTIVE: 4.

S.A. STRATEGY: 3. Develop and implement programs to promote Student Affairs agendas and services.

ANNUAL COST REQUIREMENTS

DEPT.	STRATEGIES (Description):	FY '95	FY '96	FY '97	FY '98	FY '99	FY 2000
CS	Make available to graduates and alumni a Job Hotline of full-time employment opportunities.	2,000					
CS	Establish an alumni job network within each alumni chapter.						1,500
CS	Establish an Outstanding Recruiter Award.	200	(100)				
CS	Increase number and scope of on-site visits to employers.	700					
CS	Attend more conferences to network and recruit employers to come to SWT.	1,500					
CS	Hire a new professional staff member, Assistant Director of Part-time Student Employment and Special Programs, to supervise the part-time job service and other special programs, as well as directly contact employers for these services.	29,328					
CS	Market the idea of university with large minority population through professional meetings and National Minority Expo.	1,000					
1 DS	Expand publicity for the academic components which support student organizations (study halls, tutoring, etc.)			50			
RL	Expand advertising avenues for recruiting students.	4,500					
RL	Establish a Residence Life Parents' Weekend.		2,090				
RL	Expand MLK and Tomas Rivera Scholarship program to include renewable awards.		79,500	81,885	84,342		
RL	Create a tracking mechanism for former residence hall leaders and staff to utilize as resources for the halls.	200					
RL	Enhance publicity about alternative living and meal options.	0					
RL	*Work collaboratively with PFM and Auxiliary Services to provide quality service.*	*0*					
FA	Utilize academic projects in marketing, industrial engineering and media.	1,000					

1. Scheduled for '97

Student Affairs Strategic Plan
(Dean of Students Office

S.A. GOAL: III. Create an environment that is responsive, supportive, caring and friendly for students, staff and faculty.

S.A. OBJECTIVE: 1. Enhance the awareness and appreciation of diversity among students, staff and faculty.

S.A. STRATEGY: 1. Increase and enhance educational programs that address issues of diversity and multiculturalism (awareness & appreciation of differences.)

ANNUAL COST REQUIREMENTS

DEPT.	STRATEGIES (Description):	FY '95	FY '96	FY '97	FY '98	FY '99	FY 2000
SC	Increase multicultural, international group activities/celebrations.	10,000					
SC	Increase number of keynotes by prominent state/national speakers who will highlight diversity on campus.	5,000					
DS	Present program by Student Legal Advisor on legal implications for international students (e.g., immigration law). (Every other year beginning FY 96.)		650	(650)	650	(650)	650
CS	Provide co-sponsorship for diversity-related special programs with other departments and offices on campus.		300				
CS	Develop a resource list of corporate speakers from diverse populations, through corporate and association contracts, in order to help clubs, organizations and faculty.			100	(50)		
ODS	Enhance the ODS video outlining accessible routes across campus.	(200)			200	(200)	
ODS	*Create a video to increase staff awareness of the needs of deaf students.*	*200*					
MSA	Encourage collaborative programming among student organizations via fiscal incentives from Multicultural Programming Committee, Multicultural Student Affairs Advisory Council, SACA, etc.	3,884					
MSA	Seek increased amount of Student Service Fees allocated to the Multicultural Student Affairs Advisory Council in programming events to maintain and strengthen relationship between MSA and the general student community.	*4,179*	*5,000*				
CC	Include at least 2 seminars per semester in the SSRPS that address issues of concern to special population groups (disabled, ethnic minority, non-traditional gay/lesbian, women, etc.)	500					
CC	Develop and conduct a sensitivity training program for staff, R.As, O.As and other student leadership groups regarding gay and lesbian students.	0					

1. Scheduled to be completed in FY '96

Student Affairs Strategic Plan
(Dean of Students Office)

S.A. GOAL: III.

S.A. OBJECTIVE: 1.

S.A. STRATEGY: 2. Provide presentations, videos, workshops and staff development programs for the campus community about harassment issues.

ANNUAL COST REQUIREMENTS

DEPT.	STRATEGIES (Description):	FY '95	FY '96	FY '97	FY '98	FY '99	FY 2000
DS	Enhance the provision and publication of programs that increase awareness of date rape and sexual responsibility (Greek Affairs in coordination with Student Legal Advisor); substance abuse issues and legal issues (Student Justice Director in coordination with Student Legal Advisor); gender issues, lifestyle issues and disabled student issues (Student Legal Advisor).	1,500					
MCC	Develop a crisis response team to address major incidences harassment or issues involving group or individual racial insensitivity.	0					
	Annual Sub-Total for Departmental Strategies	$1,500	$0	$0	$0	$0	$0

University Goal V, Objective 1

1. Student Justice, Student Legal Advisor and Civic Responsibility Committee to sponsor a Date Rape Trial in early spring semester.

Student Affairs Strategic Plan
(Dean of Students Office)

S.A. GOAL: III.

S.A. OBJECTIVE: 3. Create and enhance the sense of community among students, faculty and staff at SWT.

S.A. STRATEGY: 1. Identify, label, and market SWT traditions and rituals.

ANNUAL COST REQUIREMENTS

DEPT.	STRATEGIES (Description):	FY '95	FY '96	FY '97	FY '98	FY '99	FY 2000
SC	Conduct focus groups/committee to identify and label SWT traditions.	X					
DS	Explore formal beginning-of-school convocation to welcome new and returning students, faculty and staff to SWT and celebrate its traditions.		0				
RL	Educate residents about traditions and histories of the halls.		1,200	(1,200)			
RL	Create traditions by enhancing hall themes.	500					
RL	Establish Homecoming reunions for former residents and staff.	*R*	*800*				
DS	Revise/adopt an easy-to-remember, easy-to-sing school song using Hill Country theme with appropriate lyrics as a companion song to (not replacement of) the Alma Mater.		250				
DS	Develop a video (multi-media show) within Orientation that will focus on the history and significance of traditions.			4,500			
DS	Conduct seminars and workshops presented by lecturers on the value of traditions, creeds and university rituals.			350			
RS	Develop an annual International Games Day.	200					
	Annual Sub-Total for Departmental Strategies	$700	$2,250	$3,650	$0	$0	$0

University Goal II, Objective 2

1. Scheduled for '96
2. Scheduled for '96
3. Scheduled for '97
4. Scheduled for '97

S.A. GOAL: III.

S.A. OBJECTIVE: 3.

S.A. STRATEGY: 3. Develop comprehensive mentoring programs for students.

ANNUAL COST REQUIREMENTS

DEPT.	STRATEGIES (Description):	FY '95	FY '96	FY '97	FY '98	FY '99	FY 2000
DS	Expand the SWT Mentor program to all new students.						
DS	Fund a graduate assistant position to assist with the day-to-day operation of the SWT Mentoring Program.		9,500				
DS	Collaborate with Career Services to create a student-to-future employer mentoring program based on academic major.		0				
DS	Develop a team focus of the mentoring program to include multiple mentors from across staff, faculty and peers.				0		
DS	Develop a Mentor Advisory Board with members from faculty, students & staff.	0					
DS	Create a peer mentoring training videotape.		4,500	(4,500)			
DS	Conduct Peer Mentor and Master Mentor Retreat.		1,000				
DS	*Student Justice, in collaboration with the Black Faculty and Staff Coalition, will provide minority mentors, who will serve as monthly disciplinary probation contacts for minority students with serious violations of the Code of Student Conduct in an effort to assist with the retention and development of these students. A focus group component will be included.*	*0*					
CS	Establish a liaison with Chamber of Commerce to recruit professionals in the community who would be open to talking to students about their jobs.			200			
CS	Develop a directory of alumni willing to serve as career mentors.	300	(200)				
CS	Hire a Graduate Assistant to coordinate the Career Mentoring Program. (9 mos., 50% FTE)	*2,896*					
	Annual Sub-Total for Departmental Strategies	$3,196	$14,800	($4,300)	$0	$0	$0

University Goal II, Objective 2

. Will begin in FY '96

. Scheduled for '96

. Scheduled for '96

. Scheduled for '98

. Accomplished

. Scheduled for '96

. Scheduled for '96

. Accomplished

S. A. Goal III, Obj. 4, Strat. 2 (continued)

	CS	*Assess the level of customer satisfaction of the graduating seniors utilizing our services in regard to their job search campaign.*	1,000				
1	DS	*Evaluate the opinions and satisfaction of the student judicial system.*			*150*		*150*
2	DS	*Evaluate the opinions and satisfaction of consumers who currently use the services and programs of the Office of Greek Affairs.*		*100*			*100*
	ADEPT	*Determine customer satisfaction with counseling and education services of ADEPT staff and peer educators.*	*0*				
		Annual Sub-Total for Departmental Strategies	$1,210	$150	$60	($60)	$75	($75)

University Goal II, Objective 3

1. Scheduled for '97
2. Scheduled for '96

S.A. GOAL: IV. Manage human, financial and physical resources effectively and efficiently.

