I. INTRODUCTION

Fall 1998 and Spring 1999 were the semesters selected for Multicultural Student Affairs (MSA) to conduct its first Comprehensive Program Review (CPR). The CPR involves a self-study review of its program and services to be evaluated by an independent Site Review Team. This document will assist the Site Review Team and MSA to assess the department’s programs and services, and determine the extent that the current strategic plan is aligned with the goals and objectives of the division and the university.

The review and self-study spans fifteen years of program development. A comprehensive overview of the MSA mission, programs and services, resources, assessments, staff development and service to university and community are presented to evaluate the office function and possibly steer its future direction.
II. BRIEF HISTORY OF THE MULTICULTURAL STUDENT AFFAIRS OFFICE

One of Southwest Texas State University's (SWT) responses to the state-mandated Texas Educational Opportunity Plan (TEOP) was to create an Assistant Dean of Academic and Support Services position in 1983. Part of the plan called for the Assistant Dean to assist the university with its commitment to educational opportunities for traditionally underrepresented (i.e., African American and Hispanic) groups in higher education.

In August 1983, an Assistant Dean for Academic and Support Services was hired to address SWT's minority recruitment and retention goals. The goals were as follows:

- To recruit achievement-oriented minority group students and decrease the disparity between the proportion of white and minority high school graduates entering undergraduate study;
- To initiate a student development program for minority group students from recruitment through graduation;
- To initiate and develop a viable retention program for minority students.

In 1985, increasing interest in minority programming prompted the assignment of additional responsibilities to include the following:

- To write proposals and assist others in writing proposals to obtain grant and/or gift support for the university's interests in minority students;
- To administer and direct grant funded programs associated with providing educational opportunities for minority students and prospective students;
To implement an Office for Minority Affairs to coordinate all university programs dealing with minority students, prospective minority students and selected minority groups.

The name of the office was changed in 1991 from Minority Affairs to Multicultural Student Affairs (MSA) to reflect the institution's interest to include all ethnic group interests. The following table presents a five-year (1994-1999) average summary of the total number of students served by program type.

**Figure 1**

**Multicultural Student Affairs and Related Program Student Contacts**

*5-Year Average, 1994-1999*

Source: Multicultural Student Affairs and Related Program Annual Reports, 1994-99.
In 1997, in the aftermath of the Fifth Circuit Court’s decision regarding Hopwood v. UT Law School, MSA’s mission was modified to respond to the needs of first generation, economically needy students inclusive of the traditional underrepresented ethnic minority groups in higher education. The “Hopwood” case decision along with a Letter of Opinion from the Texas Attorney General restricted all state supported public institutions of higher education from targeted recruitment, retention and financial assistance to students based on race/ethnicity. The following departmental history chart depicts the development of SWT’s interest in minority student recruitment, retention and leadership development.
<table>
<thead>
<tr>
<th>Year</th>
<th>Vice President</th>
<th>Reporting Line</th>
<th>Director</th>
<th>Budget</th>
<th>Program Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983-84</td>
<td>Alan Watson &lt;br&gt; VP, Univ. Advancement</td>
<td>Joseph P. Bevilacqua &lt;br&gt; Dean of Academic &amp; Support Services</td>
<td>Sonny Barrera &lt;br&gt; Asst. Dean (August 1983) &lt;br&gt; Sylvia Ferrer-Ledesma &lt;br&gt; Secretary (.5 FTE)</td>
<td>$71,496</td>
<td>Shared E&amp;G Funds allocated for the Assistant Dean of Academic Support Services position.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sharon Munson &lt;br&gt; Director (May 1984)</td>
<td>$308,750</td>
<td>Youth Opportunities Unlimited Grant Program (YOU) added to the Academic and Support Services area. (Year 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$308,750</td>
<td>Grant Funds Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$380,246</td>
<td>Grand Total</td>
</tr>
<tr>
<td>1984-85</td>
<td>Leatha Miloy &lt;br&gt; VP Student &amp; Instit. Relations</td>
<td>Sonny Barrera &lt;br&gt; Director (Aug. 1984)</td>
<td>Sylvia Ferrer-Ledesma &lt;br&gt; Senior Secretary</td>
<td>$121,176</td>
<td>Office of Minority Student Affairs (MSA) established with E&amp;G funds.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sharon Munson &lt;br&gt; Director</td>
<td>$279,500</td>
<td>YOU (Year 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$279,500</td>
<td>Grant Funds Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$400,676</td>
<td>Grand Total</td>
</tr>
<tr>
<td>1985-86</td>
<td></td>
<td></td>
<td></td>
<td>$55,601</td>
<td>E&amp;G Funds</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$305,500</td>
<td>YOU (Year 3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$122,000</td>
<td>Educational Opportunity Ctr (EOC) added to MSA (Year 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$427,500</td>
<td>Total Grant Funds</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$483,101</td>
<td>Grand Total</td>
</tr>
<tr>
<td>Year</td>
<td>E&amp;G Funds</td>
<td>YOU (Year)</td>
<td>EOC (Year)</td>
<td>Grant Funds Total</td>
<td>Grand Total</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>------------</td>
<td>------------</td>
<td>-------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>1986-87</td>
<td>$54,885</td>
<td>$432,250</td>
<td>$128,500</td>
<td>$560,750</td>
<td>$615,635</td>
</tr>
<tr>
<td></td>
<td>Orphalinda Bazan Director</td>
<td>Fred Guerra Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1987-88</td>
<td>$56,633</td>
<td>$380,819</td>
<td>$135,019</td>
<td>$528,269</td>
<td>$584,902</td>
</tr>
<tr>
<td></td>
<td>E&amp;G Funds</td>
<td>YOU (Year)</td>
<td>EOC (Year)</td>
<td>Grant Funds Total</td>
<td>Grand Total</td>
</tr>
<tr>
<td>1988-89</td>
<td>$62,238</td>
<td>$361,984</td>
<td>Added temporary Assistant to the Director Position</td>
<td>$361,984</td>
<td>$424,222</td>
</tr>
<tr>
<td></td>
<td>Margaret Hernandez</td>
<td></td>
<td></td>
<td>Grant Funds Total</td>
<td></td>
</tr>
<tr>
<td>1989-90</td>
<td>$74,272</td>
<td>Added .5 FTE Assistant Director MSA E&amp;G Funds</td>
<td></td>
<td></td>
<td>$815,942</td>
</tr>
<tr>
<td></td>
<td>Joseph P. Bevilacqua Interim VP Student &amp; Instit. Relations</td>
<td>Earl Moseley</td>
<td></td>
<td>Grant Funds Total</td>
<td>Grand Total</td>
</tr>
<tr>
<td></td>
<td>$1,425</td>
<td>Student Service Fee (SSF) Account for Food &amp; Refreshment added (Year 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$420,985</td>
<td>YOU (Year)</td>
<td>$140,000</td>
<td>Upward Bound (UB) added to MSA Family (Year 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$100,000</td>
<td>Added Title IX Summer Research &amp; Graduate School Prep. Grant (SRGSP) (Year 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$79,260</td>
<td>Transferred College of General Studies’ Student Support Services (SSS) Grant to MSA Family (Year 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$740,245</td>
<td>Grant Funds Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Name</td>
<td>Position</td>
<td>FTE Change</td>
<td>Fund Details</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------</td>
<td>-----------------------------------------------</td>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1990-91</td>
<td>James Studer</td>
<td>VP for Student Affairs</td>
<td></td>
<td>Increased Asst. Director to .75 FTE E&amp;G Funds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sonny Barrera</td>
<td>Assistant Vice President for Student Affairs/</td>
<td></td>
<td>$1,425 SSF Fund (Year 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Director of MSA (Aug. 1991)</td>
<td></td>
<td>$341,550 YOU (Year 8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$149,800 UB (Year 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tony Garcia</td>
<td></td>
<td></td>
<td>$90,000 SRGSPP (Year 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Garcia, Director</td>
<td></td>
<td></td>
<td>$90,458 SSS (Year 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$671,808 Grant Funds Total</td>
<td></td>
<td></td>
<td>$757,539 Grand Total</td>
<td></td>
</tr>
<tr>
<td>1991-92</td>
<td>Maria Gonzales</td>
<td>Director (Aug. 1991)</td>
<td></td>
<td>$89,163 E&amp;G Funds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tony Garcia</td>
<td></td>
<td></td>
<td>$33,568 USDA Summer Food Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$21,500 SSF Funds Increased for Leadership Development (Year 3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Esiquio Uballe</td>
<td></td>
<td></td>
<td>$331,740 YOU (Year 9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Director</td>
<td></td>
<td></td>
<td>$190,209 UB (Year 3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$100,000 SRGSPP (Year 3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$212,500 CAMP added to MSA Family (Year 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$1,322,699 Grant Funds Total</td>
<td></td>
<td></td>
<td>$1,466,930 Grand Total</td>
<td></td>
</tr>
<tr>
<td>1992-93</td>
<td>Tony Garcia</td>
<td></td>
<td></td>
<td>$99,411 Increased Assistant Director to 1.00 FTE E&amp;G Funds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$21,500 SSF Funds Establish Minority Advisory Council (Year 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$342,216 YOU (Year 10)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$235,290 UB (Year 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$100,000 SRGSPP (Year 4)</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Name</td>
<td>Position</td>
<td>Funds (Year)</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
<td>-----------------------------------</td>
<td>--------------</td>
<td>------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1993-94</td>
<td>Gonzalo Garza</td>
<td>Director</td>
<td>$175,164</td>
<td>EOC (Year 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$263,147</td>
<td>CAMP (Year 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$230,559</td>
<td>ETS (Year 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$130,887</td>
<td>SSS (Year 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$180,000</td>
<td>Added Brownsville Educational Summer Outreach (BESO)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$39,315</td>
<td>USDA Summer Food Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$1,696,578</td>
<td>Grant Funds Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$1,817,489</td>
<td>Grand Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kyev Tatum</td>
<td>Special Education Development</td>
<td>$106,281</td>
<td>Added .5FTE Student Development Specialist II position (temporary)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specialist II position (temporary)</td>
<td>$29,250</td>
<td>E&amp;G Funds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$29,250</td>
<td>SSF Funds (Year 5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant Director, MSA transferred</td>
<td>$369,600</td>
<td>YOU (Year 11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$235,290</td>
<td>UB (Year 5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$230,559</td>
<td>ETS (Year 3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$175,164</td>
<td>EOC (Year 3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$30,440</td>
<td>USDA Summer Food Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$170,000</td>
<td>SSS (Year 5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$1,211,053</td>
<td>Grant Funds Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$1,346,584</td>
<td>Grand Total</td>
<td></td>
</tr>
<tr>
<td>1994-95</td>
<td>Alonzo Jones</td>
<td>Filled Asst. Director Vacancy</td>
<td>$119,754</td>
<td>E&amp;G Funds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Added 1 FTE Clerical Assistant Position</td>
<td>$29,250</td>
<td>SSF Funds (Year 6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Louisa Garza</td>
<td></td>
<td>$188,650</td>
<td>YOU (Year 12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$241,643</td>
<td>UB (Year 6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anna Signorelli</td>
<td></td>
<td>$237,476</td>
<td>ETS (Year 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Director</td>
<td></td>
<td>$180,000</td>
<td>RTS (Year 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tony Garcia</td>
<td></td>
<td>$170,000</td>
<td>SSS (Year 6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Director</td>
<td></td>
<td>$20,997</td>
<td>USDA Summer Food Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$1,038,766</td>
<td>Grant Funds Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$1,187,770</td>
<td>Grand Total</td>
<td></td>
</tr>
<tr>
<td>1995-96</td>
<td>E&amp;G Funds</td>
<td>$122,994</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Danette Myers</td>
<td></td>
<td>$39,415</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SSF Funds (Year 7) *included $2,000 one-time funding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>YOU (Year 13)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>UB (Year 7)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ETS (Year 5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>RTS (Year 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SSS (Year 7)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>USDA Summer Food Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$1,093,608</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td>$1,256,017</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1996-97</th>
<th>E&amp;G Funds Added Graduate Assistant Position</th>
<th>$143,201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruben Guerrero</td>
<td>Patricia (Pat) Prado Senior Adm. Asst.</td>
<td>$37,030</td>
</tr>
<tr>
<td></td>
<td>SSF Funds (Year 8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>YOU (Year 14)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UB (Year 8)</td>
<td></td>
</tr>
<tr>
<td>Alonzo Jones</td>
<td>Director</td>
<td>$237,476</td>
</tr>
<tr>
<td></td>
<td>ETS (Year 6)</td>
<td></td>
</tr>
<tr>
<td>Maria Quinonez</td>
<td>Director</td>
<td>$185,400</td>
</tr>
<tr>
<td></td>
<td>RTS (Year 3)</td>
<td></td>
</tr>
<tr>
<td>Esiquio Uballe</td>
<td>Director</td>
<td>$175,100</td>
</tr>
<tr>
<td></td>
<td>SSS (Year 8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>USDA Summer Food Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$16,724</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$1,071,178</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td>$1,251,409</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1997-98</th>
<th>E&amp;G Funds</th>
<th>$147,321</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonita Vinson Asst. Director, MSA (July’97)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Replaced Asst. Director Position vacated by Alonzo Jones</td>
</tr>
<tr>
<td>Stella Silva</td>
<td>Asst.</td>
<td>$68,030</td>
</tr>
<tr>
<td></td>
<td>SSF Funds Added new Asst. Director Position (Year 9)</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Year</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Bea Diaz</td>
<td>Director, MSA (July’97)</td>
<td></td>
</tr>
<tr>
<td>Cheryl McWilliams</td>
<td>Director, RTS/UB</td>
<td></td>
</tr>
<tr>
<td>Juan Vasquez</td>
<td>Director</td>
<td></td>
</tr>
<tr>
<td>Maria Quinonez</td>
<td>Director</td>
<td></td>
</tr>
<tr>
<td>Gailda Pitre</td>
<td>Director</td>
<td></td>
</tr>
</tbody>
</table>

