7. **TOTAL DIRECT COST** $252,644
8. **INDIRECT COSTS (8%)** $20,210
9. **TOTAL PROJECT COSTS** $272,854
10. **PARTICIPANTS COST** (272,854 + 1050) $260

**Equipment**

SWT, the host institution, commits to provide the ETS Program headquartered in Austin with furniture to include desks and chairs for the staff and participants, telephone hook-up services, maintenance, and administrative supervision supplied by the Assistant Vice President for Student Affairs for the benefit of the Director and Staff. Detailed information on the ETS equipment follows.

**Table 7**
**ETS Inventory of Equipment**

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desk Calculator</td>
<td>1</td>
<td>Sharp EL-1197G</td>
</tr>
<tr>
<td>Overhead</td>
<td>1</td>
<td>3M</td>
</tr>
<tr>
<td>Typewriter</td>
<td>1</td>
<td>Brother SX-4000</td>
</tr>
<tr>
<td>Answering Machine</td>
<td>1</td>
<td>Lucent Technologies</td>
</tr>
<tr>
<td>Fax Machine</td>
<td>1</td>
<td>Hewlett Packard Office Jet</td>
</tr>
<tr>
<td>Telephones</td>
<td>6</td>
<td>Lucent Technologies (5 telephones)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AT&amp;T Cordless (1 telephone)</td>
</tr>
<tr>
<td>Personal Computer</td>
<td>4</td>
<td>Tangent, Power Macintosh 6100/66, Macintosh Classic Macintosh SE</td>
</tr>
<tr>
<td>Laptop</td>
<td>3</td>
<td>Apple Macintosh</td>
</tr>
<tr>
<td>Printer</td>
<td>3</td>
<td>Stylewriter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Laserwriter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hewlett Packard Laser Jet 4000N</td>
</tr>
</tbody>
</table>

Source: ETS Inventory List

**Facilities**

The Austin Independent School District has committed office space for the ETS Project headquarters. This space is accessible to the handicapped and can be used for counseling, tutoring and group activities. The floor plan detailing the space allocated to the ETS project is
diagrammed below. The ETS headquarters facilities provide sufficient storage space, office space for all ETS personnel and a meeting room/library that is used for staff and community meetings, tutorial sessions and/or workshops. The meeting room/library contains reference materials (career, college information, testing booklets, etc.) to be used by the ETS staff and project participants.

Figure 5
ETS Office Layout
SWT’s ETS occupies the wing on the east side of the Rice Campus, which includes rooms numbers 101, 102A, 102B, 102C, a space outside those rooms designated as “Reception Area,” an entrance hallway, and room number 104 designated as “meeting and library” room.

Currently, Room 102A is the office space for ETS Counselors, Alfred Bacon and Julio Saenz; Room 102B is the office space for ETS Counselor, Beverly Oberle and Paul Hernandez, part-time, hourly paid staff person for students with disabilities; Room 102C is occupied by ETS Coordinator/Counselor, Dionne L. Jones. The ETS Secretary, Becky L. Bond, occupies the east section designated as “Reception Area.”

Lastly, the ETS Director, Juan B. Vásquez, occupies the east section of the large resource Room 101, which also houses the fax and office copier machines. The entrance to the SWT/ETS Office is located on Hargrave Street and a secondary entrance is located on Rosewood Avenue through the campus space of the University of Texas-Austin/Texas A&M University Outreach Program and the University Longhorns Program of the University of Texas at Austin.

**Other Resources**

Over the past years, the ETS program staff and the Assistant Vice President for Student Affairs/Director of Multicultural Student Affairs have worked successfully to establish an impressive community network system for collaborative support. Resource support of the ETS project have been established between the project and various target schools who are committed to providing access to students, cooperation with securing required documentation, providing
office space, use of the telephone, photocopier and computer access as needed as well as making referrals to project counselors of potential participants for the program.

Cooperative community organization partnerships have been established between SWT, the University of Texas at Austin, Huston-Tillotson College Upward Bound Program, American Institute for Learning, SER-Jobs for Progress, Inc., the Community Education Program of the Austin Independent School District, Youth Options, the Outreach Office of the Austin Community College and Del Valle and Manor Independent School Districts and their target schools. Cooperative partnerships have also been developed between SWT/ETS and the Upward Bound Math/Science Regional Centers throughout Texas, Louisiana and Oklahoma. Community organizations, post-secondary institutions and business personnel in the target area have demonstrated a commitment to publicizing ETS program services and activities, making participant referrals and taking part in career exploration days.
3. Rural Talent Search

**Personnel**

**Director of Rural Talent Search and Upward Bound (Director, RTS/UB).** The Director of Rural Talent Search (RTS) and Upward Bound (UB), Cheryl McWilliams, assumed her position in March 1998. Ms. McWilliams is an African American female and a native of San Marcos, Texas. She has extensive experience in the field of education and training. She received a bachelor’s degree in Education in 1981 and a master’s degree in Business Administration in 1995 both from SWT. Prior to her employment at SWT, Ms. McWilliams was employed as a teacher for 10 years serving in the Austin and San Marcos school districts. For one year, the San Marcos CISD employed her as a parent educator presenting parenting workshops to school district parents and other area clients.

Ms. McWilliams has three years of experience in TRIO programs, beginning in September 1995 when she was hired as a counselor for the RTS program. Currently, as Director, RTS/UB, her job responsibilities include:

- coordinate and communicate all UB and RTS administrative functions between the U.S. Department of Education and SWT,
- function as a liaison to TRIO programs, state agencies, local school districts, community interests and post-secondary institutions,
- hire, train and supervise a competent UB and RTS staff that is sensitive to the needs of the target population,
- manage both budgets and submitting fiscal reports,
• monitor RTS and UB project performance and preparing proposals for new funding cycles,
• oversee recruitment, instruction, tutoring, placement and counseling activities for UB and RTS,
• oversee documentation and record maintenance,
• coordinate community service and parent education components for UB, and
• evaluate the progress of the projects’ objectives.

**Rural Talent Search Grant Coordinator/Counselor.**

The Grant Coordinator/Counselor for the RTS Program at SWT is Lupe Costilla, a Hispanic female, age 50, with a Bachelor’s in Social Work received in 1981 from SWT. Mrs. Costilla came to SWT on January 31, 1992 as the Grant Coordinator/Counselor for the Educational Opportunity Center. In September 1994, Mrs. Costilla became the Coordinator/Counselor for the RTS Program at SWT.

Prior to coming to SWT, Mrs. Costilla’s professional work experience included: director of social services at a nursing home, paralegal for a local legal aid society, adult probation officer and children’s protective caseworker/investigator. Additionally, she also has fourteen years experience as a paraprofessional (administrative assistant).

The Grant Coordinator/Counselor serves as a liaison with other TRIO programs, state agencies, local school districts, private sector interests and post-secondary institutions. She assists with the hiring, training and supervision of competent staff sensitive to the needs of the target population.
She also assists with managing the budget, submits fiscal reports, monitors the program’s objectives, prepares annual performance reports, oversees the counseling, tutoring, recruitment and placement activities of the program and monitors the documentation/record maintenance process. Other duties include contacting schools and agencies in the target area, securing referrals and lists of dropout students, taking any other steps necessary to identify potential program participants, disseminating program information to eligible individuals and groups and performing all job responsibilities of the outreach counselors in their absence.

The Grant Coordinator/Counselor receives administrative supervision from the Director, RTS/UB.

II.

III. **Rural Talent Search Counselor/Grant Specialist.** One of the Grant Specialists for the RTS Program is Alonzo Garza Jr., a Hispanic male, age 35, with a B. A. in English received in 1996 from the University of Texas – Pan American. Mr. Garza came to SWT on February 12, 1997 to assist us in continuing our services to the Lockhart and Luling school districts. He is currently the RTS counselor for all 6th – 12th grade RTS participants in the San Marcos CISD and Hays High School.