S.A. OBJECTIVE: 1. Evaluate Student Affairs programs and services to improve efficiency and effectiveness.

S.A. STRATEGY: 1. Implement a program evaluation system.

		ANNUAL COST REQUIREMENTS					
DEPT.	STRATEGIES (Description):	FY '95	FY '96	FY '97	FY '98	FY '99	FY 2000
VPSA	*Implement guidelines for conducting comprehensive program reviews of Student Affairs departments.*	X					
RL	Implement a comprehensive early alert program.		*890*				
RL	*Implement a comprehensive exit interview program.*	*400*					
RL	Set up a format to conduct entry interviews with each residence hall student.	240					
DS	Survey students to determine the effectiveness of the programs and the level of their awareness (personal growth, development and self-awareness) of these issues.			75			
DS	Evaluate the effectiveness of the mentoring program through surveys and by comparing retention rates of new students with assigned mentors to retention rates of new students not assigned mentors.				0		
DS	*Determine the impact on student development of services and programs provided by the Office of Greek Affairs.*		*200*				
DS	*Determine the impact on student development of services provided by Student Justice.*		*350*				
ADEPT	*Assess the effect of counseling and educational services on student retention and positive behavior change.*	*0*					
ADEPT	*Monitor demographics of students who use ADEPT Center to determine if clientele is reflective of the general student population.*	*0*					
CS	Conduct a follow-up mail survey to all students who participate in career counseling aspects of the office.		500				
CS	Form a Student/Faculty Advisory Council to Career Services.		500				
CS	*Compare the ethnic distribution of graduating seniors that are utilizing Career Services with the demographics of the entire graduating class.*	*50*					
CS	*Track students utilizing Career Counseling by monitoring the dropout rate of the students who utilize career development services.*				*100*		

1. Scheduled to be completed in FY '97
2. Scheduled to be completed in FY '98
3. Scheduled to be completed in FY '96
4. Scheduled to be completed in FY '96

Student Affairs Strategic Plan
(Dean of Students Office)

S.A. GOAL: IV.

S.A OBJECTIVE 1.

S.A. STRATEGY: 2. Develop comparative data from peer institutions on student affairs programs and services.

ANNUAL COST REQUIREMENTS

DEPT.	STRATEGIES (Description):	FY '95	FY '96	FY '97	FY '98	FY '99	FY 2000
VPSA	Identify peer institutions for Student Affairs using NCHEMS/IPEDS.						
SHC	Establish information network with various SHC across the state/nation for comparative data on number of patient visits, staffing, services offered and funding.	200					
SC	*Compare programs and services offered by other institutions to those offered by the Student Center and identify benchmark programs and services.*		*500*				
RS	Network with peer institutions/departments to solicit information pertaining to professional developmental standards.	0					
DS	Compile an enhanced version of the annual comparison of allocations and expenditures of Student Service fees (by 10 comparable universities) as compared with SWT. (In cooperation with IRP)	X					
DS	*Assess and compare SWT Student Justice programs and services to the services of peer institutions in order to evaluate SWT's judicial process and consider other sanctioning alternatives.*		*75*				
ADEPT	*Adapt existing instruments to fit needs of alcohol/drug programs to assess organizational and program characteristics of similar institutions in the state and nation.*			*250*			
ADEPT	*Conduct a comparison study of programs, staffing, salaries, budgets and other organizational dimensions of alcohol and drug centers in Texas and institutions similar to SWT in size and type.*		*200*		*200*		*200*
CS	*Obtain information from comparable universities regarding staffing and funding of their career services offices and compare to ours.*	*100*					
CS	*Compare the SWT Career Services budget and staffing with those of comparable universities.*	*100*					
	Annual Sub-Total for Departmental Strategies	$475	$700	$250	$200	$0	$200

University Goal II, Objective 3

1. Accomplished

ec d t o et n

Student Affairs Strategic Plan
(Dean of Students Office)

S.A. GOAL: IV.

S.A. OBJECTIVE: 2.

S.A. STRATEGY: 2. Promote informal communication and coordination among Student Affairs departments and other divisions.

ANNUAL COST REQUIREMENTS

DEPT.	STRATEGIES (Description):	FY '95	FY '96	FY '97	FY '98	FY '99	FY 2000
FA	Brown Bag Workshops with related offices.	100					
RL	*Develop a comprehensive faculty/student residential college program.*	300	*7,000*				
RL	Designate staff to coordinate faculty/staff interaction program.		0				
RL	Develop a network of faculty involved with Residence Life at other universities.				0		
RL	Create liaisons with other areas of the University.	0					
CS	Host annual open house to foster better relations between offices.	500					
1. DS	Explore possible participation of Student Affairs staff with faculty on TAG teams.			0			
ODS	Develop ADA network of contact persons for SWD.	X					
ODS	Host annual open house to foster better relations between offices.	150					
ADM	Assign staff as liaisons with SWT academic departments.						
MSA	Coordinate campus visitation programs for special groups through orientation and advising programs. (Indirect cost recovery)	*5,000*					
	Annual Sub-Total for Departmental Strategies	$6,050	$7,000	$0	$0	$0	$0

University Goal IV, Objective 5

1. Scheduled for '97

ASG FLOWCHART
COMPLETED LEGISLATION
1991-1994

Title & Number of Bill	Passed ASG Senate	Forward to Dean of Student	Forward to VP Student Affair	Forward to	Forward to	Forward to	Final Disposition
Advise Me, Please				VPAA	Acad. Task Force		
SRF 91-92/3	Date: 10/17/91	Date: 10/9/91	Date:10/91	Date: 10/91	Date: 10/91	Date: 5/93	Date: 1/93
	Vote: 26-0						
Semesterly updated							
degree outlines for	Signed: 10/8/91	Disposition: OK	Disposition: OK	Forwarded bill to Council of	This body was	Degree outline plans	Disposition: Item
students.			Recommended	Academic Deans for	assigned to review	being programmed into	Complete.
			routing to VPAA.	further consideration.	the proposal.	mainframe. Expected	
						date of completion	
						is Fall, 1994.	
Multiculturalism				VPAA			
Perspective	Date: 11/18/91	Date: 11/16/91	Date: 12/91	Date: 12/10/91	Date: 3/24/94		Date: 3/24/94
SRF 91-92/8	Vote: 25-4						Disposition: Item
		Disposition: OK	Disposition: OK	Legislation presently under	Multicultural		Complete.
Adding multiculturalism	Signed: 11/18/91		Forwarded legislation	review. It will be	perspective		
into existing			to Dr. Gratz.	forwarded to the	throughout		
curriculum.				University Council upon	curriculum-See		
				its formation, in	VPAA		
				Spring 1993.	Letter dated 3/24/94.		

Title & Number of Bill	Passed ASG Senate	Forward to Dean of Student	Forward to VP Student Affair	Forward to	Forward to	Forward to	Final Disposition
No Open Classes							
SRF 91-92/15	Date: 11/25/91	Date: 12/91	Date: 12/91	Date: 1/93			Date: 1/93
	Vote: 31-0						
Will place TVs		Disposition: OK	Disposition: OK	With the implementation of			Disposition: Item
(Channel 19) in the	Signed:12/2/92		Forwarded legislation	telephone registration, this			Complete.
LBJ Studnet Center and			to Dr. Gratz for	bill has been rendered			
other locations so			review.	moot.			
students can see							
what classes are still							
open during							
registration.							
A New Approach				VPAA	General Studies		
SRF 91-92/18	Date: 11/25/91	Date: 12/4/91	Date: 12/91	Date: 12/10/91	Date: 2/92	Date: 3/24/94	Date:
	Vote: 20-7						
This includes a list of		Disposition: OK	Disposition: Ok	Legislation is presently	Legislation forwarded	Syllabi has been	Disposition: Item
topics to be included in	Signed: 11/25/91		Forwarded legislation	under review.	to Dr. Sellers, Dean of	reviewed twice	Complete.
the GNST 1100 class.			to Dr. Gratz for		General Studies, for	since 11/29/91.	
			review.		review.		