- **YOU (Year 15)**: $341,751
- **UB (Year 9)**: $274,537
- **RTS (Year 4)**: $192,816
- **ETS (Year 6)**: $246,975
- **SSS (Year 9)**: $182,104
- **USDA Summer Food Program**: $31,906
- **Summer Enrichment Programs (SEP)**: $19,402
- **SEP-Middle Rio Grande Workforce Board**: $52,200
- **Cameron Works, Inc.**: $45,337
- **South Texas Workforce Development Board**: $7,094

**Grand Total**: $1,590,516

---

<table>
<thead>
<tr>
<th>Year</th>
<th>Grant Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-99</td>
<td>$151,569 E&amp;G Funds</td>
</tr>
<tr>
<td></td>
<td>$68,654 SSF Funds (Year 10)</td>
</tr>
<tr>
<td></td>
<td>$14,700 Multicultural Programming Cmte.</td>
</tr>
<tr>
<td></td>
<td>$261,692 Replaced YOU with Pre-College SEP (Year 1)</td>
</tr>
<tr>
<td></td>
<td>$280,028 UB (Year 10)</td>
</tr>
<tr>
<td></td>
<td>$272,854 ETS (Year 7)</td>
</tr>
<tr>
<td></td>
<td>$216,529 RTS (Year 5)</td>
</tr>
<tr>
<td></td>
<td>$189,388 SSS (Year 10)</td>
</tr>
<tr>
<td></td>
<td>$27,861 USDA Summer Food Program</td>
</tr>
<tr>
<td></td>
<td>$238,569 SEP (Year 2)</td>
</tr>
</tbody>
</table>

**Grand Total**: $1,721,844
III. FINDINGS AND RECOMMENDATIONS
DURING PREVIOUS REVIEWS

This is the first comprehensive program review of the Office of Multicultural Student Affairs.
The office is not accredited by any state or national organizations and is not usually listed among
the typical services provided within Student Affairs. During the last accreditation by the
Southern Association of College and Schools (SACS) little reference to Minority/Multicultural
Student Affairs is found.

In the summer and fall 1999 semesters, MSA was selected for a Category II internal audit (See
Appendix A). The overall assessment was very positive and only a few opportunities for
potential improvements were noted during the audit:

- “There may be a misconception regarding the focus of the MSA program resulting in
  some student populations feeling they are underserved by comparison.”

- “Understaffing may result in obtaining fewer grants and sometimes providing less than
  the desired level of service due to the demands on individual staff members.”
IV. DESCRIPTION OF MULTICULTURAL STUDENT AFFAIRS OFFICE

Multicultural Student Affairs (MSA) has evolved from a small office dedicated to serving the needs of traditionally underrepresented groups in higher education to a special place where everyone is included, specifically first-generation college students including those from different ethnic and cultural backgrounds. MSA staff respond to the special needs of students who typically tend to be overlooked in most predominantly white university environments. Students are encouraged to develop a sense of community, learn about different aspects of campus life, and are provided assistance in fulfilling their educational goals. Students are provided counseling on a range of concerns including academic, social, financial, career and personal.

The office was created in 1985 to address the recruitment and retention of minorities. In addition to providing students with competitive minority scholarships, the office provided a special place for students and parents to ask questions and get honest answers, to learn about the many different aspects of campus life and obtain any help a minority student might need.

MSA staff offer consultation on a number of student development topics and work closely with external constituents and other SWT offices and programs including the Admission Office, Office of Student Financial Aid, Counseling Center, Career Services, Residence Life, Athletics, Recreational Sports, LBJ Student Center, Student Learning Assistance Center and the Dean of Students Office. An important service MSA staff provides is assisting non-Greek student organizations whose mission supports diversity and multicultural programs with their on-campus programming needs. Each year 15-16 student organizations renew their membership in the Underrepresented Student Advisory Council (USAC) to program and support numerous ethnic
and culturally enriching celebrations and activities throughout the academic year. USAC is comprised of: Association of Mexican American Students (AMAS), Asian Students Association (ASA), Bilingual Education Student Organization (BESO), Black Student Alliance (BSA), Eboni Players, Grupo Folklorico de SWT, Hispanic Business Student Association (HBSA), Image de SWT, International Student Association (ISA), Kammaasi, League of United Latin American Citizens (LULAC #4512 de SWT), Mexican American Engineers and Scientists (MAES), Movimento Estudiantil Chicano de Aztlan (MECHA), National Association of the Advancement of Colored People (NAACP), Native American Association, and Sister Circle. USAC was recently granted “charter” status and joins Non-Traditional Student Organization (NTSO) and others among chartered student organizations on campus.

MSA is also the host office for a number of Title IV Higher Education Act (HEA) and Job Training Partnership Act (JTPA) grant programs designed to provide access and retention services to underrepresented groups in higher education. The first JTPA program, Youth Opportunities Unlimited (YOU), to join the current pool of externally funded programs began in 1984. YOU is an academic and vocational summer residential program for economically disadvantaged 14- and 15-year olds.

Soon after YOU, five HEA Title IV programs joined MSA ranks, including an Educational Opportunity Center (EOC), Upward Bound (UB), Student Support Services (SSS), College Assistance Migrant Program (CAMP) and Talent Search (TS), and four consecutive Grants to Institutions to Encourage Women and Minorities to Pursue Graduate School Opportunities under Title IX of HEA. HEA, Title IV programs are typically referred to as TRIO programs. TRIO
programs provide services to U.S. citizens 12-27 and veterans who are from families of four with incomes under $24,000 (where neither parent graduated from college) to access secondary and post-secondary educational opportunities and options. EOC serves displaced or underemployed workers to choose a college and a suitable financial aid program. UB assists high school age students to prepare for higher education. Participants receive instruction in literature, composition, mathematics and science on college campuses after school, on Saturdays, and in the summer. SSS provides services to eligible participants enrolled in college to help them stay in college through graduation. Participants, who include students with disabilities, receive tutoring, counseling, and remedial instruction. CAMP provides students from migrant and/or seasonal farm work backgrounds with support services including financial aid to engage in a successful freshmen year experience on a college campus. TS programs serve young people in grades six through twelve. In addition to counseling, participants receive information about college admissions requirements, scholarships and various student financial aid programs. The most recent additions to our outreach efforts are the JTPA-funded Summer Enrichment Project (SEP) and Pre-College Summer Enrichment Program (PCSEP). SEP targets economically needy, first-generation high school graduates and provides them with access to summer term academic classes and work experience on campus. PCSEP targets 14- and 15-year olds who rank in the top half of their class and provides them with a seven-week summer enrichment experience on campus.

MSA has unsuccessfully competed for several Title IV HEA programs including the Ronald E. McNair Project, Math and Science Upward Bound Regional Centers, CAMP, and several Title
III Grants under the Strengthening Institutions Program to address the special needs of ethnic minorities.

MSA is a component of the Student Affairs Division and the Assistant Vice President for Student Affairs/Director of Multicultural Student Affairs reports to the Vice President for Student Affairs (See Figure 2, MSA Organization Chart). Other Student Affairs departments reporting to the Assistant Vice President for Student Affairs are the Student Health Center (SHC), the Office of Disability Services (ODS) and the Texas Rehabilitation Center (TRC) SWT host office.
In 1983, Dr. Adolfo R. (Sonny) Barrera was hired as Assistant Dean of Academic and Support Services. The position reported to Dr. Joseph P. Bevilacqua, Dean of Academic and Support Services. The Assistant Dean was housed in the Dean of Academic and Support Services office and shared a full-time secretary. The position description during the first year called for a split assignment with the Office of Admissions and the Counseling Center. During fall 1993 recruitment semester, the Assistant Dean became an adjunct recruiter with the Office of Admission and traveled extensively throughout Texas.

During the spring 1984 semester, the Assistant Dean was assigned part time to Counseling and Career Services. In 1985, as a result of an administrative re-organization, the Dean of Academic and Support Services was promoted to Assistant Vice President for Student Affairs and the position moved to the Vice President’s office. The Assistant Dean of Academic and Support Services position was re-titled to Director of Minority Student Affairs and the position acquired the E & G account of the former Dean of Academic and Support Services. Along with the title and account manager change, Minority Student Affairs (MSA) also inherited the full-time secretary position formerly assigned to the Dean of Academic and Support Services, Mrs. Sylvia Ferrer-Ledesma. Mrs. Ledesma served in this capacity through the summer of 1996 as Senior Administrative Assistant. Mrs. Patricia Prado assumed the Senior Administrative Assistant position in the spring of 1997.

In 1988, MSA's Educational Opportunity Center grant program was not recommended for a new cycle of funding and as a result Minority Student Affairs acquired a temporary Assistant to the
Director position filled by Mrs. Margaret Hernandez. Mrs. Hernandez was transferred to the Office of Admissions in the fall of 1989.

By 1989, MSA added an Assistant Director position in response to a growing number of enrolled minority students. Mr. Earl Moseley was transferred from Residence Life and filled the position through the 1993 spring semester. Mr. Alonzo Jones replaced Mr. Moseley in November 1993 and served in this capacity through the summer of 1997.

By 1997 the office name had changed from Minority to Multicultural Student Affairs and an additional Assistant Director position was added in response to a growing number of enrolled minority and first-generation, economically needy students. Mrs. Bonita Vinson and Ms. Stella Silva joined the Multicultural Student Affairs staff as Assistant Directors in the summer of 1997. Currently MSA is staffed with five full-time employees and operates with a combined E&G and Student Service Fee fund allocation totaling $220,223.
A. Mission, Goals and Responsibilities

1. Vision Statement
Multicultural Student Affairs (MSA) will be the premier office in the region and serve as the leading model for other institutions with comparable commitment to student diversity and multicultural awareness.

2. Mission Statement
Multicultural Student Affairs (MSA) offers services to current and prospective students and their parents to ensure the fulfillment of their educational goals. MSA staff provide culturally sensitive consultation on academic, personal, social, financial, career, programming and student development issues.

3. Goals
MSA is a special place where all students are included. It is a place where students can easily become involved; a place to develop a sense of community, learn to cope with the challenges of student life, experience different aspects of campus life, receive special assistance and fulfill educational goals. Other goals include:

- assist the university in recruiting admissible students from traditionally underrepresented groups, such as first-generation college students, economically needy students and minority students,
- assist cultural student organizations through sponsorship of the chartered Underrepresented Student Advisory Council (USAC) to develop their leadership skills,
promote better understanding of multicultural issues and events through campus programs,

provide pre-college outreach programs to first-generation and economically disadvantaged students via Title IV, TRIO programs of the Higher Education Act (HEA) and Job Training and Partnership Act (JTPA) Summer Youth Programs, and

administer a scholarship program for full-time, first-time freshman and freshman transfer students who rank in the top quarter of their graduating class and who are either current or prior Upward Bound, Talent Search, Educational Opportunity Center, CAMP, SEP, YOU and/or school lunch program participants.

4. Strategic Plan

To achieve its mission, MSA engages in systematic strategic planning that complements the Division of Student Affairs' strategic plan. The first MSA Strategic Plan was prepared in 1989 and covered the period from Fiscal Year 1990 to Fiscal Year 1993. A second plan was prepared to cover Fiscal Year 1994 through Fiscal Year 2000. The '94-'00 plan included goals, objectives and strategies along with estimated funding needed to accomplish each strategy. In 1997, MSA developed a new strategic plan for Fiscal Year 1999 through Fiscal Year 2004. The new plan includes a Vision and Mission Statement, Strategic Plan Core Processes and Intended Outcomes supported by assessment methods and measurable outcome strategies (See Appendix B, MSA 1999-04 Strategic Plan).
B. Programs and Services

1. Student Services

General Description
One of MSA's goals is to implement, deliver and improve services that meet the needs of first generation and economically needy students. Assessments are conducted to determine needed services. Academic and personal counseling are provided along with referrals to crucial departments on campus. These departments include the offices of Financial Aid, Residence Life, academic departments, Admission, Counseling Center and Career Services. To accomplish this goal, MSA:

- strives to provide services to students which will allow them to successfully maintain good academic standing at SWT,
- processes initial intake information that allows for appropriate referrals,
- extends personal counseling sessions with follow-up arrangements,
- provides academic advising on a year round basis,
- encourages students to regularly visit MSA, in order to establish accountability and build relationships that promote student unity, and
- collaborates with Student Affairs and academic offices to assure appropriate student assistance.

Target Audience
The primary target audience includes all students seeking assistance but more specifically, first-generation, economically needy and non-traditional students who typically are not familiar with the college experience. Special interest groups include students and parents of color who are
African American, Hispanic, Native American and Asian as well as past or present TRIO program participants. MSA services target students as well as faculty and staff who seek a support system that affirms their cultural background. Table 2 reflects the cumulative student, faculty and staff contacts for FY98.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 1997</th>
<th>Fall 1997</th>
<th>Spring 1998</th>
<th>Spring 1998</th>
<th>Totals</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>African Amer.</td>
<td>2028</td>
<td>39</td>
<td>1842</td>
<td>38</td>
<td>3870</td>
<td>38</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2146</td>
<td>41</td>
<td>2261</td>
<td>46</td>
<td>4407</td>
<td>44</td>
</tr>
<tr>
<td>Other</td>
<td>1015</td>
<td>20</td>
<td>775</td>
<td>16</td>
<td>1790</td>
<td>18</td>
</tr>
<tr>
<td>Totals</td>
<td>5189</td>
<td>100</td>
<td>4878</td>
<td>100</td>
<td>10067</td>
<td>100</td>
</tr>
</tbody>
</table>


Delivery and Marketing

MSA accomplishes its goals and objectives by providing a presence on campus that affirms the institution's value for diversity. The presence of the office provides a central location for underrepresented student groups to congregate, communicate and collaborate on efforts that enhance the growth of their communities at SWT. The services provided in the MSA office are displayed on the MSA web site and advertised through a brochure which is distributed during orientation, college info sessions, high school visits and upon inquiry. The provisions of these services are also disseminated by word-of-mouth, walk-in visits and by appointment.