Prior to coming to SWT, Mr. Garza worked as a Reference Library Assistant at the University of Texas – Pan American. His responsibilities included the supervision of six work-study students. The position required planning, coordinating, graphics development, workshops, presentations and excellent written and oral communication skills. While at the Reference Library, Mr. Garza taught Internet access and research skills to students, faculty and staff.
The Grant Specialist/RTS Counselor provides academic guidance to all RTS participants. His responsibilities include contacting and visiting target schools, securing referral lists of perspective Talent Search participants and identifying and recruiting students from 6th – 12th grades. They also include creating and disseminating program information, developing and conducting educational workshops for groups or individuals and providing general and educational counseling. Finally, the RTS counselor’s responsibilities also consist of assisting all RTS juniors and graduating seniors with the processing of admission applications and financial aid forms.

The Grant Specialist receives administrative supervision from the Director, RTS/UB.

**Rural Talent Search Grant Specialist**  Chiquandra C. Cross is a grant specialist for RTS. Ms. Cross is an African-American female, age 25, with a B.A. in Mass Communications received in 1997 from SWT. Ms. Cross came to SWT on September 28, 1998 as a grant specialist for Talent Search.

A Grant Specialist is responsible for visiting and contacting schools and agencies in target areas, securing referrals and lists of prospective participants, and taking any other steps necessary to identify potential participants. The position requires disseminating RTS information to eligible individuals and groups and submitting recommendations to the RTS Director for the selection of project participants. The Grant Specialist is responsible for meeting with participants to provide information and educational counseling as well as documenting all counseling contacts and
keeping accurate participant records. Another responsibility includes assisting participants in processing applications for admissions, financial aid and documenting all services rendered by submitting documentation to the Coordinator/Counselor on a monthly basis. The Grant Specialist is expected to maintain a good working relationship with personnel in secondary and post-secondary institutions, public service agencies and all other organizations involved with the RTS project. This networking is accomplished by using creative methods to locate non-traditional students, conducting workshops to provide educational assistance to RTS participants, and accompanying RTS participants on College Days/Nights programs. Other assistance includes establishing and maintaining an up-to-date library consisting of catalogs, admissions requirements/applications, and financial aid forms from colleges and universities throughout the United States.

She receives administrative supervision from the Director of RTS/UB.

**Rural Talent Search Grant Secretary.** The Grant Secretary is Victoria Flores, age 22, a Hispanic female. She began employment in the Educational Talent Search Program on June 30, 1997 and has a cumulate of one year in this position. Mrs. Flores transferred to RTS on October 12, 1998. She is responsible for the administrative operation of the office and assists the Director in budget monitoring. She coordinates personnel actions, travel purchasing, billing processing, correspondence, and maintains the Director’s calendar. She acts as the consultant regarding university services and procedures and is the designated leavekeeper for the RTS Program staff.
The Grant Secretary interviews and hires, supervises and assigns tasks to four student workers. She is responsible for the records Retention Schedule, the RTS inventory of consumable supplies and capital equipment and the inventory of computer software. Mrs. Flores receives administrative supervision from the Director of the RTS/UB.

Figure 6 shows the administrative reporting line for SWT’s RTS/UB grant programs.

![Figure 6: Rural Talent Search Organizational Chart]

- President
- Vice President For Student Affairs
- Assistant Vice President for Student Affairs and Director of Multicultural Student Affairs
- Administrative Secretary
- Assistant Directors
- Student Support Services Programs
- Community Organizations
- Rural Talent Search Director
- Rural Talent Search Secretary
- Target School Administrators
- Upward Bound & Educational Talent Search
- Outreach Counselors
- Peer Tutors/ Mentors Volunteers

Direct Accountability
Coordination Accountability
Funding and Budgets

RTS is an educational opportunity program, funded under Title IV of the Higher Education Act of 1965 through the U.S. Department of Education. The operating budget for RTS for FY ’98 is $216,529. The funding provided supports salaries/wages, general office operations, and the provision of services to eligible participants.

The figure that follows provides an overview of the FY ’98 RTS budget.

Figure 7
RTS Budget Narrative 1998-99

1.A PERSONNEL

<table>
<thead>
<tr>
<th>POSITION</th>
<th>NO. OF PERSONS</th>
<th>PAY RATE</th>
<th>% OF TIME ON PROJECT</th>
<th>NO. OF MOS. EMPLOYED</th>
<th>TOTAL COST-FED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Director</td>
<td>1</td>
<td>$3,219</td>
<td>50%</td>
<td>12</td>
<td>$19,314</td>
</tr>
<tr>
<td>Coordinator</td>
<td>1</td>
<td>$2,396</td>
<td>100%</td>
<td>12</td>
<td>$28,752</td>
</tr>
<tr>
<td>Counselor</td>
<td>1</td>
<td>$2,022</td>
<td>100%</td>
<td>12</td>
<td>$24,264</td>
</tr>
<tr>
<td>Counselor</td>
<td>1</td>
<td>$1,962</td>
<td>100%</td>
<td>12</td>
<td>$23,544</td>
</tr>
<tr>
<td>Secretary</td>
<td>1</td>
<td>$1,652</td>
<td>100%</td>
<td>12</td>
<td>$19,824</td>
</tr>
<tr>
<td>Student Workers</td>
<td>2</td>
<td>$208</td>
<td>25%</td>
<td>12</td>
<td>$4,992</td>
</tr>
<tr>
<td><strong>TOTAL PERSONNEL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$120,690</strong></td>
</tr>
</tbody>
</table>

FRINGE BENEFITS (for full-time annual staff only)

<table>
<thead>
<tr>
<th>BENEFIT</th>
<th>% OF SALARIES &amp; WAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retirement</td>
<td>8.50%</td>
</tr>
<tr>
<td>Unemployment Insurance</td>
<td>7.65%</td>
</tr>
<tr>
<td><strong>FICA (Employer’s Share)</strong></td>
<td>.80%</td>
</tr>
<tr>
<td>Total % of Salaries &amp; Wages</td>
<td>16.95%</td>
</tr>
</tbody>
</table>

IV. Hospitalization($420/mo. X 4 full-time + $210/mo. x 12 months) $22,680

V. **TOTAL PERSONNEL** $163,827

2. STAFF TRAVEL

1. Professional Conference: 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          $1,028
Per Diem – 3 days x 150 per day        450
Subtotal                              $1,478

2. Training: 3 Full-time staff members to attend one region or state professional conference that addresses educational opportunities for under-represented groups in higher education.
   Airfare ($400 ea. x 4 staff) $1,600
   Per Diem ($100/day x 3 days x 4 staff) 1,200
   Subtotal                     $2,800

3. Other Travel: Mileage for staff travel within the target area outreach posts.
   685 miles/mo. x 3 staff x .28/mi. x 12 mos.  $6,905
   Subtotal                      $6,905

4. Participant Travel:
   Transportation rental costs for participants to attend area College Day Fairs
   $17.00 x 515 students          $8,250
   TOTAL TRAVEL                  $19,433

3. EQUIPMENT                     0

4. SUPPLIES                      
   Office Supplies                $1,000
   Operating Supplies             $1,000
   Instructional Supplies         $2,395
   Total Supplies                $4,395

5. SERVICES                     0

6. OTHER                        
   a. Printing/Duplicating       $2,763
   b. Telephone ($167 x 12 mos.) $2,004
   c. Postage ($90 x 12 mos.)    $1,080
   d. Meals for participants ($7.75 x 515) $3,991
   e. Annual “Steps to Success” Recognition Banquet for graduating seniors and parents
      ($13.50/person x 222)       $2,997
   TOTAL OTHER                   $12,835

7. TOTAL DIRECT COSTS         $200,490
8. INDIRECT COSTS (8%)          $16,039
9. TOTAL PROJECT COSTS       $216,529
10. PARTICIPANT COST           $361
**Equipment**

RTS has three staff members (2 Grant Specialists and 1 Coordinator) who travel frequently to middle and high school campuses in a tri-county area. These persons are away from the office four out of five days a week. They are provided with a laptop computer to be utilized in fieldwork. In addition to the laptop computers (IBM-compatible), the program secretary has a desktop computer that is utilized for maintaining the student database and for preparing correspondence, etc.