Title & Number of Bill	Passed ASG Senate	Forward to Dean of Student	Forward to VP Student Affair	Forward to	Forward to	Forward to	Final Disposition
Adopt a Curriculum							
SRF 91-92/19	Date: 11/24/91	Date: 12/4/91	Date: 12/91	Date: 12/10/91	Date: 3/24/94		Date: 3/24/94
	Vote: 30-0						
This promotes the establishment of multi-cultural courses to be added to the curriculum.	Signed: 12/2/91	Disposition: OK	Disposition: OK Forwarded legislation to Dr. Gratz for review.	Legislation is presently under review. It will be forwarded to the University Council upon its formation in Fall, 1993.	Multicultural perspective throughout curriculum-See VPAA letter dated 3/24/94.		Disposition: Item Complete
Common Testing Sense				VPAA	Calender Committee	P.C.	
SRS 91-92/8	Date: 3/9/92	Date: 4/3/92	Date: 9/15/92	Date: 9/25/92	Date: 9/8/93	Date: 10/25/93	Date: 10/25/93
	Vote: 29-0						
This legislation proposes that the current final exam schedule be altered to assist students who attend classes around work schedules.	Signed 4/3/92	Disposition: OK	Disposition: Forwarded to the VPAA.	Dr. Gratz is currently reviewing the legislation.	A final recommendation will be made regarding this matter. The decision will be sent to the University Council thence to P.C. for action this Fall.	New calender established for 1994-95.	Disposition: Item Complete

Title & Number of Bill	Passed ASG Senate	Forward to Dean of Student	Forward to VP Student Affair	Forward to	Forward to	Forward to	Final Disposition
A Dollar Can Go a Long Way							
SRS 91-92/9	Date: 3/9/92	Date: 4/3/92	Date: 9/25/92				Date: 9/92
	Vote:27-1						Disposition: Item
This Legislation allows		Disposition: OK	Disposition: OK				Complete.
the University to charge	Signed: 4/3/92		The international study				
a $1 fee per student			fee has been				
per registration to fund			implemented and the				
study-abroad programs.			process will begin,				
			possibly as early as				
			Spring, 1993.				
Bobcat Bobbies							
SRS 91-93/13	Date: 3/24/92	Date: 4/3/92	Date: 9/25/92				Date: 9/25/92
	Vote: 22-1		Disposition: Rejected.				Disposition: Item
This legislation asks the		Disposition: OK	This organization was				Complete.
University to	Signed: 3/31/92		adequately funded for				
fund $ 17,500 for			FY 1993 to continue				
FY 1993 in order to			their present service				
increase this service.			by the SSFAC.				

Title & Number of Bill	Passed ASG Senate	Forward to Dean of Student	Forward to VP Student Affair	Forward to	Forward to	Forward to	Final Disposition
We Want Housing Too							
SRS 91-92/16	Date: 3/31/92	Date: 4/3/92	Date: 9/25/92				Date: 9/92
	Vote: 20-0						
This legislation asks the		Disposition: OK	Disposition: Rejected.				Disposition: Item
University to provide	Signed: 3/31/92		Residence Life studies				Complete.
additional housing for			indicate that adequate				
students with families			housing exists for				
and graduate students.			the students presently.				
Enough Fees Already				Misc. Fees Committee	P.C.		
SRS 91-92/15	Date: 3/31/92	Date: 4/3/92	Date: 4/92	Date: 9/25/92	Date: 11/93		Date: 11/93
	Vote: 23-0						
This legislation proposes		Disposition: OK	Disposition: OK	This committee has been	Committee Report		Disposition:
that the $10.00 late	Signed 3/31/92		Forwarded to the	formed to review various	given to P.C.		Complete.
registration fee			Misc. Fees Committee.	university misc. fees.	Several fees		
be eliminated.				It will review the issue this	were changed,		
				fall.	however, late		
					fees remain the same.		

Title & Number of Bill	Passed ASG Senate	Forward to Dean of Student	Forward to VP Student Affair	Forward to	Forward to	Forward to	Final Disposition
Drop Classes, Not Money							
SRS 91-92/18	Date: 4/13/92	Date: 5/20/92	Date: 9/25/92	Misc. Fees Committee Date: 12/92	Date: 11/93		Date: 11/93
	Vote: 19-0						
This legislation proposes that the $10.00 drop fee be eliminated.	Signed: 4/13/92	Disposition: OK	Disposition: OK Forwarded to the Misc. Fees Committee.	This committee will review this issue and various other university misc. fees this fall.	Committee recommends drop fee to remain the same.		Disposition: Complete.
For Equal Rights				Board of Regents	TSUS Systems Office		
SRS 91-92/22	Date: 4/13/92	Date: 5/20/92	Date: 9/15/92	Date: 5/93	Date: 5/93		Date: 5/93
This legislation proposes putting the phrase sexual preference in University listing of groups that will not be discriminated against.	Vote: 13-6 Signed: 4/21/92	Disposition: OK	Disposition: OK Prior to passage, a similar proposal was sent to the Board of Regents for thier consideration at their May 1993 meeting.	A similar proposition involving "sexual orientation" will be presented to the Board for their consideration.	Proposal not accepted to be on Regent's agenda.		Disposition: Complete

Title & Number of Bill	Passed ASG Senate	Forward to Dean of Student	Forward to VP Student Affair	Forward to	Forward to	Forward to	Final Disposition
To Enhance Programming							
SRS 91-92/17	Date: 4/13/92	Date: 5/20/92	Date: 9/25/92				Date: 9/25/92
	Vote: 22-0						
This legislation asks that		Disposition: OK	Disposition: Returned.				Disposition: Item
$1 per resident per	Signed: 4/20/92		This bill has been				Complete.
semester be taken			returned to ASG for				
from the current			further research and				
rooming costs and given			discussion with the				
to the Residence Hall			Residence Hall Assoc.				
Assoc. to help with			ASG has taken no				
their program funding.			action to date.				
Mail Those Schedules				VPAA			Date: 11/92
SRS 91-92/20	Date: 4/13/92	Date: 5/20/92	Date: 9/25/92	Date: 11/92			
	Vote: 19-0						Disposition: Item
This legislation proposes		Disposition: OK	Disposition: OK	Returned to ASG to affirm			Complete.
that course schedules be	Signed: 4/20/92		Referred to VPAA with	or reject funding option.			
mailed to currently			reservations.	ASG has taken no action.			
enrolled students.							

Title & Number of Bill	Passed ASG Senate	Forward to Dean of Student	Forward to VP Student Affair	Forward to	Forward to	Forward to	Final Disposition
Investing In Our Careers							
SRS 91-92/23	Date: 4/13/92	Date: 5/20/92	Date: 9/25/92				Date: 9/25/92
	Vote: 22-0						
This legislation proposes		Disposition: OK	Disposition: OK				Disposition: Item
increased funding for	Signed: 4/20/92		Funding for Career				Complete.
Career Services.			Services has been				
			increased since July,				
			1991. A letter				
			documenting the				
			expenditure has been				
			sent to ASG.				
Simply Logical							
SRS 91-92/24	Date: 4/26/92	Date: 5/20/92	Date: 9/10/92				Date: 9/10/92
	Vote: 18-5						Disposition: Item
This legislation asks that		Disposition: OK	Disposition: Returned				Complete.
Evan's parking lot spaces	Signed: 4/28/92		to ASG.				
be redistributed for			It was suggested that				
increased parking.			ASG should consult				
Also, it requests			with the Traffic and				
that the existing			Parking Committee				
parking stripes be			for recommendations.				
repainted throughtout			ASG has taken no				
the campus to match			action to date.				
those in the paking							
zone.							

Title & Number of Bill	Passed ASG Senate	Forward to Dean of Student	Forward to VP Student Affair	Forward to	Forward to	Forward to	Final Disposition
ASG Uncovers Hidden Fees							
SRF 92-93/1	Date: 9/21/92	Date: 9/25/92	Date: 12/92	Date: 11/93			Date: 11/93
	Vote: 20-0						
This bill asks that the		Disposition: This	This committee has	Committee received			Disposition: Item
$50 insufficient funds	Signed: 9/22/92	legislation will be	been formed to review	information that			Complete.
charge on tuition		discussed in the Fall	university misc. fees.	fee will remain			
payment be dropped		with the President's	It will review this	but will be administered			
until the purpose and		Cabinet.	issue this Fall.	differently thus			
use of the fee is				affecting fewer			
explained to ASG.				people.			
Aren't We Athletic, Too?				President's Cabinet			
SRF 92-93/3	Date: 10/12/92	Date: 10/92	Date: 10/92	Date: 1/93			Date: 3/93
	Vote: 20-2						
This bill proposes that		Disposition: OK	Disposition: OK	Approved this legislation,			Disposition: Item
the Band and the	Signed: 11/6/92		Referred to the	but only for early			Complete.
Strutters register early.			President's Cabinet.	registration for both			
				groups in the fall of			
				each year.			