Collaborative Efforts

MSA services are delivered by the Director, two Assistant Directors, two Administrative Assistants, and work-study student workers. Presently, access to services is facilitated by the two Assistant Directors who conduct intake interviews and service students in need. The
Director is called upon to assist in times of critical need and to provide services to students who specifically request to consult with the Director.

Professional staff deliver services with the utmost care and concern for the success of the student. The Director possesses an Ed. D in educational psychology and has twenty-three years of counseling and advising experience. Assistant Director Bonita Vinson holds a Masters in counseling and has four and a half years of counseling and advising experience and Assistant Director Stella Silva holds a Masters degree in adult and higher education and has four years of counseling and advising experience.

The collaborative nature of the MSA office operation is reflected by the reciprocated efforts from traditional student service providers and academic departments on campus. MSA professional staff members maintain and establish contacts particularly in critical offices (e.g., Admissions, Financial Aid, Residence Life) on campus in order to provide students with quality counseling, advising and referral services as promptly and appropriately as possible. Staff receive and take student appointments, walk-ins and referrals from Student Affairs service providers, TRIO program participants, High School and Community College counselors. Typical MSA responses address concerns regarding admission requirements and options for admission, explanation of financial aid programs including scholarships for underrepresented groups and/or concerns with residence living requirements and options. During the course of a typical academic semester, MSA staff engage in promoting multicultural awareness and diversity initiatives in collaboration with student organizations on campus.
**Primary Obstacles**

MSA staff are the university's central driving force for the promotion of out-of-classroom diversity initiatives and programs on campus. This mission, although crucial for the under-represented populations on campus and students of color, is taxing on the MSA staff. Services provided are often connected to student programming which is conducted during the evening hours. These late hours, though very worthwhile, limit the time that staff spend with their own family members. The addition of a Graduate Research Assistant position for FY’00 should alleviate the demand on the Assistant Directors’ time during the evening hours.

**Evaluation**

Beginning with the fall 1998 semester, an MSA assessment and evaluation form was distributed to all students who visited the office for any reason during the fall and spring semesters. Students are mailed the assessment form that measures the effectiveness and quality of the services provided. With the exception of a few graduate students, the majority of student users have expressed average to above average satisfaction with MSA services. (See Appendix C, MSA Service Quality Survey).

**Findings and Recommendations for Student Services**

The findings of the first evaluation survey revealed that MSA users were generally content and satisfied with services rendered. A sound majority of respondents strongly agreed or agreed to questions 1-10 (See Appendix C). Questions 1-3 that asked whether the office staff was helpful, courteous and respectful and whether MSA services addressed their need received the highest ratings. Question 5 that asked whether the referral service from another service provider was
appropriate received the lowest rating. Comments from the evaluations generally commended the efforts of the professional staff. Only one graduate student found the services not beneficial to her needs. One respondent noted that the welcoming support staff was not as friendly and receiving as expected.

Of the services sought, 65% needed assistance or information regarding scholarships; 61% needed assistance with financial aid matters; 48% requested general information; 35% requested information regarding student organizations; 13% needed assistance with a financial aid appeal; 9% sought GPA computation and 4% needed enrollment assistance.

According to the survey results, MSA services appear to be on target. A suggestion for the future is to conduct a focus group of graduate students to assist MSA to address the needs of this cohort of students. Customer service training will be required of the front line staff along with added supervision. An expanded pool of survey respondents will be sought to add further clarity to the improvement of services rendered through MSA.

2. **Student Organizations and Leadership Development**

**General Description**

MSA provides leadership development to student organization leaders through sponsorship of the Underrepresented Student Advisory Council (USAC). USAC is a recognized chartered student organization and as such is charged with the responsibility of supporting MSA mission and goals. As a council, USAC supports the educational mission of the Office of Multicultural Student Affairs. USAC’s motto is “the reason for education is knowledge and action.” The
USAC statement declares that we support programming and leadership development for various recognized, non-Greek, SWT student organizations whose membership includes persons from groups that have been, and continue to be, underrepresented in higher education. The mission of USAC member organizations must emphasize the promotion of diversity and equal opportunity initiatives in support of a pluralistic society. The Office of MSA serves as the host office for the council. The Student Coordinator is an employee of MSA and he/she reports to the Assistant Directors. USAC and MSA work closely in promoting diverse programs and culture awareness, as well as providing assistance in the areas of student support services through first generation freshman programs. The Assistant Directors serve as advisors for the USAC, which consists of delegates from 16 recognized student organizations and a student coordinator. USAC member organizations are:

- Association of Mexican American Students (27 members)
- Asian Students Association (50 members)
- Bilingual Education Student Organization (25 members)
- Black Student Alliance (25-30 members)
- Eboni Players (25 members)
- Grupo Folklorico (15-20 members)
- Hispanic Business Student Association (25-30 members)
- Image de SWT (10 members)
- International Student Association (80 members)
- Kammaasi (25 members)
- League of United Latin American Citizens #4512 de SWT (20 members)
- Mexican American Engineers and Scientists (25-30 members)
- Movimento Estudantil Chicano de Aztlan (10 members)
- National Association of the Advancement of Colored People (15-20 members)
- Native American Student Organization (15-20 members)
- Sister Circle (25 members)

**Target Audience**

The target audiences are the USAC delegates, student organization leaders, the greater Southwest Texas student community and more specifically the underrepresented student populations.
**Delivery and Marketing**

USAC is an important and viable avenue for outreach to students who are historically underrepresented in higher education. Through USAC, MSA can announce upcoming programs, activities or university efforts that may impact these students. USAC is frequently utilized as the primary vehicle to establish a sense of community among the various ethnic populations on campus. Furthermore, the leadership development component allows MSA to engage in networking with influential student leaders, who in turn, make referrals to other students who may not be acquainted with our services.

The Assistant Directors and the USAC Student Coordinator meet weekly to coordinate and promote student activities at the university and in the community. Student leadership development, critical thinking skills, teamwork, civic responsibility and cultural awareness are encouraged at all USAC meetings.

Retreats for USAC delegates are held early in the fall and spring semesters. The retreats are used to develop teamwork and a sense of community and to create ownership in the council. Retreat agendas include opportunities to revise the constitution, discuss items of interest and plan efforts to support MSA and USAC activities.

In addition, USAC delegates assist in SWT College Day activities by staffing the MSA/USAC booth during the academic exchange session. USAC members assist MSA in information sessions sponsored by the Office of Admission for prospective SWT students in Austin, San Antonio, Dallas and the surrounding areas.
**Collaborative Efforts**

USAC organizations are encouraged to collaborate with other groups and student organizations to promote and increase student participation in program events. For example, last fall, Sister Circle co-sponsored a program with Sigma Lambda Gamma. USAC has also collaborated with other councils, organizations and departments such as the Associated Student Government (ASG), Career Services, Admission Office, Campus Activities, Student Organizations Office and the Counseling Center to promote SWT’s Annual National Multicultural Job Fair, Diversity Month, Hispanic Heritage and Black History events.

**Primary Obstacles**

The primary obstacle was the 1997-98 reorganization and redistribution of USAC funding, which ensured that SWT complied with the Hopwood decision. This action left student organization leaders with the initial perception that redistribution of funds was a personal attack from MSA against their organizations. USAC funding in the post Hopwood environment was sustained. The major modification redirected funds from student organizations to multicultural and diversity events. New USAC delegates appear to express satisfaction with the distribution of student service fees while student leaders who accessed SSF funds during the pre-Hopwood environment may harbor resentment and possible distrust for the university commitment to underrepresented groups and/or affirmative action programs.

Despite this disruption, USAC experienced growth in council membership that resulted in new organizations and new delegates joining the veteran members. Another obstacle was the
selection process for the USAC coordinator position. The recruitment, application and interviewing processes were revised for the most recent search in the summer of 1999.

**Evaluation**

USAC members and delegates are mailed regular MSA Service Quality Survey Questionnaires at the end of each long-term semester. The 1998-99 evaluation results are overwhelmingly positive with most statements receiving ratings of 4 on a five-point likert scale (See Appendix D).

**Findings and Recommendations for Student Organizations and Leadership Development**

According to USAC member organization sentiment and with the endorsement of the SSF committee recommendations, MSA should continue to be the sponsoring office for USAC. The student coordinator position should also continue to be supervised by MSA's professional staff as are other student coordinator positions from comparable organizations and councils that have obtained chartered status. USAC should also work towards increasing and supporting student organizations that are historically underrepresented. Further recommendations include increasing underrepresented student organization membership to maintain diversity in membership. USAC should also continue to develop delegates’ leadership skills in order to strengthen their leadership role within their organization.
3. Financial Assistance: Scholarships, Loans and Gifts

General Description

MSA works collaboratively with SWT’s Office of Financial Aid in administering its scholarships, loans and gift programs. For example, to protect the integrity of the MSA scholarship program, all scholarship applications are delivered to the Coordinator of Scholarships in the Financial Aid Office. Applicants are encouraged to submit a general scholarship application, which gives the applicant access for consideration to all scholarships available through the institution. The Financial Aid Office in turn, refers scholarship applicants to MSA who have listed on the application consideration for scholarships awarded through MSA (i.e. LBJ Achievement Scholarship primarily).

1. Scholarships

Dr. Tomás Rivera Memorial Scholarship (1985 - present). In 1984, the Office of Minority Affairs requested authorization from President's Cabinet (PC) to create the Dr. Tomás Rivera Memorial Scholarship. Dr. Rivera had recently passed away and, given his status as a distinguished alumnus along with his contributions to higher education, PC approved and awarded our office a $10,000 quasi endowment account. The Dr. Tomás Rivera Memorial Scholarship was created with the stipulation that the interest from the endowment would be awarded to prospective or enrolled lower division (freshmen and sophomores) students from migrant and/or seasonal farm worker backgrounds. The principal was to be used for the purpose of obtaining matching funds from external sources.
In 1987, the Office of Minority Student Affairs contributed a $10,000 match to bring the total endowment to $20,000. Since 1988, additional gift contributions from alumni specifically designated to be awarded to students with need have increased the annual gift and/or scholarship awarded to $500 per year.

With the addition of the “Rivera and MLK” scholarships from Admissions, currently administered through the Office of Financial Aid, the Dr. Tomás Rivera Memorial Scholarship has been awarded to an upper division student as opposed to first-time freshmen and transfer students thus distributing additional scholarships for continuing students.

**State Scholarship for Ethnic Recruitment (1983-1997).** During the 1982-83 biennium, the Texas Legislature established the State Scholarship for Ethnic Recruitment (SSER). This program provided matching funds through the Texas Higher Education Coordinating Board for scholarships awarded to qualified first-time minority students.

In 1983, SWT participated in the SSER program and awarded forty-four scholarships. SWT through its Financial Aid Office continued to participate in the SSER program through 1997.

**Youth Opportunities Unlimited (YOU) Scholarships (1984-Present).** The Youth Opportunities Unlimited scholarship was established in 1984 to provide YOU participant alumni an incentive to complete secondary school and enroll at SWT upon high school graduation. Up to five $1,000 scholarships may be awarded annually to YOU alumni who enroll at SWT each fall semester. Due to the nature of the YOU Program, MSA has enjoyed limited success with
this program. Transition from YOU to PCSEP should yield better participation results in subsequent years.

**LBJ Achievement Scholarships (1987-1997).** With the onset of the university's commitment to the first of three five-year plans to promote equal educational opportunity for African American and Hispanic students, the Office of Minority Affairs submitted a proposal to the President's Cabinet in 1986 to create the Lyndon Baines Johnson (LBJ) Achievement Scholarship for minority students.

At that time, even with the forty or so SSER scholarships in place, minority specific scholarships were practically non-existent. President's Cabinet approved the proposal and funded the Office of Minority Student Affairs with $30,000 annually. Twenty $1,000 scholarships were awarded to first-time minority freshmen and/or transfers and ten comparable scholarships were awarded to upper division students accepted into the School of Education.

**MLK/Rivera Scholarships (1989-1996).** With the expiration of the first Texas Educational Opportunity Plan (TEOP) and a renewed commitment to the second of three TEOP plans, SWT added to the SSER and LBJ, forty Dr. Martin Luther King (MLK) and Dr. Tomas Rivera (Rivera) scholarships annually. Both the MLK and the Rivera scholarships were administered through the Office of Admissions. In monetary terms, these scholarships carried twice the value ($2,000) of the LBJ Achievement Scholarship.
Post Hopwood Scholarship Direction. For Fall 1997, all minority specific scholarship eligibility guidelines were modified to target TRIO program and compensatory program participants in compliance with Hopwood and the Attorney General's Opinion letter. According to the Attorney General's letter, public institutions of higher education were strongly advised to refrain from committing institutional resources with the specific intent to target minority students. This instruction included basing admission and scholarship decisions on race or ethnicity. As a result, SWT's Martin Luther King, Dr. Tomas Rivera, LBJ Achievement and the State Scholarship Program for Ethnic Recruitment scholarships were affected.