**Facilities**

In late December 1998, both UB and RTS relocated to the SWT Academic Support Building (formerly the LBJ Student Center). Both programs share office space. In addition to the assigned office space on the 3rd floor, RTS and UB also have access to classrooms located on the 4th floor of the building on nights and weekends. A map of the 3rd floor of the Academic Support building follows, with the UB/RTS office suite outlined.
Figure 8
Upward Bound and Rural Talent Search Office (outlined)
ACADEMIC SUPPORT BUILDING – 3rd Floor

- Rm. 307
  - Upward Bound Secretary’s Workstation
- Rm. 307A
  - Director’s Office
- Rm. 307C
  - Upward Bound Storage
- Rm. 307B
  - RTS Counselor’s Office
- Rm. 308A
  - Mini Computer Lab
- Rm. 308B
  - RTS Counselor’s Office
- Rm. 308
  - RTS Secretary’s Workstation
- Rm. 308C
  - Upward Bound Coordinator’s Office
- Rm. 308D
  - RTS Coordinator’s Office
- Rm. 308E
  - RTS Storage

Student Worker Workstations
Reception Area
**Other Resources**

Rural Talent Search works closely with its target schools, whose principals have made commitments to provide transportation for RTS participants to visit college and university campuses. In addition, all RTS target schools provide facilities for RTS meetings and in some cases, office space for the RTS counselor who is assigned to their campus.

Rural Talent Search works with a number of SWT departments who provide services to its participants. Among these departments are:

1) **Financial Aid** – provides a line-by-line workshop for completing the FAFSA for TRIO participants and other students at RTS target schools.
2) **Alcohol and Drug Resource Center** – facilitates Alcohol 101 workshops for RTS participants.
3) **Admissions Office/Visitors Center** – provides tours for RTS 6th graders during campus visits.
4) **Student Support Services** – serves as a TRIO link, providing tutorial services to former RTS students who enroll at SWT

Some community support comes from Papa John’s Pizza in San Marcos, who provides pizza to the program at a discount rate.

On a statewide level, RTS students participate in a number of enrichment activities and leadership development opportunities, sponsored by Upward Bound Math/Science programs and others.
4. Student Support Services

Personnel

Director of the Student Support Services (SSS) Program. The Director of the SSS Program is Maria Rita Quiñonez, a Hispanic female, age 37, with an M. Ed. in Educational Psychology (Student Affairs Specialization) received in 1989 from Texas Tech University, Lubbock, Texas. Ms. Quiñonez, who has 12 years of professional experience in TRIO Programs, came to SWT on August 1, 1996 as the Director of the Educational Talent Search Program located in Austin, Texas. On September 15, 1997, Ms. Quiñonez was transferred to the SSS Program as Director.

Prior to coming to SWT, Ms. Quiñonez, served as Program Coordinator for the SSS Program at Coastal Bend College in Beeville, Texas for six years. She also served as Job Search Training Specialist for Job Source Inc. in Lubbock, Texas for one and half years, Graduate Assistant for the Minority Peer Counseling Program at Texas Tech University for nine months, and Talent Search Counselor at LEARN Inc., in Lubbock, Texas for four years.

The SSS Director is primarily responsible for program administration including budget management. She is responsible for the coordination and communication of all SSS project administrative functions between the Department of Education and SWT. She serves as the program liaison between other TRIO Programs and other institutional Service Providers. She is responsible for hiring, training and supervising a program staff that is sensitive to the needs of low-income, first generation college students and students with disabilities; monitors project
performance objectives and prepares reports for submittal to the Department of Education. The Director is also responsible for providing academic support services to qualified students.

The Director is a member of the Extended Student Affairs Council, the Multicultural Affairs Council, and the ADA/504 Compliance and Steering Committee on Disabilities. She receives administrative supervision from the Assistant Vice President of Student Affairs/Director of Multicultural Student Affairs.

**Student Support Services Grant Coordinator.** The SSS Grant Coordinator at SWT is Stella Morado-Cahue, a Hispanic female, with a Master of Social Work degree, received in 1987 from Western Michigan University. Ms. Morado-Cahue also completed more than 55 hours of graduate level course work beyond her Masters degree in doctoral studies in Counselor Education and Counseling Psychology with an emphasis in Student Personnel Services in Higher Education at Western Michigan University. Ms. Morado-Cahue joined the SWT staff on September 1, 1997.

Prior to coming to SWT, Ms. Morado-Cahue was a staff member of Western Michigan University (WMU) for approximately ten years. She began working for WMU in 1987 as the Coordinator for the Allied Health Careers Opportunity Program. During this time, she was also a part-time instructor for the College of Health and Human Services. She became of part of the University’s Division of Student Affairs as Assistant to the Dean of Students in 1990. Ms. Morado-Cahue was promoted in 1992 to Assistant to the Vice President and promoted again in
1993 to Associate to the Vice President for Student Affairs. She also completed doctoral internships at Kalamazoo Valley Community College and Kalamazoo College in 1993.

As SSS Grant Coordinator, Ms. Morado-Cahue is responsible for identifying, selecting and advising students eligible for services for the program. She meets individually with program participants to provide financial aid and educational advising, conducts intake assessments and documents all contacts with participants. She also recruits, hires, trains and supervises the program’s tutors. The coordinator monitors and evaluates all aspects of the tutoring services and conducts general information presentations. The Grant Coordinator assists the Director with other administrative activities as needed and is supervised by the SSS Director.

**Senior Grant Secretary of the Student Support Services Program.** The Senior Grant Secretary is Louisa Garza, age 47, a Hispanic female with 21 years of secretarial experience. Mrs. Garza came to SWT on August 15, 1991, as the Grant Secretary of the College Assistance Migrant Program located in Medina Hall on west campus. On September 1, 1994, Mrs. Garza was transferred to the Office of Multicultural Student Affairs as Clerical Assistant. The CAMP program was not refunded and the staff either relocated or was transferred to other departments. On September 1, 1995, Mrs. Garza was transferred to the Rural Talent Search Program as the Senior Grant Secretary. Mrs. Garza was with the RTS Program until September 1, 1997 when she was transferred to the Office of Student Support Services as the Senior Grant Secretary.

She is responsible for the administrative operations of the office that include, but are not limited to, complex secretarial duties, fiscal accounting and the processing of budget changes. She also
coordinates personnel actions, travel purchasing, billing, processing correspondence, and maintains the Director’s calendar.

The Senior Grant Secretary supervises and assigns work to four student workers. She interviews, hires and conducts training meetings for the student workers. She maintains the University Policy and Procedures Statements assigned to the SSS office and is responsible for the Records Retention Schedule, the inventory of consumable supplies, capital equipment and the inventory of computer assessment software.

Mrs. Garza receives general administrative supervision from the SSS Director.

**Student Workers, Student Support Services Program.** The SSS Program employs four student workers on a part-time basis. Their work experience and length of employment history determines their hiring status as a Student Worker I, II, or III. A brief description of each student worker level follows:

**Student Worker I** – Few special skills and little or no previous training or work experience is required for Grade Level I jobs. A minimum amount of training is necessary to prepare the employee, however, some Grade Level I positions may require some mechanical ability, manual dexterity, or mental activity. The work performed is generally supervised; however, these employees may act as supervisors of other students. The work may involve physical exertion.
Student Worker II – Previous training or experience, independent judgment and considerable mental activity are generally required for Grade Level II jobs. Some college education or comparable experience is often necessary. The work may include responsibility for the safety of persons or property. Employees may act as supervisors of students in lower grade levels.

Student Worker III - Jobs in Grade Level III require a high degree of mental activity and independent judgment. The work performed involves decision-making and often requires the supervision of other student employees. The work may involve an important function of a departmental operation.