Title & Number of Bill	Passed ASG Senate	Forward to Dean of Student	Forward to VP Student Affair	Forward to	Forward to	Forward to	Final Disposition
For Greater Participation							
SRF 92-93/5	Date: 10/5/92	Date: 10/92	Date: 11/92	Date: 12/92			Date: 12/92
	Vote: 23-0						
This bill proposes that SWT designate the first floor of the library as an early voting booth for San Marcos citizens.	Signed: 10/5/92	Disposition: OK	Disposition: OK Referred to the San Marcos City Council via Mr. Fred Guerra.	S.M.C.C. has approved a voting booth to be located in Taylor-Murphy hall beginning in May '93. The Justice Dept. has also approved this site.			Disposition: Item Complete.
Free Parking at the Game				E.V.P.			
SRF 93-94/2	Date: 9/27/93	Date: 10/5/93	Date: 10/19/93	Date: 11/1/93			Date: 11/1/93
	Vote: Unanimous						
This bill proposes that the Athletic Department not charge a parking fee for cars displaying valid SWT parking permits.	Signed: 10/4/93	Disposition: OK	Disposition: OK Refered to E.V.P.	Agree with proposal and changes implemented immediately.			Disposition: Item Complete.

Title & Number of Bill	Passed ASG Senate	Forward to Dean of Student	Forward to VP Student Affair	Forward to	Forward to	Forward to	Final Disposition
1-800 Service for Financial Aid				VPSA			
SRF 93-94/5	Date: 10/25/93	Date: 11/93	Date: 11/93	Date: 4/29/94			Date: 4/29/94
	Vote: Unanimous						
This bill proposes that the S.W.T. Office of Financial Aid implement a 1-800 number for students.	Signed: 11/1/93	Disposition: OK	Disposition: Pending	Agrees with proposal but need voice response system first and ASG needs to recommend S.S. Fee Funding of 800 service.			Disposition: Item Complete.
SWT Athletics: Facing the Future				Athletic Director	SSFAC		
SRF 93-94/7	Date: 11/9/93	Date: 11/9/93	Date: 11/15/93				Date: 3/14/94
	Vote: Approved						
This bill calls on the Athletic Director to appear before the Senate to explain his Student Service Fees request and the future of the Athletic Program.	Signed: 11/93	Disposition: OK	Disposition: Forwarded to Drs. Abbott & Garrison for response. Drs. ask ASG to invite the Athletic Director to meeting.	Attended a subsequent ASG meeting.	Received resolution and response is indicated by recommended allocations to Athletic Dept.		Disposition: Item Complete.

DEPARTMENTAL ASSESSMENT PLAN
STUDENT JUSTICE

Part I Demographic Studies

Goal: To determine which students are being served by Student Justice. The student profiles will be used to determine which student groups will be targeted for Student Justice programming.

Responsibility: Student Justice will develop and administer a demographic survey with the assistance of the staff secretary and student workers.

Methods: Student Justice will administer a short student profile questionnaire to students who meet with Student Justice Director for review of their cases. Questionnaire will be completed in reception area before student meets with Director. Questionnaire will be administered in a manner which is similar to medical history forms completed in a physician's office. The Vax Student Information program will be used to obtain data on target population not served by Student Justice.

Target Audience: The target group consists of all SWT students. Student Justice will administer survey to a sample population of 350 students.

Timeframe: Information will be gathered every three years beginning FY 1996.

Start Date: September 1 Completion Date: August 5
Cycle: 2 years

Costs:

	Duplicating		
FY 1995:	0	FY 1998:	0
FY 1996:	75	FY 1999:	75
FY 1997:	0	FY 2000:	0

Results and Recommendations:

Student Justice will use the information gathered from questionnaires to determine which student groups will be targeted for judicial programming. The information will enable Student Justice to create educational and informational programs to address issues relevant to specific groups (i.e. academic departments, Residence Hall students, organizations, athletes, freshmen, etc.).

Student Affairs Goal #II, #III Student Affairs Objective #2 and 3 #1

DEPARTMENTAL ASSESSMENT PLAN
STUDENT JUSTICE

Part II Needs Assessment

Goal: To determine the educational and developmental needs of students being served by Student Justice, to ensure appropriate services and programming needs will be met.

Responsibility: Student Justice will administer the assessment with the assistance of the staff secretary, student workers, a graduate assistant, counseling graduate student (Education Department) and the Director.

Methods: Student Justice will utilize several methods to obtain necessary data. Interviews, questionnaires and several focus groups will be employed to obtain information regarding students' needs. The questionnaire will be administered to several Student Justice populations, by specific sanction categories, and a control group. Focus groups and interviews will be used to obtain additional information on all populations. In addition to the above referenced methods, Student Justice files will be reviewed to determine recidivism rates of Student Justice populations.

Target Audience: The target groups will consist of all SWT students potentially served by Student Justice. Student Justice will survey 500 students with similar demographic profiles, 3 focus groups will be established and 50 interviews will be conducted.

Timeframe: Information will be gathered every three years beginning FY 1997.

Start Date: September 1 Completion Date: August 5
Cycle: 3 years

Costs: Duplicating, postage, envelopes, telephone expenses, focus group facilitator

FY 1995:	0	FY 1998:	0
FY 1996:	0	FY 1999:	0
FY 1997:	450	FY 2000:	450

Results and Recommendations:

Student Justice will use the information gathered from surveys to determine which sanctions best serve the developmental needs of the students and how the discipline process can and does assist students in meeting their developmental needs. Student Justice will use information to provide more effective and appropriate sanctions to students served by the office.

The information will also assist in determining needs of victims and how to better refer them to appropriate departments and agencies and assist them throughout the judicial process.

Student Affairs Goal #II Student Affairs Objective # 3

DEPARTMENTAL ASSESSMENT PLAN
STUDENT JUSTICE

Part III Customer Satisfaction

Goal: To evaluate the opinions and satisfaction level of the student judicial system in order to upgrade services as needed.

Responsibility: Student Justice will develop and administer a survey with the assistance of the staff secretary, student workers, a graduate assistant and the Director.

Methods: Student Justice will develop and administer a survey on office efficiency and judicial satisfaction. The survey will be administered to several Student Justice populations (i.e. students placed on disciplinary probation, students given community service, students given special projects, students referred to counseling, and victims of violations) a control group, University Police Department personnel, local attorneys, Residence Life personnel, parents and professors.

Target Audience: The target groups will consist of all populations potentially served by Student Justice, directly and/or indirectly. Student Justice will survey approximately 500 as a population sample.

Timeframe: Information will be gathered every three years beginning the Spring 1997 semester.

Start Date: January 3 Completion Date: June 3
Cycle: 3 years

Costs: Duplicating, postage, envelopes

FY 1995:	-0-	FY 1998:	-0-
FY 1996:	-0-	FY 1999:	-0-
FY 1997:	150	FY 2000:	150

Results and Recommendations:

Student Justice will use the information gathered from surveys to measure students' perceptions of justice at SWT, fairness of procedures and balance between sanctions and violations. This will allow Student Justice to determine additional services needed for target audience. The information will also provide feedback for Student Justice on office environment and efficiency, enabling Student Justice to improve existing services.

Student Affairs Goal #II Student Affairs Objective #3

DEPARTMENTAL ASSESSMENT PLAN
STUDENT JUSTICE

Part IV External Comparisons

Goal: To assess and compare SWT Student Justice programs and services to those of peer institutions in order to evaluate the SWT judicial process.

Responsibility: Student Justice will administer process through the staff secretary, student workers, Director and Assistant Dean.

Methods: Student Justice will review SWT judicial policies, procedures, processes and programming and those of peer institutions by requesting information via telephone and follow-up letters. Student Justice will obtain contact persons through the Association of Student Judicial Affairs. Student Justice will review information and utilize e-mail to request additional information.

Target Audience: The target groups will consist of judicial officers of twenty or more peer institutions.

Timeframe: Information will be gathered every four years beginning the Spring semester, with a focus on the most innovative, new and major changes addressed at the ASJA annual conference, the legal conferences, and various legal publications.

Start Date: January 3 Completion Date: March 28
Cycle: 4 years

Costs: Long Distance telephone calls, postage, duplicating, envelopes

FY 1995:	0	FY 1998:	0
FY 1996:	75	FY 1999:	75
FY 1997:	0	FY 2000:	0

Results and Recommendations:

Student Justice will evaluate use of SWT resources and the scope of programming to determine if the judicial procedures at other institutions could effectively beutilizedto enhance existing services, procedures, processes and programming of the SWT judicial office.