MLK/Rivera Scholarships-Undergraduate Transfer Students. Effective Fall 1997, scholarships formerly awarded to primarily entering freshmen were transferred to the Financial Aid Office. Thirty-five awards are now targeted to community college transfers with 60 hours of college credit, who are either current or prior TRIO Program (i.e., any "ACCESS" program under Title IV of the Higher Education Act (HEA) that includes Upward Bound (UB), Educational Opportunity Centers, Talent Search, College Assistance Migrant Program (CAMP), High School Equivalency Program (HEP), Student Support Services (SSS) and McNair) participants and/or students with a past or current migrant farm worker background. In addition, they must have a 3.00 transfer G.P.A., demonstrate financial need, and be a Texas resident. These scholarships are renewable for a second year, if a 3.00 G.P.A. is maintained.

MLK/Rivera Scholarships-Graduate Students. Ten $1,500 scholarships are annually awarded by the Graduate School and the Financial Aid Office to admitted SWT undergraduates who meet the TRIO program criteria and/or have a migrant farm worker background, have a 3.00
G.P.A. in the last 60 hours of undergraduate course work, demonstrate need, are a Texas resident and carry a minimum of six graduate semester hours. This initiative has not met its mandate and as a result the funds have been transferred to the LBJ Achievement Scholarships for new freshmen and transfer students effective fall 1999.

**LBJ Achievement Scholarships-Freshmen Students.** Twenty-three $2,000 scholarships are awarded annually by MSA and the Financial Aid Office. In addition to meeting the TRIO/subsidized school lunch program participation criteria, recipients must live on campus, be in the top quarter of their high school graduating class, be a Texas resident and meet the general admission requirements of SWT. These scholarships are renewable for a second year, if a 3.00 G.P.A. is maintained for a total of forty-six undergraduate scholarships.

**LBJ Achievement Scholarships-Upper-class Students.** Twelve $1,000 scholarships are awarded to junior or senior education, science, or health profession majors who meet the TRIO/subsidized school lunch program participant criteria and who have a 3.00 cumulative G.P.A. and 60 hours of college credit. These scholarships are renewable for a second year if progress is made toward a teaching certificate and/or degree completion. Awards and renewals are extended to no more than four continuous long semesters.

**Summer Enrichment Program (SEP) scholarships.** SEP scholarships were created in line with the YOU scholarship for SEP alumni who continue their undergraduate studies at SWT. Two $500 SEP scholarships were awarded to the top-achieving students based on their summer SWT G.P.A.
Table 3 below shows the effect of the Hopwood ruling on MSA’s minority specific LBJ scholarship. LBJ scholarship proportions awarded to African American and Hispanic students before the “Hopwood” decision averaged 44% and 56% respectively. In the post-Hopwood era, on average, Whites, Hispanic and African American first-generation college bound participants received 17%, 60% and 23% of the scholarships respectively. Although the scholarship value doubled, the number of scholarships available has remained relatively stable in the post Hopwood environment. African Americans awards appear to be “recovering”; Hispanic awards are holding steady and awards to first-generation Whites are continuing to grow. To sustain the pre-Hopwood level of awards to African American and Hispanics, the university may need to consider additional awards/funds.

**Table 3**

**Pre/Post Hopwood Comparison of MSA’s LBJ Achievement Scholarship Program* Awards/Funds**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>1995 #</th>
<th>%</th>
<th>1996 #</th>
<th>%</th>
<th>1997 #</th>
<th>%</th>
<th>1998 #</th>
<th>%</th>
<th>1999 #</th>
<th>%</th>
<th>3 yr Total #</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>6</td>
<td>14%</td>
<td>7</td>
<td>16%</td>
<td>10</td>
<td>22%</td>
<td>23</td>
<td>17%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>24</td>
<td>59%</td>
<td>22</td>
<td>56%</td>
<td>31</td>
<td>74%</td>
<td>27</td>
<td>60%</td>
<td>22</td>
<td>48%</td>
<td>80</td>
<td>60%</td>
</tr>
<tr>
<td>African Amer.</td>
<td>17</td>
<td>41%</td>
<td>17</td>
<td>44%</td>
<td>5</td>
<td>12%</td>
<td>11</td>
<td>24%</td>
<td>14</td>
<td>30%</td>
<td>30</td>
<td>23%</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total Awards</td>
<td>41</td>
<td>100%</td>
<td>39</td>
<td>100%</td>
<td>42</td>
<td>100%</td>
<td>45</td>
<td>100%</td>
<td>46</td>
<td>100%</td>
<td>133</td>
<td>100%</td>
</tr>
<tr>
<td>Total Amount</td>
<td>$40,000</td>
<td></td>
<td>$40,000</td>
<td></td>
<td>$80,000</td>
<td></td>
<td>$80,000</td>
<td></td>
<td>$100,000</td>
<td></td>
<td>$260,000</td>
<td></td>
</tr>
</tbody>
</table>

Source: MSA Annual Reports; including Freshmen, Continuing and Upper Division Awardees.
* Hopwood ruling takes effect.
2. Loans. In the fall of 1991, SWT's MSA office hosted a newly funded College Assistance Migrant Program (CAMP), one of five in the nation and as a result recruited thirty CAMP participants for the 1991-92 academic year. A good majority of these freshmen students arrived on campus with little financial backing other than a promise to receive a CAMP scholarship along with a Financial Aid award devoid of any student loans. To matriculate the students, MSA created a supplemental Emergency Room and Board Loan (ERBL) to complement the existing Emergency Tuition and Fee Loan program administered through the Financial Aid Office. The Prichert account was augmented with $26,000 from MSA's participation in the U.S. Department of Agriculture's Summer Food Service Program for underprivileged students to fund the ERBL.

CAMP students were processed an ERBL in order to clear the registration process. Since then, MSA has provided this loan for economically needy students whose financial aid award is being processed but is not yet in the system to allow students to register for the fall or spring semesters. Loan amounts vary from $1,000 to $2,000 per student. These loans are banked against pending financial aid awards and as such our loan default rate is minimal (see Appendix E, ERBL Agreement Letter).

3. Gifts. Since 1990, University Advancement has annually received gifts from alumni who have specified that their gift be awarded to economically needy students. Rather than creating a special account, University Advancement in collaboration with MSA agreed to deposit gifts of this nature into the Dr. Tomás Rivera Memorial Scholarship account (5-5914). To accommodate this activity, the scholarship name was extended to include gifts to economically
needy students. MSA has the capacity to award small gifts usually in the realm of $500 to students who are referred to our office. These students are verified for unmet need with the Financial Aid Office before advancement of gift aid for special circumstances. Special circumstances usually include aid for books, special laboratory supplies, testing fees, or airfare tickets for family emergencies, etc.

**Target Audience**

Prior to the Fall 1997 semester, scholarships, loans and gifts awarded through MSA were targeted primarily to African American and Hispanic students. YOU and Dr. Tomás Rivera Memorial scholarships were and still are awarded to YOU alumni and to upper division students who have demonstrated migrant/seasonal farm work backgrounds.

For the Fall 1997 semester, the LBJ Achievement Scholarships along with King/Rivera scholarships for transfer students and former SSER, now the Texas New Horizons Scholarship eligibility criteria, were modified to target students with prior or current participation in Title IV (HEA), TRIO programs or demonstrated work experience in migrant/seasonal farm work. In 1998, reference to “migrant/seasonal farm work” was dropped and replaced with “participation in the subsidized secondary school lunch program” in an effort to expand the low-income base for eligible candidates.

**Delivery and Marketing**

All major university scholarships, loans and gifts are marketed and delivered through the General Scholarship Application and deadline process administered through the Financial Aid Office.
Additionally, MSA now uses its networking with the Texas TRIO community to market the new scholarship guidelines.

**Collaborative Efforts**

SWT Offices of Admission and Financial Aid play a big role in collaborative efforts with MSA to market our scholarships. However, MSA also depends on collaborative activity with the Colleges of Education, Science and Health Professions to market our scholarship for currently enrolled upper-division students. Emergency loans, on the other hand, are handled through established policies and practices administered by the Office of Financial Aid. Gifts are coordinated for processing through University Advancement, Financial Aid and Accounting. Collaboration with these offices and programs is typically achieved by phone and/or e-mail communication.

**Primary Obstacles**

SWT's capacity to expand its scholarship outreach efforts through MSA for traditionally under-represented (i.e., African American and Hispanic-Mexican American) students has been eroded by the Hopwood decision and subsequent Letter of Opinion from the Attorney General.

Although the value of total scholarships otherwise targeted to students based on race/ethnicity has increased, the substitution of first-generation TRIO, et. al., requirements in the eligibility guidelines have resulted in a reduced number of scholarships awarded to underrepresented African American and Hispanic student populations on campus.
A secondary obstacle was the perceived notion from some African American student leaders, faculty and staff that our newly revised scholarship eligibility criteria was narrowly tailored to the Hispanic/Mexican American migrant farm workers market. As a result, MSA and Financial Aid modified the eligibility guidelines in 1998 in order to provide future scholarship awards that are reflective and inclusive of the individual group cohorts that compete for these awards. To achieve this goal, reference in the eligibility guidelines regarding migrant/farm work background was replaced with “participation in the subsidized secondary school lunch program.”

**Evaluation**

MSA has an obligation and intent to evaluate its scholarship, loan and gift programs annually as part of its on-going Assessment Plan. At each MSA annual retreat, staff review the scholarship criteria and modify eligibility requirements in efforts to reach more potential applicants from TRIO programs. However, many more scholarships, loans and work-study programs are administered through the Office of Financial Aid. SWT's commitment to expand its outreach/access efforts to traditionally underrepresented student groups in higher education through its financial aid process requires constant vigilant action beyond that of MSA.

**Findings and Recommendations for Financial Assistance**

To enhance the university's commitment to diversity vis-a-vis targeted scholarships to students traditionally underrepresented in higher education (i.e., African American and Hispanic/Mexican American, Native Americans in Texas), the University Administration should move forward in establishing a Development Office external to the university system. Since this office would not receive federal/state funds, scholarships from private gifts could be targeted to minority students.
In the meantime, our new eligibility criteria for the LBJ Achievement and MLK/Rivera scholarships should be monitored to determine the extent of the distribution of scholarships in a fair and equal manner to all target groups.

4. Outreach and Recruitment

General Description

MSA's grant funded outreach programs generally provide service to first generation, economically needy pre-college students. These students' family history usually shows little or no experience with a college or university enrollment process. Outreach activities provide underrepresented and/or minority students with an opportunity to access post-secondary educational programs. These efforts not only expose students to post-secondary educational programs but also ensure the successful enrollment in colleges and universities throughout the state. The following table depicts a five-year history of the number of students served by MSA’s grant programs.
Table 4
Students Served by MSA Outreach Programs

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>SEP</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>36</td>
<td>41</td>
</tr>
<tr>
<td>YOU</td>
<td>49</td>
<td>56</td>
<td>50</td>
<td>86</td>
<td>Discontinued</td>
</tr>
<tr>
<td>PCSEP</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>60</td>
</tr>
<tr>
<td>ETS</td>
<td>1050</td>
<td>1050</td>
<td>1050</td>
<td>1050</td>
<td>1050</td>
</tr>
<tr>
<td>RTS</td>
<td>600</td>
<td>600</td>
<td>600</td>
<td>600</td>
<td>600</td>
</tr>
<tr>
<td>UB</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>60</td>
</tr>
<tr>
<td>SSS</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>

Source: Annual Reports, 1995-1999

Other Outreach programs include:

**Gary Job Corps/Southwest Texas State University Program (Gary/SWT Program).**

This program is a collaborative effort between Gary Job Corps and SWT. The program provides approximately fifteen individuals who are enrolled at Gary an opportunity to acquire up to two years of a college education at SWT. The program also provides life skills training which allows for residential transition from Job Corps into the San Marcos community to complete the subsequent two years of post-secondary education. The intent of this program is to allow individuals an opportunity to attend a four-year institution through financial resources that pay for tuition, fees, room and board and any additional costs.

**Admission Information Sessions.** MSA consistently accompanies the Admission office to information sessions in San Antonio, Austin, Dallas, Houston and South Texas. These
sessions provide admission, financial aid and general enrollment information to prospective students and their parents.

**Bridge to Success Program.** MSA and the Career Services Center collaborate in hosting this event. This program allows high school TRIO program participants from Upward Bound, Talent Search and Educational Opportunity Centers an opportunity to participate in College Day activities. Events include a guest speaker as well as interactive workshops and activities on campus.

**Counselor Breakfasts.** The Office of Admission hosts a breakfast for high school counselors from San Antonio, Austin and surrounding communities. This program allows Admission and MSA staff an opportunity to distribute information concerning SWT programs and admission requirements to high school counselors. MSA functions as a contact office for underrepresented student groups and provides information concerning any grant programs for which eligible students may qualify.

**Community College Transfer Counselor Lunches at SWT.** Similar to the high school counselor breakfast outlined above, MSA participates in this program by presenting information regarding any program changes to Community College counselors that affect transfer students.

**College Days on campus.** College Days allow incoming freshman, transfer students and prospective students an opportunity to visit SWT campus and receive information concerning
academic programs, student organizations and services provided through MSA. MSA presents a thirty-minute overview of the office functions and programs.

**Orientation Sessions.** MSA participates in all summer orientations sessions sponsored by Admissions. MSA’s presence at orientation allows students to learn about the services and assistance provided by the MSA staff.

**Target Audience**
The target audience for MSA’s outreach and recruitment efforts include all first generation college students, underrepresented student groups in higher education, minority or students of color. These target groups include first generation whites, African American, Hispanic, Native American and Asian student populations. First generation college students are a special interest group that reflects all students regardless of ethnic representation. These students typically require services such as additional assistance in completing admission and financial aid applications.