The student workers are responsible for greeting the incoming traffic to the office, directing them to the appropriate staff member, helping the office secretary to process the incoming application for tutoring as they come in. They answer telephones, file, input data to our database, help the office secretary to process new incoming student workers or tutors. The student workers are also responsible for maintaining daily time sheets for themselves and preparing the bi-weekly time sheets for all the tutors. The student workers report directly to the Secretary.

Tutors, Student Support Services Program. SSS employs 16 – 20 tutors per academic year. Numerous SSS Program tutors work on a part-time basis and are responsible for: providing one-on-one tutoring sessions for participants, serve as peer mentors to the participants, and help the program participants establish sound study techniques. They are also responsible for maintaining daily tutor contact logs on each participant tutored and a record of tutoring sessions conducted.
The tutors must be academically successful students with 45 or more college credit hours. The tutors must be recommended by their Department Chairperson and/or professor to conduct small group instruction and individual tutoring. Tutors must be proficient in their major areas in order to assist the participants in developing their basic skills. A 3.0 grade point average, mature judgment and a sincere awareness of participants’ needs are required. The tutors report directly to the Program Coordinator and attend bi-monthly tutor meetings.

Figure 9 shows the administrative reporting line for SWT’s SSS grant program.
Funding and Budgets

The SSS Program is funded by the Department of Education and sponsored by the SWT Student Affairs Division/Multicultural Student Affairs. The program is funded to serve approximately
two hundred (200) students who meet the following eligibility criteria: first generation and/or low-income college students and students with physical and/or learning disabilities. The program is designed to provide academic support services to program participants which include individual tutoring sessions, academic advising, assistance with course selection/registration, counseling referrals and financial aid counseling. The program is currently in the second year of its four-year funding cycle. The following is a budget narrative for the 1997-98 fiscal year.

**Figure 10**
Support Services Budget Narrative 1998-99

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Director</td>
<td>1</td>
<td>$3,215</td>
<td>100%</td>
<td>12</td>
<td>$38,580</td>
</tr>
<tr>
<td>Coordinator</td>
<td>1</td>
<td>$2,348</td>
<td>100%</td>
<td>12</td>
<td>$28,176</td>
</tr>
<tr>
<td>Sr. Grant</td>
<td>1</td>
<td>$1,684</td>
<td>100%</td>
<td>12</td>
<td>$19,776</td>
</tr>
<tr>
<td>Secretary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Research Assistant</td>
<td>1</td>
<td>$ 780 (Part-Time)</td>
<td>9</td>
<td>$ 6,750</td>
<td></td>
</tr>
<tr>
<td>Tutors</td>
<td>14</td>
<td>$198.65</td>
<td>(Part-Time)</td>
<td>12</td>
<td>$33,373</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$126,655</strong></td>
</tr>
</tbody>
</table>

*Part-time personnel: Tutors average 15 hours of work per week.*

**Fringe Benefits (For full-time annual staff only)**

- Retirement: 8.50%
- Unemployment: .08%
- FICA: 7.65%

**TOTAL OF SALARIES AND WAGES**: 16.95% $17,810

Hospitalization ($454.72/mo. X 3 full-time employees) = 16,370

Total Fringe = 34,180

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

**TOTAL PERSONNEL** $160,835
STAFF TRAVEL

Professional Conference:
1. Director to attend one national/regional or state professional conference that addresses training for new directors.
   - Airfare and/or Ground Transportation $300
   - Per diem – 3 days X $80 per day $480
   - Registration X 1 Staff $307
   Total $1,087

2. Full-time staff members to attend one regional or state professional conference and/or training that addresses educational opportunities for underrepresented groups in higher education.
   - Airfare and Ground Transportation
     - Round trip at .28 per mile 160 miles X 2 Staff $100
     - Per Diem – 3 days @ $80 per day X 2 Staff $480
     - Registration X 2 Staff $333
   Total $913

Total Staff Travel $2,000

3. EQUIPMENT
   Total Equipment $0.00

4. SUPPLIES
   - Office supplies (consumable) $900
   - Instructional Supplies for Tutors in Reading, Math, Writing $915
   - Resource Textbooks for Tutors $965
   Total Supplies $2,780

5. SERVICES
   Total Services $0.00

6. OTHER
   a. Postage $300
   b. Telephone $1,500
   c. Printing (Photocopying) $1,000
   Total Other $3,000

7. Total Direct Costs $168,615
8. Indirect Costs (8%) $13,489
9. Total Project Costs $182,104
10. Participant Cost (i.e., $182,104/200 participants) $911
**Equipment**

SSS staff uses “state of art” equipment to fulfill the duties associated with their positions. The equipment includes:

- **Telephones**
- **Four Tangent IBM compatible personal computers** – used by the SSS full-time staff
- **Five Macintosh computers** – 1 is used by the student workers to complete work assignments and the others are used by the tutors to help them with their tutoring sessions
- **Two laser printers** – networked to print from all computers from staff and student workers
- **Two electric typewriters** – used by all staff as needed to complete time sheets, everyday forms and reports needed on a weekly or monthly basis.
- **Fax machine** – used by all staff to acquire information on both incoming students and tutors during their admission and hiring process.
- **TV and a VCR with cart.**
- **Tape recorder** – used during meeting and conference.
- **Overhead projector** – used for presentations (staff)
- **Three portable shredders**
- **Laminating machine**

All of the personal computers use the Windows 95 operating system and have been upgraded to Office 97. All the office computers meet the Year 2000 compliance as determined by an assessment conducted by ODS in March 1998.
Future equipment plans include the acquisition of laptop computers for staff and student use. SSS staff would use a laptop computer when making presentations to on and off-campus groups. Students with disabilities would use the other laptop on a trial basis for computer assisted instructional purposes.

Facilities

The SSS relocated to the 5th floor in Suite 5-6.1 in the new LBJ Student Center in January 1998. The new office has approximately twice the square footage compared to the old office in the former location in the 4th floor of JC Kellam building. The SSS suite is comprised of three staff offices, a tutor/resource library room, supply room, equipment room and an open-tutoring area. The move to the new LBJ Student Center has improved the working relationship with staff in the Counseling Center, Office of Disability Services and Texas Rehabilitation Commission, all located in a cluster on the 5th floor of the LBJ Student Center. In addition, this clustering provides an opportunity for sharing resources such as furniture, equipment and office space. The close proximity of the offices also benefits students by reducing their cross campus travel, particularly for students with physical or mobility impairments who have difficulty accessing buildings due to the hilly terrain of the campus. It is anticipated this office space will meet the needs of the SSS for the foreseeable future.
Figure 11
Student Support Services Office Layout

<table>
<thead>
<tr>
<th>Grant Coordinator/ Counselor’s Office</th>
<th>Student Worker Work Area</th>
<th>Director’s Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor’s Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Grant Secretary’s Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supply Room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closet</td>
<td>Cubicles</td>
<td></td>
</tr>
</tbody>
</table>

III. C

II. S

L E

U B

C
**Other Resources**

The SSS Program works in coordination with a variety of departments on the SWT campus as well as other TRIO programs in the state of Texas.

The Program works closely with the Office of Disabilities Services and the Texas Rehabilitation Commission in identifying potential program participants. The program also receives student referrals from the academic advising centers, General Studies Instructors, Remediation Services, Multicultural Student Affairs’ Office, Educational and Rural Talent Search, Upward Bound, and other TRIO Programs.

Students referred to the program are asked to complete a program application and are scheduled an interview with either the Director or the Coordinator. During the interview, the student’s eligibility for program services and academic need is determined. Students who are identified as eligible for the program are then provided the appropriate academic support service needed.

The SSS Program staff also refers students to the various on campus departments depending on the student(s) need. The Program maintains good working relationships with Admission Office, Financial Aid, Career Services, SLAC, and the Counseling Center.