Student Affairs Goal #II #III Student Affairs Objective #3 #1

DEPARTMENTAL ASSESSMENT PLAN
STUDENT JUSTICE

Part V Impact Assessment

Goal: To determine the impact of services provided by Student Justice on student development, in order to make any needed changes within the programming and services component of the office.

Responsibility: Student Justice will administer process through the staff secretary, student workers, a graduate assistant and the Director.

Methods: Student Justice will administer a questionnaire to several student groups. The groups will consist of students who were given alternative sanctions, students given traditional sanctions and victims referred to on campus departments and those referred to outside department or agencies. The questionnaire will address recidivism rates, retention, GPA and general self reported development information by students.

Target Audience: The target groups will consist of students served by Student Justice. The students will be taken from cases twelve months preceding the questionnaire. Three hundred students will be administered questionnaires.

Timeframe: Information will be gathered every three years beginning the Fall 1998 semester

Start Date: September 1 Completion Date: December 5
Cycle: 3 years

Costs: Postage, duplicating and envelopes

FY 1995:	0	FY 1998:	350
FY 1996:	0	FY 1999:	0
FY 1997:	0	FY 2000:	0

Results and Recommendations:

Student Justice will use the information to determine which sanctions provide the most developmental components and outcomes. In addition, the information will enable Student Justice to determine which services most benefit victims of code violations. The information will enable Student Justice to more efficiently administer alternative sanctions and appropriately refer victims for needed services.

Student Affairs Goal #II Student Affairs Objective #3

DEPARTMENTAL ASSESSMENT PLAN
OFFICE OF GREEK AFFAIRS

Part 1. Demographic Studies

Goal: Provide detailed demographical descriptions of the service population of the Office of Greek Affairs.

Responsibility: Database Manager, Office of Greek Affairs
Director, Office of Greek Affairs

Methods: Using the GPA extraction program, obtain information on all Greek organization members available. Provide descriptions of ethnic, gender, classification, major, and housing. Compare these figures to those of the general student body.

Select a random sample of the Greek student body and survey them on the following non-VAX information: Athletes, Legacies, campus involvement, college funding source, volunteer efforts, supplemental employment hours, scholarships, etc.

Target Audience: Greek Organization members approx. 1500

Timeframe: Annually in June.

Start Date: June 1 Completion Date: June 15
Cycle: Annual

Costs: $ -0-

Results/Recommendations: Need to know how closely our service population represents the general student population at SWT. Based on the results, programs will be adjusted to attempt to reach out to those populations under-represented in our service population, and current services will be enhanced to better serve the populations most represented. Based on the survey results of the random sample group, services might be enhanced to address specific needs shown through the preponderance of examples.

References:

Student Affairs Goal	II	Student Affairs Objective	2 & 3
	III		1

Revised March 1, 1995

DEPARTMENTAL ASSESSMENT PLAN
OFFICE OF GREEK AFFAIRS

Part 2. Needs Assessments

Goal: Determine the educational and developmental needs of SWT students being served by the Office of Greek Affairs.

Responsibility: Graduate Assistants, Office of Greek Affairs
GEAR Committee (Student, Staff and Faculty representatives)
Director, Office of Greek Affairs

Methods: Conduct the Greek Expectations Annual Review (GEAR) a comprehensive self-evaluation completed by Greek organization leaders and scored by a committee of student, staff and faculty representatives.

Extract the GPAs of every Greek organization member from the VAX and calculate group averages for every organization. Compare Greek figures with SWT figures

Administer the "Greek Self Study" (SWT, 1990) and the "Greek Membership Development Inventory" (AFA, 1993) to random samples of all Greek organization officers and members, collect the data and determine the results.

Target Audience: Greek Organization members approx. 1500

Timeframe: GEAR Program will be conducted annually in the Spring semester. GPA report will be completed semesterly in Fall and Spring. Surveys should be administered and data collected every 3 years beginning with FY 1996.

Survey Start Date: September 1 Completion Date: December 15
Cycle: 3 years

Costs: Duplicating, postage, phone calls:

FY 1995:	1,000	FY 1998:	1,000
FY 1996:	1,500	FY 1999:	1,500
FY 1997:	1,000	FY 2000:	1,000

Results/Recommendations:

The GEAR Program will be used to determine the compliance or non-compliance of recognized Greek organizations to the standards of the Greek community. Awards will be given to those groups meeting and exceeding those standards, while recommendations and expectations for improvement will be given to those groups not meeting standards. Likewise, the Office of Greek Affairs will identify key areas needing programming efforts by examining average scores in various categories of competing Greek groups

GPA Reports will be used to determine the academic maturation of Greek members, retention rate of Greek groups, and indication of supportive or non-supportive academic programming in Greek groups. Greek groups failing to meet minimum standards will face probation with developmental requirements. Those not meeting the requirements of probation will be suspended.

The "Greek Self Study" (SWT, 1990) will provide indications of students' needs in their over-all Greek experience at SWT. Issues such as Chapter Development, Housing, Academics, Campus Activities, Personal Growth, Alcohol Use, and Over-all Satisfaction will be explored. Programming will be focused towards those issues with low responses.

The "Greek Membership Development Inventory" (AFA, 1993) will provide indications of Greek students' development in 6 key areas: Interpersonal Relations, Social Development, Intellectual Development, Community Service and Philanthropic Development, Leadership and Management Development, and Moral Development. Programming will be focused towards those key areas with low responses.

References:

Student Affairs Goal	II	Student Affairs Objective	3
	III		1

Revised March 1, 1995

DEPARTMENTAL ASSESSMENT PLAN
OFFICE OF GREEK AFFAIRS

Part 3. Customer Satisfaction

Goal: Evaluate the opinions and satisfaction of consumers who currently use the services and programs of the Office of Greek Affairs.

Responsibility: Graduate Assistant, Office of Greek Affairs
Director, Office of Greek Affairs

Methods: Conduct standard evaluations, gathering both objective and subjective feedback, after every program sponsored by the Office of Greek Affairs, i.e. Greek New Member Orientation and Greek Academic Conference. Total all responses.

Develop and administer a survey to a random sample of all Greek organization officers and members, to assess their satisfaction with the current level of performance and service provided by the Office of Greek Affairs. Make use of focus groups and informal interviews when possible. Provide for both quantitative (objective) and qualitative (subjective) feedback. Request recommendations for improvement.

Target Audience: Greek Organization members 1500

Timeframe: Program evaluations will be ongoing efforts. Approximately 3 programs will be provided each semester which will offer an opportunity to conduct such a measure.

Surveys should be administered and data collected every 3 years beginning with FY 1996.
Start Date: January 2 Completion Date: May 31
Cycle: 3 years

Costs: Duplicating, postage, long-distance phone calls:

FY 1995:	100	FY 1998:	100
FY 1996:	500	FY 1999:	500
FY 1997:	100	FY 2000:	100

Results/Recommendations:

Feedback on program evaluations will assist Greek Affairs staff to improve each program delivery.

Satisfaction with key areas of operation within the office will be explored through the **survey**, such as Roster Updates, Greek Awards programs, Greek Gazette, Grade reporting, Rush assistance, meeting schedules, etc. Specific recommendations will be sought. General feedback on timeliness of service, friendliness of staff, cooperation and helpful efforts, will also be requested. Feedback will be used to further develop goals for the Office of Greek Affairs in the delivery of its services.

References:
Student Affairs Goal II Student Affairs Objective 3
III

Revised March 1, 1995

DEPARTMENTAL ASSESSMENT PLAN
OFFICE OF GREEK AFFAIRS

Part 4. External Comparisons

Goal:	Assess and compare programs and services provided by peer institutions and competitive providers at SWT to the programs and services provided by Greek Affairs.
Responsibility:	Graduate Assistant, Office of Greek Affairs Director, Office of Greek Affairs
Methods:	Develop and administer a survey to a random sample of peer campuses in the U.S. and to competitive providers at SWT (i.e. CASO, ADEPT, MSA) comparing their programs and services to ours. Provide for both quantitative (objective) and qualitative (subjective) feedback.
Target Audience:	U.S. Colleges and Universities with a student population of 10,000 to 30,000. Specific U.S. campuses with outstanding Greek systems, such as U. of Indiana. Student Affairs programming offices such as CASO, ADEPT, and MSA which provide student development programs and advise student organizations.
Timeframe:	Surveys should be administered and data collected every 3 years beginning with FY 1997.