**Delivery and Marketing**
MSA makes concerted efforts to maintain effective communication with high school counselors in target areas. This contact allows MSA to disseminate vital information to all constituents concerning programs. This is done via personal phone calls, fliers and word of mouth. The MSA Director maintains and distributes information regarding the acquisition of funds from grants, COGS and various funding sources.
Students receive information concerning MSA outreach programs from their high school counselors. Fliers are also distributed during Information Sessions by Admissions staff members. College Day and Information Sessions interaction with attendees allows MSA staff members to provide direct information concerning all programs. Current SWT students who are active in MSA's Underrepresented Student Advisory Council (USAC) are a vital component to distributing information to prospective students in their own native high schools.

**Collaborative Efforts**

The Director and the Assistant Directors alternate attendance at Information Sessions, College Day presentations, program orientations and honors weekend dinners. There is a concerted effort among the staff members to assure attendance at all outreach programs and recruitment efforts. MSA works closely with the Admission and Financial Aid Offices in order to expedite information and processes that may become stumbling blocks for our target populations.

**Primary Obstacles**

MSA attempts to maintain a schedule for attendance at all programs provided by the Admission Office. The three professional staff members as representatives of the recruitment and outreach programs would like to be present at all events, but this is not always possible due to conflicts with other programmed events.
Evaluations

All grant-funded programs sponsored through MSA submit annual program evaluations. Additionally, MSA distributes evaluation surveys to all contacts at the end of each semester. The returned surveys are used in the staffing evaluation process and in the strategic planning process.

Findings and recommendations

MSA re-directed its outreach and recruitment efforts to target primarily first generation college bound students and TRIO program participants as a result of the “Hopwood” decision. Additionally, the 1998 summer terms provided MSA with a pilot program experience for the Summer Enrichment Program (SEP). Staff experienced unforeseen additional duties and responsibilities and generally felt overwhelmed. However, the summer ended successfully with recommendations for the following year that included additional staff members, extensive parent orientations sessions and housing adjustments as vital recommendations. In 1999, MSA expanded the SEP to include 14- and 15-year olds by modifying the eligibility criteria of the traditional YOU program and renaming it the Pre College Summer Enrichment Program. These new/modified summer programs appear to hold promise in our attempts to reach out to underserved student populations.

5. Grant Development and Administration

MSA has a specific charge and responsibility to write proposals and assist others in writing proposals, to obtain grant and/or gift support for the university's interests to serve target student populations and underrepresented student groups. Currently, MSA oversees the administration of four TRIO Programs (e.g., Upward Bound, Student Support Services, and two independent
Talent Search Projects), the Summer Enrichment Program (SEP) and the Youth Opportunities Unlimited Program (YOU), re-titled Pre-College Summer Enrichment Program (PCSEP) for 1999. This section describes these programs in detail.

**General Description**

**Upward Bound Program.** The Upward Bound Program (UB), for ninth through twelfth grade in-school youth, is a university based pre-college preparation program that provides a wide range of support services including academic and career counseling, tutoring, classroom instruction, college level coursework and residential living. The program consists of two components: an academic and a summer component. During the academic component (September through May), students attend Saturday sessions that involve classroom instruction, community services activities and field trips to colleges and universities. Weekly tutorials and homework assistance are provided at each target school campus. During the summer component (June through mid-July), participants are housed on campus for a six-week period. The summer schedule is comprised of classroom instruction in Math, Reading, Writing, Career Awareness and recreation for the "non-bridge" students (currently enrolled high school students) and college level coursework (6 hours of college credit classes) for the "bridge" students (graduating seniors).

The program's goals are to generate in participants, skills and motivation necessary to complete a secondary education and enter and succeed in a program of post-secondary education.
**Student Support Services Program.** The Student Support Services Program (SSS) for currently enrolled SWT students is a university based academic support program. It provides a wide range of support services for its participants including academic advising, course selection/registration, counseling referrals, completion of financial aid applications, individualized tutoring sessions in a variety of 1000 and 2000 level courses, study skills, TASP preparation and graduate school counseling. The program staff participates in SWT College Days, summer/fall freshman orientation sessions and informational sessions sponsored through MSA and HEP (High School Equivalency Program).

The program’s goals are to increase the retention and graduation rates of eligible college students. SSS fosters an institutional climate supportive of the success of low-income and first-generation college students and individuals with disabilities through the provision of academic support services.

**Talent Search Program.** The Talent Search Program (TS) for sixth through twelfth grade in-school youth is a pre-college preparation program. TS programs provide a wide range of supportive services including academic, career, financial aid, personal counseling, tutoring, enrollment of participants in summer enrichment programs, test preparation workshops (e.g., TAAS, ACT, SAT) and field trips to colleges and universities. SWT sponsors two Talent Search programs (rural and urban). The Rural Talent Search (RTS) Program addresses the secondary and post-secondary needs of students residing in the immediate surrounding counties of Hays, Guadalupe and Caldwell within a fifty-mile radius of SWT. The urban Educational Talent
Search (ETS) Program, headquartered in Austin, Texas, serves the secondary and post-secondary needs of students residing in Travis County.

The program's goals are to identify qualified youth with potential for education at the post-secondary level, encourage them to complete secondary school and undertake a program of post-secondary education. TS program staff publicize the availability of student financial assistance for persons who seek to pursue post-secondary education and encourage persons who have not completed education programs at the secondary and post-secondary level, but who have the ability to do so, to re-enter these programs.

**Summer Enrichment Program.** The Summer Enrichment Program (SEP), for graduated out-of-school youth, is a university based education/work experience that combines a wide range of support services including health, counseling, college level coursework and residential living. SEP develops and refines attitudes, values and work habits that contribute to success in the workplace and educational environment. Participants engage in a total learning experience that includes academic instruction and work experience on campus.

The SEP has three main goals: 1) to provide area high school graduates with an opportunity to successfully "bridge" into a four-year institution of higher learning, 2) provide an incentive for area youth to prepare for occupations requiring a college degree and 3) to break "homebound" tendencies which allow out-of-school youth to explore academic and work experiences outside of their immediate area upon graduation from high school.
Youth Opportunities Unlimited Program. Youth Opportunities Unlimited (YOU) is a model statewide youth dropout prevention program. The SWT/YOU Program, for ninth and tenth grade in-school youth, was a university-based basic education/work experience that combined a wide range of support services including health, counseling and elective courses. Participants were housed on campus for an eight-week period. Weeks were divided evenly between work experience and classroom instruction in Math, Reading, Writing, Career Awareness and recreation. Weekends were spent in cultural enrichment activities. Participants were paid minimum wage for a twenty-five hour week of career awareness instruction and on-campus employment positions matched with participants' interests and competencies. Successful completion of a Math or Reading and Writing course allowed each student to earn up to one high school credit.

The primary goals of the YOU program are to prevent dropouts, increase academic performance, motivate participants to complete secondary school and expose the participants to the world of work. For the 1999 summer, SWT’s YOU program was modified and re-titled Pre-College Summer Enrichment Program (PCSEP). Accordingly, the eligibility guidelines focused on students who are ranked in the top half in their class or who have an overall grade average of 80 or above. These modifications were introduced in an attempt to stimulate greater numbers of students with college bound potential to matriculate in a post-secondary educational program upon graduation from high school.
Other Grant Proposals whose funding expired

**Educational Opportunity Center (EOC).** This Title IV grant provided services similar to its Talent Search sister program. Eligible participants from Hays, Travis and Guadalupe counties met first-generation, low-income guidelines as well as age requirements. Guidance with admission and financial assistance to complete secondary and/or pursue post-secondary educational opportunities were provided. SWT hosted EOC from 1985 through 1988 and from 1991 through 1994.

**College Assistance Migrant Program (CAMP).** This Title IV grant provided academic support services for 30 students annually who met migrant and/or seasonal farm work eligibility guidelines. Students received tutoring, academic counseling, financial assistance and referrals during the freshman year experience. SWT hosted CAMP from 1991 through 1994.

**Summer Research and Graduate School Preparation Program (SRGSP).** This Title IX grant provided summer enrichment experiences to upper division talented minorities and women in the Schools of Science and Liberal Arts. Participants engaged in course work, research experience, faculty mentoring and received financial assistance to prepare for graduate school. SWT hosted the SRGSP from 1989 through 1993.
**Brownsville Educational Summer Outreach (BESO).** This program was funded by the Brownsville Independent School District and provided one hundred fifteen high school youth from economically disadvantaged and/or migrant farm work backgrounds an opportunity to earn high school credits towards graduation in a university setting. SWT hosted BESO during the summer of 1993.

**Supplemental Instruction (SI) laboratories for "high risk" freshmen level courses.** This program provided instructional assistance to approximately eighty Predicted Academic Success (PAS) contract students. SI labs were administered in collaboration with the Student Learning Assistance Center (SLAC). SLAC-sponsored SI labs are now commonplace in most “high risk” freshmen level classes.

**USDA Summer Food Service Program.** This program, administered through the Texas Department of Human Services, provides nutrition education and ensures that youth participating in summer camps at SWT receive balanced/nutritious meals. Funds received through participation in the Summer Food Service Program are used to offset meal costs for the SEP, PCSEP and Upward Bound programs.

**Grant Proposals submitted but not funded.**

**Title III of Higher Education Act, Strengthening Institutions Program** was designed to provide a Faculty/Peer Mentoring Program for underrepresented students, develop resources to provide services to students with disabilities and provide supplemental instruction laboratories for "high risk" courses at the freshman level.
The Ronald E. McNair Post-Baccalaureate Achievement Program, a Title IV program, was designed to provide research and mentoring support for first-generation, low-income undergraduate and graduate minorities to prepare and enroll in graduate programs.

Upward Bound Regional Math and Science Center, a Title IV program would provide regular Upward Bound and Talent Search participants who exhibited interest and/or achievement in math or science with summer enrichment experiences on campus.

**Target Audience**

The target audience for the grant programs sponsored by MSA are individuals who are potential first-generation college students, from economically disadvantaged backgrounds, individuals with an identified disability and students who were members of groups who are traditionally underrepresented in higher education.

**Delivery and Marketing**

To accomplish grant administration goals and objectives, MSA and grant program staff effectively use electronic mail, campus and community newspaper(s), flyers, television and radio PSAs, program newsletters, brochures and special interest group involvement to inform both the campus and the community at large of the services and activities provided by the programs. For the TRIO programs, staff are actively involved throughout the year in community activities (e.g., college and career fairs, financial aid nights and parent meetings) and campus sponsored activities (i.e., College Days, Freshman/Transfer Student Orientations, departmental
presentations and student organization meetings) in order to inform the target area of the programs' services.

**Collaborative Efforts**

The grant programs' staff work closely with personnel in a variety of university departments as well as individuals from target schools, service delivery areas, community agencies, TRIO programs, post-secondary institutions and parents of potential program participants. Following are some examples of the collaborative efforts associated with the grant programs:

**Community Outreach.** The development of collaborative efforts within the community is essential for the programs’ (e.g., SSS, TS, UB, SEP, and YOU/PCSEP) success. TS and UB programs work closely with their target school contacts (principals, superintendents, counselors and teachers) for the purposes of recruitment and to provide academic support services to program participants. They also work with community agencies in identifying individuals who have dropped out of school but are interested in completing their secondary education and have plans to pursue a post-secondary education. The TS and UB programs also work closely with post-secondary institutions and organizations that offer summer enrichment programs for high school students (e.g., UB Math/Science Centers, Accounting Awareness Seminars, Honors Math Camps and Student Leadership Congress) to make these summer programs accessible to program participants. Like the TS and UB programs, the SEP and YOU/PCSEP programs also work closely with their target school and service delivery contacts in identifying potential summer program participants.
Grant program staff work with parents of prospective participants by providing information about program goals and objectives; the SEP program staff assists students interested in enrolling in a post-secondary institution. The SSS program’s community outreach collaborations consist of working with other TRIO programs in the state of Texas as well as the pre-college programs sponsored by MSA (e.g., UB, TS and SEP) in identifying individuals planning to enroll at SWT and informing them about the program’s services.

**University Collaboration.** Grant program staff work with personnel in a variety of departments in order to provide services to program participants. The following are some of the key on-campus departments that work closely with grant program staff.

- **Residence Life** - provides a family atmosphere, a safe environment, well-balanced and nutritious meals, tutoring and access to computers.
- **Student Health Center** - provides medical services to all registered students.
- **Office of Disability Services** - assists students in obtaining accommodations related to their disabilities.
- **Counseling Center** - provides help to students with problems related to relationships, stress and academics.
- **Financial Aid** - provides help to students in completing the financial aid application and answers questions related to financial aid.
- **Student Learning Assistance Center** - provides tutorial services to students on a drop-in basis in a variety of subject areas.
- **Admissions** - provides information on admissions requirements, transfer equivalencies, college days and orientation sessions.
• Career Services - provides information on student employment opportunities, job fairs and career exploration.

• MSA - serves as an information clearinghouse for students and parents, a trouble shooting office and gathering place for students from all ethnic backgrounds as well as the host office for the TRIO, SEP and YOU/PCSEP programs.

**Primary Obstacles**

The grant programs experienced a variety of changes and challenges during the 1997-98 academic year. Following are some examples of the obstacles encountered by the programs.

**Staff Turnover** - The four TRIO programs experienced staff turnovers during the 1997-98 year that affected service continuity to program participants.

The Student Support Services Program began the 1998-99 year with a new staff. This resulted in a late start for the program in terms of participant and tutor recruitment and the provision of academic support services to returning participants.

The Educational Talent Search began the 1997-98 year with a new director and coordinator. ETS also operated without the services of a full-time grant specialist until November 1, 1997. During the interim, two grant specialists provided services at Austin and Manor high schools. The loss of the Americorps Volunteer Program also affected the availability of certain services to the program participants. The program was unexpectedly defunded at the end of the 1996-97
school year thus affecting the continuity in the operation of the Homework Centers, Parental Involvement project and the Mentoring/Tutoring program that the volunteers had successfully initiated.