The SSS Program staff participates in College Days, freshman and transfer Orientation Sessions coordinated through the Office of Admission and informational sessions conducted by the various academic departments.
5. Upward Bound

Personnel

Director of Rural Talent Search and Upward Bound (Director, RTS/UB). The Director of RTS/UB, Cheryl McWilliams, assumed her position in March 1998. Ms. McWilliams is an African American female and a native of San Marcos, Texas and has extensive experience in the field of education and training. She received a bachelor’s degree in Education in 1981 and a master’s degree in Business Administration in 1995 both from SWT. Prior to her employment at SWT, Ms. McWilliams was employed as a teacher for 10 years serving in the Austin and San Marcos school districts. For one year, she was employed by San Marcos CISD as a parent educator, presenting parenting workshops to school district parents and other area clients.

Ms. McWilliams has three years of experience in TRIO programs, beginning in September 1995 when she was hired as a counselor for the RTS program. Currently, as RTS/UB Director, her job responsibilities include:

- coordinate and communicate all UB and RTS administrative functions between the U.S. Department of Education and SWT,
- function as a liaison to other TRIO programs, state agencies, local school districts, community interests and post-secondary institutions,
- hire, train and supervise a competent UB and RTS staff that is sensitive to the needs of the target population,
- manage both budgets and submitting fiscal reports,
- monitor RTS and UB project performance and preparing annual reports to DOE,
oversee recruitment, instruction, tutoring, placement and counseling activities for UB and RTS,

oversee documentation and record maintenance,

coordinate community service and parent education components for UB, and

evaluate the progress of the projects’ objectives.

**Upward Bound Program Coordinator.** The Program Coordinator for SWT’s UB is Richard Emmett Myatt, a white male, age 28, with a B.S. in Interdisciplinary Studies received in 1993 from Texas A&M University. He is currently pursuing a graduate degree at SWT. Mr. Myatt came to SWT on September 1, 1998 as the Program Coordinator.

Prior to coming to SWT, Mr. Myatt was a Financial Aid Officer at the University of Texas at San Antonio (UTSA). Preceding his time at UTSA, Mr. Myatt was an Academic Advisor for the Athletes at the University of Texas at El Paso. Following his graduation from Texas A&M, he was employed in several positions as a mathematics educator in middle and elementary schools for three different school districts.

The Program Coordinator is responsible for recruitment of potential program participants, recruitment/employment of Tutoring Center Staff and supervising Tutoring Centers on each campus. He also coordinates the Saturday events occurring during the academic year. In addition, he provides career, financial, academic and personal counseling to the participants of UB throughout the academic year. The Program Coordinator during the Summer Component is
responsible for planning and coordination of Residential Life for UB participants, supervising the Resident Advisors and other duties as assigned by the Director.

He receives supervision from the RTS/UB Director.

**Upward Bound Grant Senior Secretary.** The Grant Senior Secretary is Margaret Motomochi, age 36, a Hispanic female who has 98 hours of college credit. She has an Associate of Arts from Southwest Texas Junior College. She began employment in the UB Program on January 6, 1998 and has a cumulate total of 2 years in this position. She is responsible for the administrative operations of the office that include, but are not limited to, complex secretarial duties and assists the Director in budget monitoring. She also coordinates personnel actions, travel purchasing, billing processing, correspondence and maintains the Director’s calendar. She acts as the consultant regarding university services and procedures and is the designated leavekeeper for the UB Program.

The Grant Senior Secretary supervises and assigns tasks to four student workers. She interviews and hires the office student workers. She is responsible for the Records Retention Schedule, the UB inventory of consumable supplies and capital equipment and the inventory of the computer software. Ms. Motomochi receives administrative supervision from the RTS/UB Director.

Figure 12 shows the administrative reporting line for SWT’s Upward Bound Program.
Figure 12
Upward Bound Organizational Chart

President

Vice President
For Student Affairs

Assistant Vice President for Student Affairs and
Director of Multicultural Student Affairs

Assistant Directors

Administrative Secretary

Upward Bound
Coordinator

Student Support Services
Programs

Community
Organizations

Talent Search
Programs

Upward Bound
Secretary

Direct Accountability

Coordination Accountability
Figure 13
Upward Bound Summer Organizational Chart

Upward Bound Director

Secretary
- Student Workers
  - Peer Advisors
  - Resident Assistant
  - SAC

Coordinator/Counselor

Bridge Coordinator
- Tutors

Academic Coordinator
- Spanish
  - Science
  - English
  - Cultural Aw.
  - Mathematics
  - Social Studies
Funding and Budgets

UB is an educational opportunity program, funded under Title IV of the Higher Education Act of 1965 through the U.S. Department of Education. The operating budget for UB for FY '98 is $280,028. The funding provided supports salaries/wages, general office operations, and the provision of services to eligible participants. The following provides an overview of the FY '98 UB budget.

Figure 14
Upward Bound Budget Narrative 1998-99

PERSONNEL

<table>
<thead>
<tr>
<th>POSITION</th>
<th>NO. OF PERSONS</th>
<th>PAY RATE</th>
<th>% OF TIME ON PROJECT</th>
<th>NO. OF MOS. EMPLOYED</th>
<th>TOTAL COST-FED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Director</td>
<td>1</td>
<td>$3,219</td>
<td>50%</td>
<td>12</td>
<td>$19,314</td>
</tr>
<tr>
<td>Coordinator</td>
<td>1</td>
<td>$2,157</td>
<td>100%</td>
<td>12</td>
<td>$25,884</td>
</tr>
<tr>
<td>Secretary</td>
<td>1</td>
<td>$1,648</td>
<td>100%</td>
<td>12</td>
<td>$19,776</td>
</tr>
<tr>
<td>*Academic Year Coordinators</td>
<td>6</td>
<td>$2,400</td>
<td>20%</td>
<td>7</td>
<td>$14,400</td>
</tr>
<tr>
<td>*Tutors</td>
<td>7</td>
<td>$1,200</td>
<td>25%</td>
<td>5</td>
<td>$8,400</td>
</tr>
<tr>
<td>Summer Academic Coordinators</td>
<td>4</td>
<td>$2,400</td>
<td>100%</td>
<td>1.5</td>
<td>$9,600</td>
</tr>
<tr>
<td>Academic Year Peer Advisors</td>
<td>2</td>
<td>$1,120</td>
<td>20%</td>
<td>7</td>
<td>$2,240</td>
</tr>
<tr>
<td>Summer Peer Advisors</td>
<td>4</td>
<td>$1,200</td>
<td>100%</td>
<td>1.5</td>
<td>$4,800</td>
</tr>
<tr>
<td>Student Workers*</td>
<td>2</td>
<td>$240</td>
<td>25%</td>
<td>12</td>
<td>$5,760</td>
</tr>
<tr>
<td>TOTAL PERSONNEL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$110,174</td>
</tr>
</tbody>
</table>

*Part-time personnel

1 B. FRINGE BENEFITS (for full-time annual staff only)

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retirement</td>
<td>$5,489</td>
</tr>
<tr>
<td>Unemployment Insurance</td>
<td>$878</td>
</tr>
<tr>
<td>FICA (Employer’s Share)</td>
<td>$7,042</td>
</tr>
<tr>
<td>Medicare</td>
<td>$1,691</td>
</tr>
<tr>
<td>Hospitalization ($420/mo. X 4 full-time + $210/mo. x 12 months)</td>
<td>$12,600</td>
</tr>
<tr>
<td>Total Fringe</td>
<td>$27,700</td>
</tr>
</tbody>
</table>

1 C. TOTAL PERSONNEL & FRINGE          $137,874
II. TRAVEL

Professional Conference:
a. 1 Project Director to attend one national professional conference that addresses educational opportunities for underrepresented groups in higher education.
   - Airfare and Ground Transportation: $400
   - Per Diem – 3 days x 150 per day: $450
   - Registration: $200
   - Subtotal: $1,050

b. 1 Project Director to attend one state or regional professional conference that addresses educational opportunities for underrepresented groups in higher education.
   - Airfare and Ground Transportation: $400
   - Per Diem – 3 days x 150 per day: $450
   - Registration: $200
   - Subtotal: $1,050

Training:

2 Full-time staff members to attend one region or state professional conference that addresses educational opportunities for under-represented groups in higher education.
   - Airfare ($450 ea. x 2 staff): $900
   - Per Diem ($100/day x 3 days x 2 staff): $600
   - Subtotal: $1,500

Other Travel:

- Mileage for staff travel within the target area outreach posts.
  - 800 miles/mo. x 3 staff x .28/mi. x 10 mos.: $2,240
  - Subtotal: $3,740

Participant Travel:

- Transportation rental costs for vans to SWT ($150/week x 24 weeks): $3600
- College/Cultural/Career Field Trips
  - $28.20 x 65 participants x 3 visits/per year: $5,499
  - Subtotal: $9,099

TOTAL TRAVEL: $14,939

III. SUPPLIES

Office Supplies
- Operating Supplies: $2,000
- Instructional Supplies: $5,000
TOTAL SUPPLIES $7,000

IV. SERVICES
Contracted Services/Consultants $1,500

V. OTHER
a. Printing/Duplicating $2,600
b. Telephone ($167 x 12 mos.) $2,000
c. Postage ($90 x 12 mos.) $718
d. Miscellaneous:
   Books for Participants $3,000
   Insurance (Academic year 715 + Summer 1,560) $2,275
   Awards Banquet $3,500
   **Subtotal: Miscellaneous** $8,775

TOTAL OTHER $14,093

VI. TOTAL DIRECT COSTS (Lines I – V) $175,406

VII. INDIRECT COSTS (8% of VI) $14,032

VIII. EQUIPMENT $7,502

IX. STIPENDS $20,150
    (Academic year 14,300 + Summer 5,850)

X. TUITION AND RELATED FEES $7,500

XI. ROOM & BOARD $50,633

XII. SUMMER NON-RESIDENTIAL MEALS $4,805
    (11 meals x $6.72 x 65 participants)

XIII. TOTAL COSTS (VI - XII) $280,028

**Equipment**

UB has the following equipment on hand for use by staff and students to meet the objectives of the program: five IBM-compatible personal computers, one Macintosh personal computer and three laptops (one Macintosh, two IBM-compatibles). Three of the IBM-compatible computers are used by office staff and operate through Windows 95. Two of the personal computers have been designated for student use and will be loaded with the DISCOVER program for use by
students for career exploration and college search activities. Two laptop computers have been purchased and will be used primarily by staff as they travel to Upward Bound Tutoring Centers located at five high schools in the surrounding area. The remaining Macintosh laptop will be designated for student use.

**Facilities**
The UB administrative offices were currently located on the fourth floor of the JC Kellam Building. The office suite is comprised of three staff offices (rooms 490, 492, 495) and one resource library/supply room (#491). The office suite is shared with the Rural Talent Search program. (See Figure 8 on page 103).

**Other Resources**
Upward Bound target schools provide facilities for program staff to meet with participants and recruits. Additionally, facilities are provided for use as UB Homework/Tutoring Centers. Upward Bound works with a number of departments on the SWT campus and in the surrounding communities in an effort to meet program goals and objectives. Among SWT departments and organizations that serve as resources to Upward Bound are:

1) Student Support Services - provides tutorial services for Upward Bound bridge participants each summer.

2) Counseling Center – works with Upward Bound as needed to help assess the needs of UB participants who may be having emotional difficulties.

3) Alcohol and Drug Resource Center – provides Alcohol 101 workshop to UB participants as a part of program life skills training.
4) Admissions – works with UB to get bridge participants enrolled for summer.

5) Art Department – provides instructor referrals and classroom space for UB art class during summer component.

6) Financial Aid – provides line-by-line workshop on completion of the FAFSA to TRIO participants and target school senior population.

7) ESL/International Office – provides classroom space on the 4th floor of the Academic Support Building for use by UB during Saturday programs.

8) Registrar – reserves additional classroom space and other facilities for program use during the academic and summer components.

9) Career Services – provides use of career exploration CD Rom program (DISCOVER) to the program, for which the university has obtained a site license.

10) Sigma Delta Lambda – sorority members volunteer with Upward Bound during academic and summer components.

11) Sigma Lambda Gamma – sorority members volunteer with Upward Bound during academic and summer components.

Among those providing resources in and around the SWT community are:

1) Dixie Cream Donuts – occasionally provides donuts for UB participants on Saturdays.

2) Arboretum Nursing Home – provides opportunities for community service to UB participants during the summer.

3) Texas Workforce Center – assists with job placement of eligible participants during the summer program.

4) San Marcos Animal Shelter – provides opportunities for community service to UB participants during the summer.

5) Papa John’s Pizza – provides pizza to UB at a discount rate.
D. Assessment

MSA maintains a departmental assessment plan (see Appendix K) to monitor student diversity at SWT through its enrollment of affected student groups. This monitoring allows office staff to make formative changes, improve the quality of services and increase service effectiveness. MSA’s Assessment Plan goals are:

1. to provide services to underrepresented student groups that enable greater numbers of affected students who access MSA services to enroll, be retained and graduate,

2. to provide information about the university, its process and requirements to prospective students, parents, visitors, and

3. to improve services to users through periodic assessment of customer satisfaction.

Demographics

MSA collects and presents in its Annual Report to the Vice President, staff contacts with students, parents and faculty regarding topics such as admissions, residence life, financial assistance, graduate school, career options, and/or personal/academic counseling (see Appendix L, 1997-98 MSA Annual Report).

This information is stratified by African American, Hispanic and Other for comparison purposes. Last year (1997-98), 3,870 (38%) of the total contacts were with African Americans, 4,407 (44%) were Hispanics, and 1,790 (18%) were with persons classified as Other. These contacts constitute an increase of 30% over the previous year.
**Customer Satisfaction**

To determine customer satisfaction with MSA services, a Service Quality Survey (see Appendix C) was distributed during the Spring 1998 semester. Ninety-two surveys were mailed to unduplicated student users of which 23 surveys (25%) were returned for analysis. Demographic data including age, gender, race/ethnicity and classification; along with the type of service sought were recorded by student users who completed the MSA Service Quality Survey.

The results of this first survey indicate that 65% of the respondents sought assistance regarding scholarships followed by financial aid, general information, student organizations, financial aid appeals, GPA computation and enrollment. A majority of respondents strongly agreed and/or agreed with ten service quality items. In fact, items 1, 2 and 3 dealing with the extent that the staff was helpful and courteous and whether the service addressed their need received the highest ratings. Items 5 and 9 that referenced whether the referral service from another service provider was appropriate and whether MSA services had improved their stay in college received the lowest ratings with only 52% and 57% of respondents “strongly agreeing” or “agreeing” with the statements respectively.

**Needs Assessment**

The determination of MSA user “needs” is done informally and routinely as part of the student's welcome reception and office visit with a staff member. The "needs" typically fall within the list of services sought outlined in the Service Quality Survey (see Appendix C). For services and needs that are specific to a typical Student Affairs Service Provider, MSA staff will refer a student appropriately.
However, it is typical that MSA staff adequately addresses a majority of the students’ needs.

**Benchmarking**

At this point in the development of MSA, two benchmarking measures are available. One is to compare the number of student contacts by year. The earliest annual report on record (see Appendix M) shows that in 1992-93, 1,701 African American, 1,606 Hispanic and 2,094 Other groups’ contacts were recorded by MSA. In 1997-98 (See Appendix L), contacts by target group increased in excess of 100% for both African Americans and Hispanics and total contacts increased by 86%.

The second internal benchmarking record can be gleaned from the year-to-year levels of external grant funds. For example, in 1985-86 MSA drew $427,500 in external funds that provided access and retention services to over 700 first-generation, economically disadvantaged students through YOU and EOC programs. In 1997-98, MSA drew $1,394,122 in external funds to provide services to over 2,000 first-generation, economically needy students for over a 200% increase in grant funds and a 186% increase in total number of students served through the outreach programs (i.e., YOU, SEP, Upward Bound, Educational Talent Search, Rural Talent Search and Student Support Services).