Start Date: May 15 Completion Date: August 1
Cycle: 3 years

Costs: Duplicating, postage, long-distance phone calls:

FY 1995:	-0-	FY 1998:	-0-
FY 1996:	-0-	FY 1999:	-0-
FY 1997:	300	FY 2000:	300

Results/Recommendations:

Greek Affairs staff will determine which programs and services by other campuses which are very similar to ours, and especially look for duplication of services and programs with competitive providers at SWT. Staff will search for any new ideas which should be incorporated into the Strategic Plan for Greek Affairs.

References:

Student Affairs Goal	II	Student Affairs Objective	3
	III		1

Revised March 1, 1995

DEPARTMENTAL ASSESSMENT PLAN
OFFICE OF GREEK AFFAIRS

Part 5. Impact Assessment

Goal: Determine the impact of the services or programs provided by the Office of Greek Affairs on student development.

Responsibility: Graduate Assistants, Office of Greek Affairs
Director, Office of Greek Affairs

Methods: Re-administer the "Greek Self Study" (SWT, 1990) and the "Greek Membership Development Inventory" (AFA, 1993) to the previously surveyed sample of all Greek organization officers and members, collect the data and determine the results. Make use of focus groups and informal interviews when possible. Survey this sample regarding their amount of participation in Greek Affairs programs which were developed as a result of the needs assessment.

Target Audience: Greek Organization members approx. 1500

Timeframe: Surveys should be administered and data collected every 3 years beginning with FY 1997.

Start Date: September 1 Completion Date: December 15
Cycle: 3 years

Costs: Duplicating, postage, long-distance phone calls:

FY 1995:	-0-	FY 1998:	-0-
FY 1996:	-0-	FY 1999:	-0-
FY 1997:	300	FY 2000:	300

Results/Recommendations:

Results will be compared to surveys conducted in the FY '96 needs assessment phase to determine the impact of services provided in response to the needs expressed at that time.

References:

Student Affairs Goal	II	Student Affairs Objective	3
	III		1

Revised March 1, 1995

DEPARTMENTAL ASSESSMENT PLAN

SWT MENTORING PROGRAM

Part 1 Demographic Studies

Goal: To identify student participants who are academically at-risk to SWT.

Responsibility: Coordinator of SWT Mentoring Program and student assistants.

Methods:

1. Collect data at the end of fall semester, including social security numbers of all participants.

2. Forward data to SWT Institutional Research & Planning Department for breakdown analysis of participants according to ethnicity, sex, and classification (General/PAS/PAS Contract).

Target Audience: All student participants who completed SWT Mentoring Student Profile Forms, were assigned mentors, and established effective mentoring relationships.

Time frame:

Start Date:	September
Completion:	August
Cycle:	Every 2 years

Costs: Duplication of Forms

FY 1995 - $100	FY 1997 - $100	FY 1999 - $100
FY 1996 - $100	FY 1998 - $100	

Results/
Recommendations: By requesting students to fill out student profile sheets, they will be able to reflect on their academic goals, as well as make a commitment to their mentors. It is essential that student participants be serious about having mentors and understand they must fulfill their commitment to the program.

References: **Student Affairs Goal III:** Create an environment that is responsive, supportive, caring and friendly for students, staff and faculty.
Objective #3: Create and enhance the sense of community among students, faculty and staff at SWT.
Strategy #3: Develop comprehensive mentoring programs for students.

DEPARTMENTAL ASSESSMENT PLAN

SWT MENTORING PROGRAM

Part II Needs Assessment

Goal: To determine the needs of all student participants (mentees) and to establish a quality program that will ensure student academic and social development.

Responsibility: Coordinator of SWT Mentoring Program and student assistants.

Methods: In the second long semester (Spring), the Mentoring Office will conduct daily telephone interviews of all student participants to evaluate unmet needs in three key areas.

1. The Program-orientation, publications, assignment procedure and other administrative processes
2. The Mentor-as a guide and adviser
3. The relationship-based on criteria for an effective relationship.

The SWT Mentoring Program Student Evaluation Form is the instrument used by the interviewer to collect data for each student participant. Upon completion of all data collection, a summary report of findings which indicate the result of the needs assessment portion of the evaluation process will be prepared for final review.

Target Audience: All student participants who completed SWT Mentoring Student Profile Forms, were assigned mentors, and established effective mentoring relationships.

Time Frame:

Start Date:	March 1
Completion:	May 1
Cycle:	Every 3 years

Costs: Duplication of Forms

FY 1995 - $100	FY 1997 - $100	FY 1999 - $100
FY 1996 - $100	FY 1998 - $100	

Results/ Recommendations: Mentored students have had a higher GPA and retention rate than non-mentored students. In its second year of operation, the program assigned mentors to over 250 new students (a 200% increase from the first year). The Mentoring Program has become a positive aspect of the Dean of Students Office which enhances student development through university-wide collaborative efforts. The needs assessment process will identify areas of improvement and need for new mentoring activities to ensure student's academic success.

References:

Student Affairs Goal III: Create an environment that is responsive, supportive, caring and friendly for students, staff and faculty.
Objective #3: Create and enhance the sense of community among students, faculty and staff at SWT.
Strategy #3: Develop comprehensive mentoring programs for students.

DEPARTMENTAL ASSESSMENT PLAN

SWT MENTORING PROGRAM

Part III Customer Satisfaction

Goal: To evaluate program/mentor satisfaction.

Responsibility: Coordinator of the SWT Mentoring Program and student assistants.

Methods: In the second long semester (Spring), the Mentoring Office will conduct daily telephone interviews of all student participants to evaluate unmet needs in three key areas.

1. The Program-orientation, publications, assignment procedure and other administrative processes
2. The Mentor-as a guide and adviser
3. The relationship-based on criteria for an effective relationship.

The SWT Mentoring Program Student Evaluation Form is the instrument used by the interviewer to collect data for each student participant. Upon completion of all data collection, a summary report of findings which indicate the result of the needs assessment portion of the evaluation process will be prepared for final review.

Target Audience: All student participants who completed SWT Mentoring Student Profile Forms, were assigned mentors, and established effective mentoring relationships.

Time Frame:

Start Date:	January 15
Completion:	May 15
Cycle:	Every 3 years

Costs: Duplication of Forms

FY 1995 - $100	FY 1997 - $100	FY 1999 - $100
FY 1996 - $100	FY 1998 - $100	

Results/
Recommendations: The customer satisfaction assessment process will assist the Mentoring Office to identify areas of improvement; assist in the enhancement of policies and procedures; and evaluate the mentor's performance. In addition, it will assist in identifying students who did not fulfill their mentoring commitment. Those students will not be included in the data analysis.

References: **Student Affairs Goal III:** Create an environment that is responsive, supportive, caring and friendly for students, staff, and faculty.
Objective #3: Create and enhance the sense of community among students, faculty and staff at SWT.
Strategy #3: Develop comprehensive mentoring programs for students.

DEPARTMENTAL ASSESSMENT PLAN

SWT MENTORING PROGRAM

Part IV External Comparisons

Goal:	To develop innovative ideas in the service and operation of the Mentoring Program.
Responsibility:	Coordinator of the SWT Mentoring Program and student assistants.
Methods:	Telephone and written requests for specific information regarding student service policies, procedures, mission statements, publications and assessment process. A standard Inquiry Form will be designed and used for gathering information.
Target Audience:	Other state and out-of-state universities and colleges with mentoring programs.
Time Frame:	Start Date: January 15 Completion: May Cycle: Every 3 years
Costs:	Duplication of Forms FY 1995 - $100 FY 1997 - $100 FY 1999 - $100 FY 1996 - $100 FY 1998 - $100
Results / Recommendations:	Valuable information from other campuses regarding the mentoring of students will assist the SWT Mentoring Program in its effort to produce a quality student retention program.
References:	**Student Affairs Goal III:** Create an environment that is responsive, supportive, caring and friendly for students, staff, and faculty. **Objective #3:** Create and enhance the sense of community among students, faculty and staff at SWT. **Strategy #3:** Develop comprehensive mentoring programs for students.

DEPARTMENTAL ASSESSMENT PLAN

SWT MENTORING PROGRAM

Part V Impact Assessment

Goal: Measure program effectiveness in the retention of freshmen students.

Responsibility: Coordinator of SWT Mentoring Program and student assistants.

Methods:

1. Monitor mentoring relationships by conducting telephone interviews of current student participants to ascertain if they have established an effective relationship with their mentors.