The Rural Talent Search and Upward Bound programs were without a program director from January - March 1998. Due to the director vacancy in UB, crucial summer planning for the UB program did not begin in January as is customary. The UB coordinator resigned in early May leaving the program with minimal staff (a part-time director and a part-time secretary) just prior to the six-week residential summer component. The coordinator position remained vacant throughout the summer component. In RTS, the appointment of one of the grant specialists as the new RTS/UB director created a grant specialist vacancy. The vacancy was temporarily filled through June 10, 1998. The position was permanently filled in October 1998.

Community/Campus Relationships - Provision of RTS services at Luling High School (Luling, Texas) continue to be hindered due to staff turnover and lack of the adequate school facilities necessary for project success. Poor cooperation between school and RTS program staff has hindered efforts to provide the service for participant and program success.

Increased competition for university resources from competing "camps" added to the logistical challenges for residential hall assignments. After planning for a summer component with UB participants housed independently of other programs, UB was ultimately housed in a residence hall with the incompatible YOU program. The incompatibility of the programs posed numerous challenges for program staff and participants.
The continued perception of Upward Bound as a "camp" within the SWT community continues to present problems for the program. Program requests for services often took a "back seat" to the requests of other university entities.

**Budget/Financial Issues** – The YOU program continued to face funding methodology problems at the local level. Increasing pressure to have host institutions assume a greater share of the cost is a real concern for institutions. Significant modifications are expected as to the length and scope of the current YOU program operation.

**Evaluation**

Each independently funded grant program is responsible for a comprehensive annual evaluation. These annual evaluations are routinely submitted to the Assistant Vice President for Student Affairs as well as to the appropriate funding agency. Typically, grant program evaluation/reports are due 90 days after the expiration of the fiscal year (See Appendix F, Grant Program Performance Reports, FY98).

The successful operation and administration of a grant program entitles the Principle Investigator (Grant Director) up to 15 points of “Prior Experience” in the following cycle of grant competition. This recognition for having achieved the specific and measurable “Outcome Objectives” ensures somewhat the funding continuity essential to providing quality outreach services to program participants.
Findings and Recommendations for Grant Development and Administration

Grant development and administration continues to grow in MSA. Unfortunately, staff turnover is part of the nature of “soft money” programs. The turnover at the higher end of grant positions has, for the most part, been for positive terminations. Of the four seasoned grant directors who left, one went on to assume full-time responsibilities as an elementary school principal, another left to pursue doctoral studies, one left to assume a comparable administrative “hard money” position in his native state and one was administratively terminated.

A challenge for future grant development in MSA is the availability of the MSA Director to respond in a timely fashion to Requests for Funding Proposals (RFPs) that most grant opportunities call for. A full time, grant proposal developer and oversight manager position could be established to allow for further growth in this area. Another limit to grant development is space within the university physical facilities to host, house and administer future programs. Along the same lines is the need for institutional matching funds to support grant applications that call for significant funding support.

6. Multicultural and Diversity Program Team (Student Affairs Diversity Team)

General Description, Executive Charge and Membership

The charge to the Multicultural and Diversity Program Team (MDPT), renamed Student Affairs “Diversity Team” (SADT) in 1999, is to develop programs in response to issues of diversity and multiculturalism for Student Affairs staff, faculty and students. The SADT facilitates programs that provide opportunities for the university community to think critically about their own perceptions and challenges each participant to build a healthier and diverse community. To
accomplish the charge, SADT members strive to create an environment that fosters mutual respect for differences and prepares students to work in an ever-increasing diverse and multicultural society.

The team adheres to the following objectives:

- encourage faculty, staff and students to be active participants in multicultural and diversity programs and have an increased awareness of multicultural issues,
- provide factual information, which challenges stereotypical perceptions of students, faculty and staff,
- encourage team members to use multicultural and diversity information and knowledge in their personal and professional lives,
- collaborate with Academic Affairs to implement sensitivity/diversity workshops for student leaders,
- plan an annual "Celebration of Diversity" Month activities and
- implement a crisis response team as events or issues relate to multiculturalism and diversity.

**Target Audience**

The general university community is the primary audience for the SADT’s programming efforts. Special interest groups include minority/white dominant student organizations and Greek student organizations.
**Delivery and Marketing**

To accomplish goals and objectives, the team effectively uses electronic mail, campus newspaper(s), posters and advertisement campaigns along with special interest group involvement to inform the community at large of programs and activities. Open forum meetings are announced on the KTSW radio station, posted in the Student Organizations Office, marketed to the university community via office co-sponsorship and through word of mouth from involved students, faculty and staff.

**Collaborative Efforts**

Currently, the charge to the team is shared between Multicultural Student Affairs and Residence Life. SADT consists of 9 members from various departments on campus. Members contribute a high level of specialized knowledge and commitment to the charge and success of the team.

Membership consists of the following:

**Student Affairs Diversity Program Team**

Sonny Barrera, Lead Director  
Joanne Smith, Lead Director

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stella Silva</td>
<td>Multicultural Student Affairs</td>
</tr>
<tr>
<td>Jonnie Wilson</td>
<td>Residence Life</td>
</tr>
<tr>
<td>Josie Garrott</td>
<td>Career Services</td>
</tr>
<tr>
<td>LaTonya Henry</td>
<td>Admissions</td>
</tr>
<tr>
<td>Laurie John</td>
<td>Student Center</td>
</tr>
<tr>
<td>Scott Janke</td>
<td>Counseling Center</td>
</tr>
<tr>
<td>Gloria Aranda</td>
<td>Financial Aid</td>
</tr>
</tbody>
</table>
The team is under the supervision of two lead directors, Sonny Barrera, Assistant Vice President for Student Affairs/Director of MSA and Joanne Smith, Director of Residence Life. In the formative stage, the team had access to a facilitator from the SWT Quality Team. In 1996-97, the SADT was recognized for their programming efforts and emergence as a "Quality Team" by the Student Affairs division.

Within the last two years, SADT has instituted "diversity factoids" in the all-in-one electronic mail system to communicate diversity and multicultural facts and information to the university community. Diversity Month activities are well engrained into the annual events planned on the university campus and the development of "Open Forums" on topics of affirmative action, the Hopwood Decision and other social issues have received acclaim (see Appendix G, 1997-98 SADT Annual Report).

**Primary Obstacles**
Selection of team members to replace expired membership terms is given significant consideration and includes endorsement from the Co-Leaders and team members. However, the team has recognized that not all team members bring the same level of commitment and have taken steps to manage the selection of future members carefully. The lack of personnel support to complete required paperwork has limited the effectiveness of the team. In addition, not knowing exactly the levels of funding to carry out programs and activities has added to the frustration of the team leaders. Funding for SADT activities and programs has being adequately addressed for FY99.
**Evaluation**

SADT program and event evaluations were instituted during the 1996-97 year and have been generally incorporated into all major events, programs and activities that lend to the evaluation process (See Appendix G). Events such as the Coodinadora (Fall 1996) received positive ratings as did the session on Ebonics (Spring 1997), Forum on Graglia (Fall 1997), Forum on Execution (Spring 1998) and keynote address by Dr. Cook as part of Diversity Month (Spring 1998).

Diversity factoids during the 1997-98 year were widely read, moderately discussed and viewed as a learning tool by a predominant audience of students and staff along with a sprinkling of faculty (See Appendix G).

**Findings and Recommendations for SADT**

The 1998-99 team experienced a high rate of membership term expirations and members leaving the university for other positions before Fall 1998. As a result, only four of the eleven members have previous membership experience. It may take additional time for the new team to bond and carry forward the programs and activities of the former team's efforts. The move of MSA and the Dean of Students Office to the new LBJ Student Center should help address the lack of personnel resources and a new account with adequate funding should ease the concerns and frustrations experienced by the previous membership.

Increasing incidents of racial tensions on campuses nationwide are being evidenced on the SWT campus in light of the Hopwood decision and its effect on minority student issues. Increased diversity issues and awareness through the "open forums" and factoids will continue to produce dissonance amongst subgroups of the university community.
However, the team recognizes that transition and acceptance of new social norms will not be achieved without discomfort to some and they expect discord in order for growth and development to occur. Plans are to continue on the current path to offer opportunities throughout the year for student, faculty and staff to think critically about diversity and multicultural issues in an overall effort to build and nurture a healthier university community.

7. Administrative Unit

MSA programs and services are administered by Dr. Adolfo R. (Sonny) Barrera, Assistant Vice President for Student Affairs/Director of Multicultural Student Affairs and staff (See Figure 2, MSA Organizational Chart.) Two Assistant Directors, a Senior Administrative Assistant, an Administrative Assistant II/Receptionist and several student workers staff the office.

General Description

Assistant Vice President for Student Affairs/Director of Multicultural Student Affairs/ADA Coordinator. The Assistant Vice President/Director has administrative and budget authority over office operations and direct supervision of the Assistant Directors, the Director of Disability Services, Director of the Texas Rehabilitation Center, and the Director of the Student Health Center. He also assumes administrative responsibility for several externally funded grants and currently holds an additional title as University ADA/504 Coordinator. The Assistant Vice President/Director works cooperatively with other Student Affairs service providers to ensure the successful matriculation and retention of target group students. The Assistant Vice President/Director provides individual counseling and consultation on personal,
academic, career, financial and graduate school opportunities to enrolled and prospective students and/or parents.

The Asst. VPSA/Director MSA is charged with writing and assisting others in writing for external funds that support educational opportunities for traditionally underrepresented groups in higher education. In this capacity, the Asst. VPSA/Director MSA is directly responsible for the budget oversight and general supervision of several grant programs and respective Directors.

The Asst. VPSA/Director MSA carries the full range of personnel management responsibilities for assigned employees, develops and administers policies and procedures, and advises and consults with administration and management regarding plans, issues and problems associated with target group recruitment and retention. He also represents the university in meetings designed to maintain effective relationships with external, regulatory and funding bodies to ensure compliance with applicable university policies and local, state and federal requirements.

The Asst. VPSA/Director is a member of the Student Affairs Council and represents Multicultural Student Affairs, Office of Disability Services, Student Health Center, Upward Bound, Talent Search, Student Support Services, Texas Rehabilitation Center, Youth Opportunities Unlimited and Summer Enrichment grant programs on university committees and task forces. He receives administrative supervision from the Vice President for Student Affairs.

**Professional Staff.** Professional staff in MSA are classified and compensated in accordance with university policies and procedures. Currently, two Assistant MSA Directors
respond to student traffic demands for services and assistance. With minor variations to committee assignments based on previous work experience, each Asst. Director counsels, advises and works with individual and group leaders to ensure that MSA user needs are met. Primary to the delivery of services is to address individual student needs in collaboration with other Student Affairs service providers and to develop leadership skills for a number of student organizations whose membership includes a majority of students from traditionally underrepresented groups in higher education.

Both Asst. Directors hold Masters degrees and have previous work experience in higher education institutions with student development emphasis. Additionally, each Asst. Director has budget oversight authority for Student Service Fee accounts, serves on two university-wide committees and/or councils and are members of two Student Affairs teams. One is appointed to the University Orientation Committee and PAWS Preview Team, elected to a two-year term on University Council and is a member of the Leadership Development Team and Career Development Team. The other serves on the Transfer Student Advisory Council, was recently elected as President of the Hispanic Policy Network and is co-chair of the Student Affairs Diversity Team. Both Asst. Directors serve as advisors to the Underrepresented Student Advisory Council (USAC), a chartered student organization, and have management authority over MSA's scholarship selection process.

**Administrative Assistants.** Classified support staff positions are held by Patricia Prado, Senior Administrative Assistant and by Danette L. Myers, Administrative Assistant II.
The Senior Administrative Assistant primarily provides administrative, budget and clerical support for the Asst. VPSA/Director MSA. She also supervises the student worker pool and provides administrative guidance for other administrative assistants within our reporting line.

The Administrative Assistant II divides her support evenly between the two Assistant Directors and the USAC Student Coordinator and serves as the front office receptionist.

**Collaborative Efforts**

As a viable provider of services to under served and underrepresented students, MSA has achieved its status and reputation through collaboration, working first and foremost with the Office of Admissions to recruit target group students. Secondly, MSA assists the Office of Financial Aid with the delivery of information, scholarships and other means of financial support. MSA has evolved and become an essential contributor to the successful matriculation and retention of target students. Thirdly, MSA staff work jointly with Residence Life, Recreational Sports, Student Center, Registrar, SLAC, Counseling Center and Career Services staff to program events and activities that promote the university's interests and goals to create and nurture a warm, welcoming, diverse campus environment.

MSA occasionally collaborates with academic departments to host and administer grant programs that serve the teaching/learning enterprise of the university. Collaboration also occurs with a number of established Job Training Partnership Act (JTPA) summer youth employment program funding agencies as well as with several Title IV programs of the Higher Education Act (HEA).
Primary Obstacles

The university's restriction from targeting recruitment and retention efforts to ethnic minority students as a result of the Hopwood case and subsequent Letter of Opinion by the State Attorney General constitutes MSA's primary obstacle to meet its mandate. In the course of the last fifteen years, ethnic representation by African American and Hispanic students on campus has grown from 795 (4.0% of total) and 2,173 (11.0% of total) respectively in 1986 to 1,088 (5.0%) and 3,975 (18.2%) of total respectively in 1999. The institutional goal is to reach a representation of African American and Hispanic students that mirrors their representation among the college-bound cohorts in our state high schools. Having lost the capacity to target recruitment and retention efforts based on race and ethnicity may undoubtedly prolong this quest.