To the extent possible and as our Assessment Plan calls for, MSA could identify three to five comparable peer institutions that host/sponsor special services to underrepresented student groups and compare the level and type of service provided. An in-house questionnaire/survey instrument could be developed much like the TACUSPA Research Grant survey instrument that
was mailed in the fall 1997 semester (see Appendix N). The main thrust of the TACUSPA Research Grant survey was to gauge the effects of "Hopwood" on the delivery of targeted recruitment and retention efforts in public four-year institutions.

Outcomes Assessment

MSA does not stand alone in assessing university outcomes that address underrepresented group enrollment, retention and graduation rates. MSA is joined by a number of Student Affairs service providers in monitoring the university's goal and commitment to "recruit high quality diverse new student populations" and "develop co-curricular programs and services that meet the needs of a diverse student population." All efforts in combination contribute to the university's capacity to produce desired results. One way to gauge enrollment, retention and graduation rate outcomes is by comparing data in the Student Profile and University Fact Book and the Fall Enrollment Analysis reports. The following narratives and tables are presented for analysis.

Undergraduate Enrollment. As the following Table 8 shows, in the course of thirteen years, white enrollment has consistently declined both in numbers and percent of total. With the exception of African American student enrollment that was affected disproportionately by the 1992 new admission standards, and international students, all other ethnic groups have shown growth in the desired direction. In fact, the university can now pride itself in boasting that one in every four students on campus is a student of color. However, MSA in collaboration with primarily Admission, Financial Aid, Student Center, and others continue to address the needs of traditionally underrepresented groups in efforts to improve SWT's student diversity.
Table 8
Undergraduate Enrollment
X Ethnicity Fall Semester

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>White</td>
<td>14,993</td>
<td>82.9</td>
<td>13,330</td>
</tr>
<tr>
<td>Amer. Indian</td>
<td>43</td>
<td>0.2</td>
<td>97</td>
</tr>
<tr>
<td>Black</td>
<td>716</td>
<td>4.0</td>
<td>979</td>
</tr>
<tr>
<td>Asian Amer.</td>
<td>76</td>
<td>0.4</td>
<td>266</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,896</td>
<td>10.5</td>
<td>3,124</td>
</tr>
<tr>
<td>Intrn'l</td>
<td>354</td>
<td>2.0</td>
<td>132</td>
</tr>
<tr>
<td>Total</td>
<td>18,078</td>
<td>100.0</td>
<td>17,928</td>
</tr>
</tbody>
</table>


Retention. The converse of student retention is attrition. Table 9 depicts first year attrition across a ten-year span of initiative targeted to the retention of ethnic minority students. Students were tracked from their fall semester point of enrollment as first-time students and classified regarding the number of college hours to their record. One year later in the subsequent fall semester, the same cohort of students was tracked and classified as having progressed to the next classification (i.e., 30 or more hours the "advancing" group, more than zero hours but less than 30 hours as having "returned but not advancing" group to the sophomore year, and those students whom the tracking system failed to identify as having enrolled were termed the “not returning” attrition group). As the data shows the between group rates for the “not returning” students are quite high for that time period when one considers the 25% national norm. However, the between group rates are not substantially disproportionate.
Table 9
First Year Attrition from Fall to Fall
African American, Hispanic and White
(Ten Year Comparison)

<table>
<thead>
<tr>
<th>Not Returning*</th>
<th>1986 to 1987</th>
<th>1996 to 1997</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>African Amer.</td>
<td>67</td>
<td>36</td>
</tr>
<tr>
<td>Hispanic</td>
<td>241</td>
<td>44</td>
</tr>
<tr>
<td>White</td>
<td>1,790</td>
<td>39</td>
</tr>
</tbody>
</table>

Source: Student Profile and University Fact Book, 1987 and 1997, from Table B-21.

Since 1993, new improved student cohort tracking mechanisms have been incorporated.

Table 10 shows a comparison of student progression by ethnicity. In Table 10, the number of newly admitted freshmen with zero student credit hours is depicted. This particular cohort was selected for comparison knowing they currently constitute the largest group of newly admitted students.

Table 10 data show that African American newly admitted students achieve the highest retention rates (72%) although still low when considering the national (75%) norm. Whites and all other ethnic groups registered the lowest retention rates averaging 65% or lower.
Table 10
Fall to Fall Comparisons of Fall 1995 New Student Cohort

<table>
<thead>
<tr>
<th>Group</th>
<th>Fall 1995</th>
<th>Fall 1996</th>
<th>%</th>
<th>Fall 1997</th>
<th>%</th>
<th>Fall 1998</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1,869</td>
<td>1,212</td>
<td>65</td>
<td>1,001</td>
<td>53</td>
<td>967</td>
<td>52</td>
</tr>
<tr>
<td>African Amer.</td>
<td>126</td>
<td>91</td>
<td>72</td>
<td>80</td>
<td>63</td>
<td>80</td>
<td>63</td>
</tr>
<tr>
<td>Hispanic</td>
<td>448</td>
<td>260</td>
<td>58</td>
<td>209</td>
<td>47</td>
<td>201</td>
<td>45</td>
</tr>
<tr>
<td>Asian Amer.</td>
<td>46</td>
<td>23</td>
<td>50</td>
<td>21</td>
<td>46</td>
<td>21</td>
<td>46</td>
</tr>
<tr>
<td>Amer. Indian</td>
<td>16</td>
<td>8</td>
<td>50</td>
<td>7</td>
<td>44</td>
<td>7</td>
<td>44</td>
</tr>
<tr>
<td>International</td>
<td>9</td>
<td>6</td>
<td>67</td>
<td>5</td>
<td>56</td>
<td>5</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>2,514</td>
<td>1,600</td>
<td>64</td>
<td>1,323</td>
<td>53</td>
<td>1,281</td>
<td>51</td>
</tr>
</tbody>
</table>

Source: Fall 1998 Enrollment Analysis, Table 14 data based on 12th class day for Freshmen Group 1995 only (0 SCH)

Table 11 depicts the most recent aggregate Fall `97 to Fall `98 (one year retention) data on all newly admitted undergraduate students inclusive of all classifications. For this particular year, the effects of numerous student retention incentive grants in combination with the traditional efforts on behalf of student affairs service providers appear to have had the desired effect.

Although retention rates are still low (i.e., 72%), the three major racial/ethnic groups of students have improved retention rates of 72, 71 and 70 percent respectively. The university has set as a goal to improve on the first year retention rate of all students in alignment with national norm rates or better.
Table 11
Fall to Fall Comparison of All
New Undergraduate Students

<table>
<thead>
<tr>
<th>Group</th>
<th>Fall 1997 #</th>
<th>Fall 1998 #</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>3,383</td>
<td>2,441</td>
<td>(72)</td>
</tr>
<tr>
<td>African Amer.</td>
<td>218</td>
<td>155</td>
<td>(71)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>884</td>
<td>622</td>
<td>(70)</td>
</tr>
<tr>
<td>Asian Amer.</td>
<td>78</td>
<td>53</td>
<td>(67)</td>
</tr>
<tr>
<td>Amer. Indian</td>
<td>30</td>
<td>15</td>
<td>(50)</td>
</tr>
<tr>
<td>International</td>
<td>20</td>
<td>16</td>
<td>(80)</td>
</tr>
<tr>
<td>Unknown</td>
<td>50</td>
<td>38</td>
<td>(76)</td>
</tr>
<tr>
<td>Total</td>
<td>4,663</td>
<td>3,340</td>
<td>(72)</td>
</tr>
</tbody>
</table>

Source: Fall 1998 Enrollment Analysis, Table 18 extrapolations based on 12th class day all groups combined