2. Forward data to Institutional Research and Planning for analysis.

3. On-going tracking of all past and present mentoring participants' GPA and retention rate is performed at the end of each long semester for a comprehensive comparison between participants and non-participants.

4. At the end of each long semester, the Institutional Research and Planning Department collect data for analysis with outcomes being transformed into tables.

The Mentoring Office will forward tables, along with a summarized report (Retention Update) to the Dean of Students for review. The impact assessment is a major component in evaluating the effectiveness of the program.

Target Audience: Past and present student participants (beginning FY 1992)

Time Frame:

Start Date:	May
Completion:	September
Cycle:	Every 2 years

Costs: Duplication of Forms

FY 1995 - $100	FY 1997 - $100	FY 1999 - $100
FY 1996 - $100	FY 1998 - $100	

Results/
Recommendations: Mentored students have established a higher GPA and retention rate than non-mentored students. In its second year of operation, the program assigned mentors to over 250 new students (a 200% increase in one year). The Mentoring Program has become a positive aspect of the Dean of Students Office which enhances student development through university-wide collaborative efforts.

The impact assessment will determine whether the program is having a positive impact on student retention.

References:

Student Affairs Goal III: Create an environment that is responsive, supportive, caring and friendly for students, staff, and faculty.
Objective #3: Create and enhance the sense of community among students, faculty and staff at SWT.
Strategy #3: Develop comprehensive mentoring programs for students.

DEPARTMENTAL ASSESSMENT PLAN
STUDENTS' LEGAL ADVISOR OFFICE
Part I- DEMOGRAPHIC STUDIES

Goal: Gather and collate the information from the Students' Legal Advisor Office's clients that can be used to profile and monitor the students who use this office. The group profiles will be used to ascertain if there is the necessity to target any student group that is currently under-utilizing this service, or would need enhanced legal education awareness.

Responsibility: Students' legal advisor and the staff secretary.

Methods: Secretary and student workers will administer/give a short (1 to 2 page) Student Profile Questionnaire to each student who comes to see the student attorney. The questionnaire will be completed in the reception area before the student meets with the attorney. Information to be gathered will include: class, race, gender, age, type of case, on or off-campus, whether or not the person is on financial aid, if the person has ever utilized an attorney prior to their visit with us, if his/her family has ever used an attorney, student organizations the person is a part of, and if his/her have used the service before.

Target Audience: The target group will assess all students served by the Students' Legal Advisor Office during the fall, 1995 semester. Since the Students' Legal Advisor's office serves approximately 4%(850 students) each fiscal year, all students who will make direct/face-to-face contact with the attorney will be administered a profile questionnaire. (The secretary and student workers will check the questionnaires to insure the form is complete when turned in.)The Vax Inquiry Student Information profile can be used as a back-up for those individuals who do not complete the questionnaire and the staff can call the individuals to obtain answers to any questions not available through the Vax.

Time Frame: Information will be gathered every three years beginning in the Fall 1995.

Start date: September 1 Completion date: December 31
Cycle: Every three years

Costs: Duplicating, postage, envelopes, telephone expenses.

FY 1995:	100	FY 1998:	100
FY 1996:	0	FY 1999:	0
FY 1997:	0	FY 2000:	0

Results and Recommendations:

Student Affairs goal # II
#III

Student Affairs Objective #1
#2
#3

DEPARTMENTAL ASSESSMENT PLAN
STUDENTS' LEGAL ADVISOR'S OFFICE
Part II- NEEDS ASSESSMENT

Goal: To determine if the Students' Legal Advisor's Office can better serve the students at SWT through the expansion or creation of services and/or programs.

Responsibility: Students' legal advisor and the staff secretary.

Methods: The office will utilize a survey methodology that will seek to determine from current users and attendees of our services and programs what supplemental services, materials and programming are most needed. Individuals who have used the office in the fall of 1995 will be surveyed in the early spring of 1996 as they will have had time to reflect on how the office might have been better able to serve their needs, or if that was possible.

Attendees of the programs will be surveyed at the end of the presentation to determine if they would like other lectures on different topics or additional information on the discussed topic. All students will be asked if their organization would benefit from a presentation by the legal advisor.

Target Audience: As noted, users of the service during the fall of 1995, attendees of programs conducted during FY 1995 and 100 random sample students gathered from the Registrar's office database.

Time frame: Information will be obtained every three years, beginning FY 1995.

Start date: January 1 Completion date: May 31
Cycle: Every three years

Costs: Duplicating, postage, envelopes, telephone expenses.

FY 1995: 200	FY 1998: 200
FY 1996: 0	FY 1999: 0
FY 1997: 0	FY 2000: 0

Result and Recommendations:

_____

_____

_____

_____

Student Affairs goal # II **Student Affairs Objective #3**

DEPARTMENTAL ASSESSMENT PLAN
STUDENTS' LEGAL ADVISOR
Part III- CLIENT EVALUATION SURVEY

Goal: To ascertain the level of satisfaction with existing services offered by the Students' Legal Advisor's Office.

Responsibility: Students' legal advisor and the staff secretary.

Methods: This office will create and administer a survey evaluating the office's operations and attitudes as perceived by the students that use the service. The instrument will be distributed to all students seeking our assistance during the fall of 1995. The survey inquiries will be added onto and distributed with the Needs Assessment survey and the Impact Assessment survey to prevent overwhelming the students with multiple surveys.

Questions asked in the office survey will focus on how they were treated by the staff and attorney, if the service provided met their expectations, and any improvements they would suggest in the intake process.

Target Audience: As noted, users of the service during the fall of 1995, attendees of programs conducted during FY 1995 and 100 random sample students gathered from the Registrar's office database.

Time Frame: Information will be collected every three years beginning in the spring of 1996, based upon the clients seen during the Fall of 1995.

Start date: January 1 Completion date: May 31
Cycle: Every three years

Costs: Duplicating, postage, envelopes and telephone expenses.

FY 1995: 200*	FY 1998: 200*
FY 1996: 0	FY 1999: 0
FY 1997: 0	FY 2000: 0

(The expenses noted herein are the same as those stated in the Needs Assessment, and Impact Assessment surveys).

Results and Recommendations:

Student Affairs Goal #II **Student Affairs Objective #3**

DEPARTMENTAL ASSESSMENT PLAN
STUDENTS' LEGAL ADVISOR'S OFFICE
Part IV - EXTERNAL COMPARISON

Goal: To assess and compare SWT student legal services and programs with those of peer institutions in order to determine if there are any new initiatives or expansion of existing programs that could be realistically implemented.

Responsibility: The student legal advisor and the staff secretary.

Methods: The office will determine, through its connections with the National Student Legal Services' president and regional director, what universities have a similar operational system that is followed by SWT in programming and/or services. In order to fully define a "peer" institution, similar student populations, budgets, staff size and limitations on service will be reviewed. Once accomplished, these institutions, if any, will be requested to provide us with their procedures on various operational aspects and their programming initiatives via a standardized survey, so that our office can better attain the stated goal of this assessment.

Target Audience: Student legal service offices at peer universities.

Time Frame: Information will be gathered every three years beginning in the Fall of 1995.

Start date: September 1 Completion date: December 31
Cycle: Every three years

Costs: Duplicating, postage, envelopes and telephone expenses.

FY 1995:	150	FY 1998:	150
FY 1996:	0	FY 1999:	0
FY 1997:	0	FY 2000:	0

Results and recommendations:

_____

_____

_____

_____

Student Affairs Goal **# II** **# III** **Student Affairs Objective # 3** **# 1**

DEPARTMENTAL ASSESSMENT PLAN
STUDENTS' LEGAL ADVISOR OFFICE
Part V- IMPACT ASSESSMENT

Goal: To determine the impact of the services and programs provided by Students' Legal Advisor's office on student development.

Responsibility: The students' legal advisor and the staff secretary.

Methods: As a part of the same survey noted in "Needs Assessment" and "Client Satisfaction", students who use the service will be asked to state several conclusions such as: a) whether the service assisted in resolving their legal concerns, and by what means (letters, discussion, with adversary, mediation, litigation, etc.), b) whether they are now better able to resolve similar legal issues in the future, c) whether the funds saved by visiting an on-campus legal service assisted in retaining the student, etc. Those individuals who attended our programs will be asked at the end of the performance whether their knowledge of the subject was enhanced by the session and if it would alter their personal actions on that matter.

Finally, the 100 person control group would be asked if they could have (should have) utilized the service but did not (and why not, if they did not), how they view the quality of their knowledge of various legal issues and if a visit to the Students' Legal Advisor's office or programs would be beneficial. See "Needs Assessment" for further discussion of methods.