A secondary obstacle resultant of the Hopwood case is a perception from some African American student leaders and/or professional staff that MSA intends to target its efforts in the post Hopwood era to Hispanic economically needy students. Some of this perception is fueled by the revised scholarship guidelines (e.g., reference to migrant/seasonal farm worker) and by the geographic target areas associated with our pilot 1998 Summer Enrichment Program (SEP). Also during the 1998 semester, the university had just completed its first full year under Hopwood constraints. During the subsequent spring, the university community coped with an unfortunate University Police Department and Media Relations incident in which several African American athletes were accused of rape. This incident sparked a campus demonstration by student members of “CAAUSE” (Coalition of African Americans Unified for Self Empowerment). The coalition raised concerns regarding recruitment, funding, representation and cultural awareness (See Appendix H, CAAUSE Memorandum). The students referenced the
number of African American TRIO participants enrolled in SWT’s sponsored programs in relation to the number of Latino participants to make a case for being underserved. However, raw numbers (i.e., in the absence of proportion of total further defined by the availability of African American and Latino students in the target schools) failed to present an accurate picture. Consequently, MSA compiled the following participant distribution by ethnicity chart. This chart shows African American participation at 25% vs. 9% population availability for ETS; 13% vs. 5% for RTS; 29% vs. 10% for SSS and 16% vs. 5% for Upward Bound. In this context, African Americans are well represented relative to their availability in the target areas being served.

Table 5

TRIO Programs 1996-97
Participant Distribution by Ethnicity Compared to Population Representation* in the Target Areas Served

<table>
<thead>
<tr>
<th></th>
<th>ETS</th>
<th></th>
<th></th>
<th>RTS</th>
<th></th>
<th></th>
<th>SSS</th>
<th></th>
<th></th>
<th>UB</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>*</td>
<td>#</td>
<td>%</td>
<td>*</td>
<td>#</td>
<td>%</td>
<td>*</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Amer. Indian/Alaskan Native</td>
<td>5</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>0</td>
<td>0%</td>
<td>&lt;1%</td>
<td>6</td>
<td>3%</td>
<td>&lt;1%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>17</td>
<td>&lt;2%</td>
<td>2%</td>
<td>6</td>
<td>1%</td>
<td>1%</td>
<td>2</td>
<td>1%</td>
<td>2%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Black (non-Hispanic)</td>
<td>271</td>
<td>25%</td>
<td>9%</td>
<td>79</td>
<td>13%</td>
<td>5%</td>
<td>62</td>
<td>29%</td>
<td>10%</td>
<td>11</td>
<td>16%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>588</td>
<td>55%</td>
<td>17%</td>
<td>430</td>
<td>69%</td>
<td>23%</td>
<td>64</td>
<td>30%</td>
<td>48%</td>
<td>46</td>
<td>69%</td>
</tr>
<tr>
<td>White (non-Hispanic)</td>
<td>168</td>
<td>16%</td>
<td>61%</td>
<td>102</td>
<td>16%</td>
<td>82%</td>
<td>73</td>
<td>34%</td>
<td>39%</td>
<td>10</td>
<td>15%</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>1%</td>
<td>10%</td>
<td>9</td>
<td>1%</td>
<td>12%</td>
<td>6</td>
<td>3%</td>
<td>1%</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>1064</td>
<td>100%</td>
<td>626</td>
<td>100</td>
<td></td>
<td>213</td>
<td>100</td>
<td></td>
<td>67</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

*Proportion of population in the target area served
An additional analysis by MSA looked at whether African American participants per TRIO program were in parity with their Latino counterparts. The findings (See Appendix I) revealed that during the 1996-97 performance reports, ETS needed to have served 40 additional African Americans and RTS needed to have served 14 additional African Americans to achieve parity with Latinos. However, SSS served 49 more African Americans than required for parity and Upward Bound served 1 more than necessary for parity with Latinos. All in all, the “balance beam” between African American and Hispanic/Latino students being served by MSA does not appear to “tilt” in one direction or the other.

**Evaluation**

With the development of MSA's 1999-2004 Strategic Plan, we have begun to assess user satisfaction levels (See Appendix C). Preliminary evaluation results for services delivered during the 1997-98 academic year indicate that MSA staff are responsive. Evaluations from our Grant Programs, which are more directly tied to performance outcomes, likewise indicate that services are being rendered at satisfactory levels. Future efforts and outcome evaluations will further determine MSA's current course to meet its mandate.

**Findings and Recommendations for Administrative Unit**

Administratively, MSA represents an essential component among the traditional student affairs service providers. The office is housed strategically within the new LBJ Student Center and currently shares floor space with the Dean of Students, Counseling and Career Services, Office of Disability Services, Student Support Services and Texas Rehabilitation Center. This facility compliments MSA’s capacity to collaborate with Admissions and Career Services hosting
special population visits to the campus. The down side to the office relocation from the General Administration Building is the distance to the Office of Student Financial Aid. Plans are to establish temporary satellite Financial Aid stations at the LBJ Student Center during peak student processing times. In this fashion, referring students to trek from one end of campus to the other for the purpose of resolving financial aid concerns could be eliminated or controlled thus improving the delivery of service.

Restructuring of the scholarship guidelines for compliance with the Hopwood mandate has diluted our capacity to provide comparable numbers of scholarship to minority students as in the pre Hopwood era. Building more and better bridges with TRIO programs across the state should provide us with a greater opportunity to regain some of this “lost” ground.

Combating perceived impressions that MSA is more responsive to some groups at the expense of others will require diligent effort from staff and colleagues. Semester to semester events/incidents on campus affecting racial/minority group sentiments can and will reinforce misperceptions. Diligent monitoring of services rendered, participant breakdowns by ethnicity, program evaluations and assessments will be MSA’s best defense.
C. Resources

1. Multicultural Student Affairs

Personnel

**Assistant Vice President for Student Affairs and Director of Multicultural Student Affairs.**  Adolfo R. (Sonny) Barrera, age 54, a Hispanic male with over 20 years of experience in higher education provides administrative oversight for MSA. Sonny was first employed in 1983 as Assistant Dean of Academic and Support Services. In the fall of 1985, he became the first Director of SWT’s Minority Affairs Office.

Currently, he provides leadership and administrative oversight for the Office of Multicultural Student Affairs, the Student Health Center, the Office of Disability Services, Texas Rehabilitation Center (TRC), and several grant programs including Upward Bound, Student Support Services, Talent Search, Youth Opportunities Unlimited/Pre-College Summer Enrichment program (PCSEP) and the Summer Enrichment Program (SEP). He serves on numerous university councils and committees and carries additional responsibilities as the University ADA Coordinator. He reports directly to the Vice President for Student Affairs.

**Assistant Director of Multicultural Student Affairs.** The Assistant Director in the Office of Multicultural Student Affairs is Stella Silva, age 34, a Latina of Mexican American descent, with a Masters of Arts degree in Adult and Higher Education, received in 1994 from The University of Texas at San Antonio. Ms. Silva came to Southwest Texas State University on July 21, 1997.
Prior to coming to SWT, Ms. Silva served as a Transfer Advisor at Palo Alto College in San Antonio, Texas. She also served as a volunteer ESL instructor for the Family Support Center at Lackland AFB in San Antonio, Texas.

The Assistant Director provides staff support to the Director as well as counseling, advising and referral services to students. She works in conjunction with student organizations to develop, coordinate and implement multicultural programming. She serves as the co-supervisor for the coordinator of the Underrepresented Student Advisory Council (USAC), and the co-coordinator of the LBJ Achievement Scholarship. She also functions as an advisor for the Latino Leadership Conference, the Grupo de SWT Ballet Folklorico competition, and Friends of Laredo (FOLO) student group. She is co-sponsor of the Gary/SWT Project, co-coordinator of the Summer Enrichment Program, Semana de La Raza Events, Images of Women Conference, facilitator of Student Leader Diversity Institute and co-sponsor of Top Scholars Program. She also functions as the advisor for the USAC funding board and is the account manager for USAC funds that are used for student programming. She provides staff support as a MSA representative in Admissions outreach programs and provides diversity training to orientation staff.

The Assistant Director conducts workshops and training on topics concerning diversity and multiculturalism. Part of Ms. Silva's responsibility is to serve as representative for diversity initiatives on campus. She co-supervises the Administrative Assistant II.

**Assistant Director of Multicultural Student Affairs**. The Assistant Director for Multicultural Student Affairs is Bonita Vinson, an African American woman, age 35, with a
Master of Arts in Education, received in 1994 from Louisiana State University, Baton Rouge. Mrs. Vinson has nearly 6 years of professional experience in Student Affairs, although her work in Student Affairs extends back to 1991. She came to SWT on July 28, 1997.

Prior to employment at SWT, Bonita served as Assistant Director in the Office of Multicultural Affairs at Tulane University, New Orleans, Louisiana for two years. She held the title of Education and Training Coordinator for an Americorps program in Baton Rouge, Louisiana for one year and prior to that she served as Assistant Coordinator for Minority Engineering Programs at Louisiana State University, Baton Rouge for one year and a half while finishing her Masters Degree.

Currently, Bonita assists the Director in all office operations. She co-supervises the Student Coordinator for the Underrepresented Student Advisory Council and serves as an advisor for several student organizations in addition to the African American Leadership Conference.

Bonita takes the lead in supporting many of the African American cultural activities on campus and is seen as one of the major advocates for Black students on campus.

She serves on numerous university councils and committees and remains the chairperson for the SWT Dr. Martin Luther King, Jr. Commemoration Committee. Her duties also include making presentations on campus and in the community to prospective students and parents. Bonita carries additional responsibilities as the Multicultural Liaison for Career Services in which she assists the efforts of the Career Services Office by making presentations to cultural student
groups about career planning and placement issues. Further, she promotes the Multicultural Career Expo both on and off campus. She reports directly to the Assistant Vice President for Student Affairs.

**Senior Administrative Assistant.** The Senior Administrative Assistant is Patricia Prado, age 35, a Hispanic female with 12 years of administrative assistant experience. Mrs. Prado came to SWT a student in 1982 and was employed in the Office of Financial Aid as a college work-study student. From September 1, 1987 through October 1990, she was employed as an Office Secretary in the Registrar’s Office. On November 1, 1990, the Office of Human Resource hired Pat as a Senior Administrative Assistant. During this tenure, Mrs. Prado attained her Bachelor of Arts in Applied Sociology degree in 1993. On February 17, 1997, Mrs. Prado was transferred to the Office of Multicultural Student Affairs in comparable capacity.

She is responsible for the overall administrative operations of the office. Duties include complex secretarial tasks along with fiscal accounting of 15 accounts. She also coordinates personnel actions, travel, purchasing, billing, processing correspondence, and maintains the Director’s calendar. Pat serves as a liaison and resource person who provides assistance to eight directors and seven secretaries.

The Senior Administrative Assistant supervises and assigns tasks to seven student workers. She interviews, hires and conducts training workshops for the student workers. Mrs. Prado is also responsible for the Records Retention Schedule, the inventory of capital equipment and
computer assessment software. Mrs. Prado receives administrative supervision from the Assistant Vice President for Student Affairs and Director of Multicultural Student Affairs.

**Administrative Assistant II.** The Administrative Assistant II is Danette L. Myers, age 27, an African American female who has completed 108 hours of college credit. She began employment in the Office of Multicultural Student Affairs as a Student Worker III on August 1992, and has a cumulative total of over 6 years in this position. She is responsible for administrative operations of the front office that include, but are not limited to, complex secretarial duties, and the fiscal accounting of two accounts. She serves as liaison and resource information specialist provides assistance to sixteen non-Greek student organizations. As office secretary she assists current and prospective students and parents with the enrollment process. She coordinates staff and student travel, purchasing, billing, processing correspondence, initiating contracts between the university and independent vendors and maintains both Assistant Directors’ calendar.

The Administrative Assistant II supervises and assigns work to seven student workers. She interviews and recommends for hire student worker candidates and conducts student worker orientations for the office.

Ms. Myers receives general administrative supervision from both Assistant Directors for the Office of Multicultural Student Affairs.
**Student Workers, Multicultural Student Affairs.** Typically, four college work-study and two regular wage student workers are employed at MSA on a part-time basis. Student workers are generally responsible for greeting the incoming traffic to the office, directing visitors to an appropriate staff member and assisting the Administrative Assistant II with reception. Student workers answer and transfer phones, take messages, makes appointments and reminder calls. Duties also include light typing, general filing, sort and distribute mail, operate facsimile machine, Xerox machine, assemble forms, packets and folders, use PC and/or MAC computers, tally and maintain summary reports and run errands. The student workers are also responsible for preparing the bimonthly time sheets for themselves and report directly to the Senior Administrative Secretary and are supervised by the Administrative Assistant II and Senior Administrative Secretary.
Funding Levels and Budgets Sources

MSA's total budget of $269,694 is partially funded from $151,569 in State Education and General Fund (E &G), $68,654 from student service fees, $39,471 from grant residual carryovers, and $10,000 from the Vice President's Indirect Cost share of grant activity. Table 6 shows the 1998-99 general budget categories and allocated funds for all four sources.

Table 6
MSA Budget Sources and Funding Allocations, 1998-99

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>E &amp; G</th>
<th>SSF</th>
<th>Grant Residual</th>
<th>Indirect Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Salaries</td>
<td>$91,856</td>
<td>$31,608</td>
<td>0</td>
<td>$6,552</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>44,646</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Wages</td>
<td>1,800</td>
<td>2,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Travel</td>
<td>1,100</td>
<td>2,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Maintenance &amp; Operations</td>
<td>12,167</td>
<td>33,046</td>
<td>39,471</td>
<td>3,448</td>
</tr>
<tr>
<td>Total Budget</td>
<td>$151,569</td>
<td>$68,654</td>
<td>$39,471</td>
<td>$10,000</td>
</tr>
<tr>
<td>Grand Total</td>
<td>$296,694</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: MSA Budgets, 1998-99

Equipment

MSA staff use “state of the art” equipment to fulfill the duties associated with its personnel positions. Equipment includes telephones, a Telecommunication Device for the Deaf (TTY), five IBM compatible personal computers, a laser printer, three electric typewriters, video camcorder and a fax machine. All of the personal computers use Windows 95 and have
upgraded to Office 97. All computers meet Y2K compliance as determined by an assessment conducted in March 1998.

Future equipment plans include the acquisition of two new computers and at least one laptop computer for professional staff use. A laptop computer would be used to respond to grant writing opportunities and for making MSA Power Point presentations to on and off-campus groups.

**Facilities**

Like the Counseling Center, Career Services, Dean of Students, Office of Disability Services, and others, MSA relocated to the 5th floor of the new LBJ Student Center, Suite 5-2.2. in January 1998. The new office space is comparable to that in JCK and has improved our staff access to students and prospective students. The current space is adequate for the immediate needs. However, additional space will need to be identified to accommodate additional grant programs and/or growth in full-time staff.

**Other Resources**

Not applicable.
2. Educational Talent Search

Personnel

The SWT Educational Talent Search (ETS) program is administered by a full-time project director. The majority of the current ETS staff have been a part of the project since 1994. As a result, their knowledge and familiarity with the target schools and target area ensures the smooth and efficient administration of the program. The full-time project staff are comprised of a Project Director, Coordinator/Counselor, three outreach Counselors (Grant Specialists), a secretary and tutors/mentors. All ETS personnel are full-time (12 months) employees with the exception of the part-time tutors/mentors.

Director of Educational Talent Search. The Director of the SWT Educational Talent Search is Juan B. Vásquez, a Hispanic male, age 58. He came to Southwest Texas State University from the Texas Department of Human Services in 1994 and prior to that had worked in TRIO at Michigan State University, in the Student Support Services program, from 1989-1991.

As Director of Educational Talent Search, Mr. Vásquez is responsible for the successful implementation of all program activities and supervises the ETS project staff. The primary responsibility of the Director is the project and its participants. He has full authority to make all program decisions and has the primary responsibility of ensuring compliance with Federal requirements. The Director is committed to the goals and objectives of the ETS program. He reports directly and bi-weekly to the Assistant Vice President for Student Affairs/Director of Multicultural Student Affairs. The Director provides in-service training and evaluates the staff’s work performance. He is responsible for monitoring records related to performance, assessing
student outcomes and evaluating program objectives. The Director facilitates good relations and
communicates between the program, the University, the target area community and the U.S.
Department of Education. As the liaison with the US Department of Education, the Director
interprets and implements federal regulations and prepares the annual performance reports.

The Project Director is also responsible for maintaining fiscal records related to grant funds. The
university accounting staff employs general accounting procedures. The Director monitors the
accounting procedures to ensure compliance with the program requirements. The SWT internal
control system provides checkpoints on the invoicing and disbursement of project funds. The
main checkpoint utilized by the ETS Project Director is the review and reporting of the monthly
expenditures report through the University’s Grants Administration Office. The general
accounting procedures determine the allowance and allocation of costs in accordance with the
provisions stated by the Federal Register for the Department of Education.

The ETS Director receives administrative support and assistance from the Assistant Vice
President for Student Affairs/Director of Multicultural Affairs.

**Grant Coordinator/Counselor.** The ETS Grant Coordinator is Dionne L. Jones, a 26-
year-old African American female. Ms. Jones came to SWT in August 1994, as a student worker
in the Talent Search program and was responsible for coordinating the volunteer component of
the program. As Volunteer Coordinator, she was responsible for recruiting and training
volunteers to serve as tutors and mentors and for conducting college SAT and ACT preparation
workshops for high school students. Upon her graduation from the University of Texas, she was
promoted to a part-time ETS Grant Specialist in August 1995 and to full-time Grant Specialist in October 1997.

Prior to joining SWT, Ms. Jones was a college student at the University of Texas-Austin, working as a service desk manager. She also interned at Gardner Betts Juvenile Justice Center and assisted the probation officers with the supervision of the juvenile residence.

Ms. Jones’ current responsibilities include assisting the Director with the administrative duties of hiring, training and supervising staff, monitoring the budget, preparing and submitting program performance and annual reports, and with monitoring of the program outcome objectives. She also acts as a liaison with other TRIO programs, state agencies, local school districts and post-secondary institutions.

In addition, as Counselor, Ms. Jones is responsible for a caseload of 200 middle and high school participants, and generally performs the regular duties of ETS Grant Specialist. She provides academic, financial aid, career and personal counseling to students, as well as information workshops to their parents. She organizes and participates in college tours and visits to cultural events, and presents admission, financial aid, scholarship and SAT/ACT seminars concerning preparation for college. Ms. Jones also collaborates closely with the Austin Independent School District staff and community representatives to enhance all educational efforts to facilitate the preparation of ETS participants for college.
Grant Specialist. Ms. Beverly Oberle, ETS Grant Specialist, is a White female, age 34, with an Associate of Arts degree in Business Administration from Schreiner College in 1990 and a Bachelor of Arts degree in Psychology from the University of Texas at San Antonio in 1995. Ms. Oberle came to Southwest Texas State University in February 1996 as a part-time Grant Specialist and was promoted to a full-time Grant Specialist on October 1997.

While working part-time at ETS, Ms. Oberle worked concurrently at Hays Hills Christian Learning Center at the “Mother’s Morning Out” Daycare Program. She worked as an Instructor with responsibilities for the design and supervision of an educational and recreational curriculum project for toddlers. Prior to coming to SWT, Oberle worked for the Hays Consolidated Independent School District as a Substitute Teacher and as an Instructor for the Hays ISD Pregnancy Education and Parenting (PEP) Program. Ms. Oberle developed and implemented the “M.O.M.” Program, an incentive program to encourage young mothers to improve their parenting skills.

Ms. Oberle’s current ETS responsibilities are to identify qualified students at the middle and high schools with potential for post-secondary education. She manages a participant caseload of 250 students. As a Talent Search Counselor, she provides academic, career, financial aid and personal counseling to program participants. She also conducts information seminars/workshops to parents, and organizes college tours and cultural events throughout Texas. She also presents admission, financial aid, scholarship and ACT/SAT seminars concerning preparation for college along with information seminars on Educational Talent Search to middle and high school staff, faculty, parents and administrators. Ms. Oberle also serves as liaison to various educational
community outreach programs and works closely with other staff from the Austin Independent School District.

Ms. Oberle receives administrative supervision from the Director of the Educational Talent Search Program.

**Grant Specialist.** Mr. Julio Saenz, Grant Specialist, is a 24 year-old Hispanic male, with a Bachelor of Arts degree in Psychology, 1997, from St. Edwards’ University in Austin, Texas. He came to SWT’s ETS Program on November 4, 1997.

Prior to joining SWT, Mr. Saenz worked at the Texas Natural Resources Information System (TNRIS) as a paid intern during the summer of 1997 where he performed various tasks related to assisting customers and conducting various research projects. In addition, he also conducted data entry and bibliographic research that required the use of software packages such as Excel, Microsoft Office and Novelle.

Mr. Saenz’s current ETS responsibilities are to identify qualified students at the middle and high schools with the potential for post-secondary education. His participant caseload is 250 students. As a Talent Search Counselor, he provides academic, career, financial aid and personal counseling to program participants as well as information sessions/workshops to their parents. He organizes and participates in college tours and cultural events throughout Texas. He presents admission, financial aid, scholarship and ACT/SAT seminars concerning preparation for college among with information seminars to middle and high school staff, faculty, parents and
administrators. Mr. Saenz also serves as liaison to various educational community outreach programs and works closely with staff from the Austin Independent School District.

Mr. Saenz receives administrative supervision from the Director of the Educational Talent Search Program.

**Grant Specialist.** Mr. Alfred D. Bacon, ETS Grant Specialist, is an African American male, age 27, with a Bachelor of Arts in Psychology from Midwestern State University in 1998. He came to SWT on September 28, 1998. This is Mr. Bacon’s first year with the Educational Talent Search program.

Mr. Bacon’s current ETS responsibilities are to identify qualified students at the middle and high School with potential for post-secondary education. He manages a participant caseload of 250 students. As a Talent Search Counselor he provides academic, career, financial aid and personal counseling to program participants, as well as information seminars/workshops to their parents. He participates in college tours and cultural events throughout Texas. He also presents admission, financial aid, scholarship and ACT/SAT seminars concerning college preparation to middle and high school staff, faculty, parents and administrators. Mr. Bacon also serves as liaison to various educational community outreach programs and works closely with other staff from the Austin Independent School District.

Mr. Bacon receives administrative supervision from the Director of the Educational Talent Search Program.
Grant Secretary. Rebecca L. Bond, ETS Grant Secretary, is a White female, age 38, with an A.AS in Human Services received in 1996 from Austin Community College in Austin, Texas. Ms. Bond came to SWT on November 16, 1998. This is her first year with the Educational Talent Search Program.

Prior to coming to SWT, Ms. Bond was certified through the National Council for Therapeutic Recreation Certification as a Therapeutic Recreation Assistant, which expires on December 1, 1998. She has held the position of Activity Director at two different facilities within the Austin area where she planned, implemented and evaluated all the activities for over 100 residents at each facility.

As ETS Grant Secretary, Ms. Bond serves on a full-time, 12 month basis, and is responsible for specialized and complex secretarial duties for the daily operations of the office. She is responsible for:

1. communicating with people, both in person and on the telephone in an effective, courteous and helpful manner,
2. organizing a calendar and planning office routine to assist all ETS personnel,
3. organizing and maintaining accurate files for student services and business practices,
4. performing routine clerical/stenographic duties,
5. composing routine correspondence for signatures,
6. preparing forms as needed for office functioning (i.e., purchase requisitions, travel forms, etc.),
7. general bookkeeping and record maintenance on budget, and
8. personal computer literacy in order to prepare performance reports and proposals.

Ms. Bond receives administrative supervision from the Director of the Educational Talent Search Program.

Figure 3 shows the administrative reporting line for SWT’s Educational Talent Search (ETS) grant program.
Figure 3
ETS Organizational Chart

II. President

IV. Vice President for Student Affairs

Asst. VP for Student Affairs and Director of Multicultural Student Affairs

VII. Secretary

VIII. Director,

Student Support Services

Upward Bound

Talent Search

III. Target Schools

X. Community Agencies

V. Coordinator/
VI. Counselor

ETS Grant Specialist

ETS Grant Specialist

Volunteers/Tutors

Mentors

Non Student – Non Regular Counselor(s)

Direct Lines of Accountability

Coordination lines of Accountability
Funding and Budgets

The following 1998-1999 ETS Budget Report outlines the funds by line item received for the fiscal year beginning on September 1, 1998 and ending on August 31, 1999, in the amount of $272,854.

Figure 4
Educational Talent Search Budget Narrative 1998-99

1 A. PERSONNEL (Salaries)

Position | No. Of Persons | Pay Rate | % Of Time | No. Of Mo. Employed | Total Cost-Fed
--- | --- | --- | --- | --- | ---
Project Director | 1 | $3,152 | 100% | 12 | $37,824
Coordinator | 1 | $2,268 | 100% | 12 | $27,216
Grant Secretary | 1 | $1,304 | 100% | 12 | $15,648
Counselors | 4 | $1,455 | 100% | 12 | $69,840
Tutors* | 4 | $336 | 100% | 12 | $8,062
Total | 11 | | | | $158,590

*Part-time personnel

Fringe Benefits (for full-time annual staff only)

- Retirement: 8.50%
- Unemployment Insurance: .80%
- FICA (Employer’s Share): 7.65%

TOTAL OF SALARIES & WAGES 16.95% = $26,087

Hospitalization ($420/mo. x 7 full-time employees) = $30,240

Total Fringe = $56,327

Note: The fringe benefit rate is standard for all university employees at SWT.

TOTAL PERSONNEL

2. STAFF TRAVEL (Professional Conference)

1. Project Director to attend one national, regional or state professional conference that addresses educational opportunities for underrepresented groups in higher education.

   - Airfare and Ground Transportation: $2,339
   - Per diem – 3 days x 80 per day: $240
   - Subtotal: $2,579
2. **Training:** Full-time staff members to attend one region or state professional conference that addresses educational opportunities for underrepresented groups in higher education.

   - **Airfare** ($900 ea. x 5 staff) $4,500
   - **Per Diem** $80/day x 3 days x 5 staff $1,200
   - **Subtotal** $5,700

3. **Other Travel:** Mileage for staff travel within the target area outreach posts.
   - 200 miles/mo. x 5 staff x .28/mi. x 12 mos. $3,360
   - **Subtotal** $3,360

4. **Participant Travel:** Transportation rental for participants to attend area College Day Fairs $10.00 x 570 participants $5,697

   **TOTAL STAFF TRAVEL** $17,336

3. **EQUIPMENT** $0.00

4. **SUPPLIES**

   - Office Supplies (consumable) $2,500
   - Instructional Supplies 500
   - **TOTAL SUPPLIES** $3,000

5. **SERVICES**

   - Language Interpreters for language needs other than English/Spanish
     - 2 consultants @ $150 per day $300
   - In-service training of project staff
     - 1 consultant @ $150 per day to train staff on new Financial Aid regulations $150
   - **TOTAL SERVICES** $450

6. **OTHER**

   a. Postage $100/mo. x 12 mo. $1,200
   b. Telephone $250/mo. x 12 mo. $3,000
   c. Advertising (Brochures & Flyers) $900
   d. Printing (Photocopying) $2,460
   e. Equipment Rental (Copier) $217.60/mo. x 12 mo.) $2,606
   f. Annual Steps to Success Recognition Banquet for Graduating Seniors & Parents ($10.50 x 300 participants/parents & guardians) $3,750
   g. Conference Registration fees $1,875
   h. Computer Software $1,150

   **TOTAL OTHER** $16,941