Target Audience: As noted, users of the service during the fall of 1995, attendees of programs conducted during FY 1995 and 100 random sample students gathered from the Registrar's office database.

Time Frame: Information will be gathered every three years beginning the Fall of 1995.

Start date: September 1 Completion date: May 31
Cycle: Every three years.

Costs: Postage, duplicating, and envelopes

FY 1995:	200*	FY 1998:	200*
FY 1996:	0	FY 1999:	0
FY 1997:	0	FY 2000:	0

(This is the same expense as noted in the Needs Assessment and Client Evaluation surveys).

Results and Recommendation:

_____

_____

_____

_____

Student Affairs Goal **# II** **Student Affairs Objective** **# 3**

DEPARTMENTAL ASSESSMENT PLAN
STUDENTS' LEGAL ADVISOR OFFICE
Part I- DEMOGRAPHIC STUDIES

Goal: Gather and collate the information from the Students' Legal Advisor Office's clients that can be used to profile and monitor the students who use this office. The group profiles will be used to ascertain if there is the necessity to target any student group that is currently under-utilizing this service, or would need enhanced legal education awareness.

Responsibility: Students' legal advisor and the staff secretary.

Methods: Secretary and student workers will administer/give a short (1 to 2 page) Student Profile Questionnaire to each student who comes to see the student attorney. The questionnaire will be completed in the reception area before the student meets with the attorney. Information to be gathered will include: class, race, gender, age, type of case, on or off-campus, whether or not the person is on financial aid, if the person has ever utilized an attorney prior to their visit with us, if his/her family has ever used an attorney, student organizations the person is a part of, and if his/her have used the service before.

Target Audience: The target group will assess all students served by the Students' Legal Advisor Office during the fall, 1995 semester. Since the Students' Legal Advisor's office serves approximately 4%(850 students) each fiscal year, all students who will make direct/face-to-face contact with the attorney will be administered a profile questionnaire. (The secretary and student workers will check the questionnaires to insure the form is complete when turned in.)The Vax Inquiry Student Information profile can be used as a back-up for those individuals who do not complete the questionnaire and the staff can call the individuals to obtain answers to any questions not available through the Vax.

Time Frame: Information will be gathered every three years beginning in the Fall 1995.

Start date: September 1 Completion date: December 31
Cycle: Every three years

Costs: Duplicating, postage, envelopes, telephone expenses.

FY 1995:	100	FY 1998:	100
FY 1996:	0	FY 1999:	0
FY 1997:	0	FY 2000:	0

Results and Recommendations:

_____

_____

_____

_____

Student Affairs goal # II
#III

Student Affairs Objective #1
#2
#3

DEPARTMENTAL ASSESSMENT PLAN
STUDENTS' LEGAL ADVISOR'S OFFICE
Part II- NEEDS ASSESSMENT

Goal: To determine if the Students' Legal Advisor's Office can better serve the students at SWT through the expansion or creation of services and/or programs.

Responsibility: Students' legal advisor and the staff secretary.

Methods: The office will utilize a survey methodology that will seek to determine from current users and attendees of our services and programs what supplemental services, materials and programming are most needed. Individuals who have used the office in the fall of 1995 will be surveyed in the early spring of 1996 as they will have had time to reflect on how the office might have been better able to serve their needs, or if that was possible.

Attendees of the programs will be surveyed at the end of the presentation to determine if they would like other lectures on different topics or additional information on the discussed topic. All students will be asked if their organization would benefit from a presentation by the legal advisor.

Target Audience: As noted, users of the service during the fall of 1995, attendees of programs conducted during FY 1995 and 100 random sample students gathered from the Registrar's office database.

Time frame: Information will be obtained every three years, beginning FY 1995.

Start date: January 1 Completion date: May 31
Cycle: Every three years

Costs: Duplicating, postage, envelopes, telephone expenses.

FY 1995: 200	FY 1998: 200
FY 1996: 0	FY 1999: 0
FY 1997: 0	FY 2000: 0

Result and Recommendations:

_____

_____

_____

_____

Student Affairs goal # II **Student Affairs Objective #3**

DEPARTMENTAL ASSESSMENT PLAN
STUDENTS' LEGAL ADVISOR
Part III- CLIENT EVALUATION SURVEY

Goal: To ascertain the level of satisfaction with existing services offered by the Students' Legal Advisor's Office.

Responsibility: Students' legal advisor and the staff secretary.

Methods: This office will create and administer a survey evaluating the office's operations and attitudes as perceived by the students that use the service. The instrument will be distributed to all students seeking our assistance during the fall of 1995. The survey inquiries will be added onto and distributed with the Needs Assessment survey and the Impact Assessment survey to prevent overwhelming the students with multiple surveys.

Questions asked in the office survey will focus on how they were treated by the staff and attorney, if the service provided met their expectations, and any improvements they would suggest in the intake process.

Target Audience: As noted, users of the service during the fall of 1995, attendees of programs conducted during FY 1995 and 100 random sample students gathered from the Registrar's office database.

Time Frame: Information will be collected every three years beginning in the spring of 1996, based upon the clients seen during the Fall of 1995.

Start date: January 1 Completion date: May 31
Cycle: Every three years

Costs: Duplicating, postage, envelopes and telephone expenses.

FY 1995: 200*	FY 1998: 200*
FY 1996: 0	FY 1999: 0
FY 1997: 0	FY 2000: 0

(The expenses noted herein are the same as those stated in the Needs Assessment, and Impact Assessment surveys).

Results and Recommendations:

Student Affairs Goal #II **Student Affairs Objective #3**

DEPARTMENTAL ASSESSMENT PLAN
STUDENTS' LEGAL ADVISOR'S OFFICE
Part IV - EXTERNAL COMPARISON

Goal: To assess and compare SWT student legal services and programs with those of peer institutions in order to determine if there are any new initiatives or expansion of existing programs that could be realistically implemented.

Responsibility: The student legal advisor and the staff secretary.

Methods: The office will determine, through its connections with the National Student Legal Services' president and regional director, what universities have a similar operational system that is followed by SWT in programming and/or services. In order to fully define a "peer" institution, similar student populations, budgets, staff size and limitations on service will be reviewed. Once accomplished, these institutions, if any, will be requested to provide us with their procedures on various operational aspects and their programming initiatives via a standardized survey, so that our office can better attain the stated goal of this assessment.

Target Audience: Student legal service offices at peer universities.

Time Frame: Information will be gathered every three years beginning in the Fall of 1995.

Start date: September 1 Completion date: December 31
Cycle: Every three years

Costs: Duplicating, postage, envelopes and telephone expenses.

FY 1995:	150	FY 1998:	150
FY 1996:	0	FY 1999:	0
FY 1997:	0	FY 2000:	0

Results and recommendations:

_____

_____

_____

_____

Student Affairs Goal # II, # III **Student Affairs Objective** # 3, # 1

DEPARTMENTAL ASSESSMENT PLAN
STUDENTS' LEGAL ADVISOR OFFICE
Part V- IMPACT ASSESSMENT

Goal: To determine the impact of the services and programs provided by Students' Legal Advisor's office on student development.

Responsibility: The students' legal advisor and the staff secretary.

Methods: As a part of the same survey noted in "Needs Assessment" and "Client Satisfaction", students who use the service will be asked to state several conclusions such as: a) whether the service assisted in resolving their legal concerns, and by what means (letters, discussion, with adversary, mediation, litigation, etc.), b) whether they are now better able to resolve similar legal issues in the future, c) whether the funds saved by visiting an on-campus legal service assisted in retaining the student, etc. Those individuals who attended our programs will be asked at the end of the performance whether their knowledge of the subject was enhanced by the session and if it would alter their personal actions on that matter.

Finally, the 100 person control group would be asked if they could have (should have) utilized the service but did not (and why not, if they did not), how they view the quality of their knowledge of various legal issues and if a visit to the Students' Legal Advisor's office or programs would be beneficial. See "Needs Assessment" for further discussion of methods.

Target Audience: As noted, users of the service during the fall of 1995, attendees of programs conducted during FY 1995 and 100 random sample students gathered from the Registrar's office database.

Time Frame: Information will be gathered every three years beginning the Fall of 1995.

Start date: September 1 Completion date: May 31
Cycle: Every three years.

Costs: Postage, duplicating, and envelopes

FY 1995:	200*	FY 1998:	200*
FY 1996:	0	FY 1999:	0
FY 1997:	0	FY 2000:	0

(This is the same expense as noted in the Needs Assessment and Client Evaluation surveys).

Results and Recommendation:

Student Affairs Goal # II Student Affairs Objective # 3