Grading Rate. A very small proportion of SWT students complete degree requirements in the traditional four-year span of time outlined in the SWT catalog. In fact, the data on Tables 12 and 13 reveal that within the two cohorts examined (i.e., Fall 1988 and Fall 1991), the majority of students graduated in six years, with African American and white graduation rates at the lead. Hispanic and students classified as "Other" lag behind their peer counterparts in six-year graduation rates.
<table>
<thead>
<tr>
<th>Groups</th>
<th>Fall 1988</th>
<th>4 Year</th>
<th></th>
<th>5 Year</th>
<th></th>
<th>6 Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>White</td>
<td>2,526</td>
<td>196</td>
<td>8</td>
<td>579</td>
<td>23</td>
<td>748</td>
<td>30</td>
</tr>
<tr>
<td>African Amer.</td>
<td>155</td>
<td>12</td>
<td>8</td>
<td>38</td>
<td>25</td>
<td>53</td>
<td>34</td>
</tr>
<tr>
<td>Hispanic</td>
<td>447</td>
<td>18</td>
<td>4</td>
<td>87</td>
<td>19</td>
<td>113</td>
<td>25</td>
</tr>
<tr>
<td>Other</td>
<td>46</td>
<td>5</td>
<td>11</td>
<td>10</td>
<td>22</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>3,174</td>
<td>231</td>
<td>7</td>
<td>714</td>
<td>22</td>
<td>926</td>
<td>29</td>
</tr>
</tbody>
</table>

Source: Student Profile and University Fact Book, Table A-29 data for Fall 1988 and Fall 1991 cohorts only.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Fall 1991</th>
<th>4 Year</th>
<th></th>
<th>5 Year</th>
<th></th>
<th>6 Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>White</td>
<td>2,144</td>
<td>156</td>
<td>7</td>
<td>534</td>
<td>25</td>
<td>691</td>
<td>32</td>
</tr>
<tr>
<td>African Amer.</td>
<td>275</td>
<td>17</td>
<td>6</td>
<td>67</td>
<td>24</td>
<td>88</td>
<td>32</td>
</tr>
<tr>
<td>Hispanic</td>
<td>630</td>
<td>28</td>
<td>4</td>
<td>101</td>
<td>16</td>
<td>146</td>
<td>23</td>
</tr>
<tr>
<td>Other</td>
<td>71</td>
<td>5</td>
<td>7</td>
<td>13</td>
<td>18</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>3,120</td>
<td>206</td>
<td>7</td>
<td>715</td>
<td>23</td>
<td>942</td>
<td>30</td>
</tr>
</tbody>
</table>

Source: Student Profile and University Fact Book, Table A-29 data for Fall 1988 and Fall 1991 cohorts only.
E. Staff Development, Research and Creative Activities

This section of the MSA/CPR outlines staff involvement in state and regional conferences, participation in funded projects, service to the university, and honors and awards received.

1. Multicultural Student Affairs

ADOLFO R. (SONNY) BARRERA

Title: Assistant Vice President for Student Affairs
       Director of Multicultural Student Affairs

Degree: Bachelor of Arts
        University of North Texas

        Master of Science
        Texas A & M at Corpus Christi

        Doctorate of Education
        Texas Tech University

Years in SWT Multicultural Student Affairs: 15

ACCOLADES

Awarded $13,918,396 in external funds averaging $927,893 per year over a 15 year history of office development

Provided services to approximately 23,000 individuals over 15 years who experienced living and working in a university environment and/or gained access into a post-secondary educational program

Attended the 19th Annual Richard F. Stevens Institute for recently appointed deans and experienced vice presidents sponsored by NASPA, Class of 1995

Received university recognition for 15 years of service, 1998

TRAINING AND CONTINUING EDUCATION WITHIN THE PAST THREE YEARS

FY 97

American Association of Higher Education Conference
ODS Deaf Deaf World Seminar
First Generation College Students
Access and Equity Conference
Staff Performance Appraisal
Ethics in Higher Education
Texas Association of Chicanos in Higher Education Conference
Texas Association of College and University Administrators

**FY 98**
Year 2000 Assessment and Mitigation
Legal Insight, Part III Focus: Programming and Policy
Texas Association of Student Support Services Programs
Conference
Texas Association of Chicanos in Higher Education Conference

**FY 99**
Exceeding Customer Service Expectations
Texas Association of Student Support Services Programs Conference

**UNIVERSITY ACTIVITIES**

University Council Member
Student Affairs Council Member
Multicultural Student Affairs Chair
University 504/ADA Compliance Committee Chair
University Financial Aid and Scholarship Committee Member
Access and Equity 2000 Committee Member
Multicultural Programs Committee Member
DANETTE L. MYERS

Title: Administrative Assistant II

Degree: Completed 108 hours

Years in SWT Multicultural Student Affairs: 6

TRAINING AND CONTINUING EDUCATION

Attended The Texas Association of Black Professionals in Higher Education (TABPHE) Conference, 1994
Awarded Protected Class Staff Development Spring 1998

SPECIFIC TRAINING ACTIVITIES

FY 94
Travel Workshop SWT All in One E-mail

FY 95
Macintosh Software Class Tomas Rivera Lecture/ Films
How to Make Correct and Appropriate Referrals A Commitment To Excellence
Quality is Personal Dealing w/ Disruptive Individuals
Staying Positive in a Negative Work Environment

FY 96
Stress Management How to Speak With Confidence
“Academic Affairs and Student Affairs…” Opening the Lines of Communication

FY 97
“Understanding and Meeting the Needs of First Generation College Students”
Changes in SWT Purchasing Process

FY 98
“Speaking Up, Speaking Out”
SWT Purchasing Card Training
“The Do’s and Don’ts of Dining Etiquette”
Exceeding Customer Service Expectations: An SWT Tradition
UNIVERSITY ACTIVITIES

SWT Mentor
Latino Banquet- Outstanding Service Award
BSA Image Awards- Appreciation for Service & Commitment Award
BSA Image Awards- SWT Outstanding Staff Award

OTHER ACTIVITIES

Travis Elementary Parent Volunteer
Lil’ Pee Wee’s PTA member
Active member of Abundant Life Christian Church
PATRICIA PRADO

Title: Senior Administrative Assistant

Degree: Bachelor of Science in Applied Sociology
Southwest Texas State University, 1993

Years in SWT Multicultural Student Affairs: 2

TRAINING AND CONTINUING EDUCATION

U.S. Department of Agriculture Summer Food Program Training

SPECIFIC TRAINING ACTIVITIES

FY 97

Sexual Harassment
Workers Compensation
How to Save Your $100 Raise
Innovations in Efficiency
New Staff Employee Orientation
Staff Performance Appraisal
Purchasing Process
Docutech
Fall Employment Workshop, Employment, Payroll and RBC Processing Handbook
Timekeeping Workshop

FY 98

Speaking Up, Speaking Out
Battle of the Bugle
Do’s and Don’ts of Dining Etiquette
Academic Advising
Transfer Students
Texas Contracts-Lodging, Airlines and Rental Cars
Fall Employment Workshop
P-Card Pilot Training
Additional Duty Safety Officer
Record Retention Workshop
Exceeding Customer Service Expectations
UNIVERSITY ACTIVITIES

Multicultural Affairs Council Member
Student Affairs Staff Development Team Member, FY98
Student Affairs Community Development Team Member, FY99
SWT Mentor
Student Affairs Year 2000 Compliance Team Member
SWT Hispanic Policy Network Member, FY94 - Present
SWT Mediator, FY97 and FY98

OTHER ACTIVITIES

San Marcos DeZavala PTA
San Marcos ISD Volunteer in Schools
STELLA SILVA

Title: Assistant Director, Multicultural Student affairs

Degree: Bachelor of Fine Arts
University of Texas at Austin

Master of Arts in Education
University of Texas at San Antonio

ABD Doctorate of Philosophy in Education
Expected graduation date 12/99

Years in SWT Multicultural Student Affairs: 2

Professional Leadership Activities

Texas Association of Chicanos in Higher Education (TACHE)
Hispanic Association of Colleges and Universities (HACU)
American Association of University Women
Kappa Delta Pi (Honor Education Honor Society)
American Association of Higher Education (AAHE)
Texas Association of Student Support Services Programs (TASSSP)
SWT Hispanic Network

Professional Training and Continuing Education

AAHE: Educating One Third of the Nation Conference (1998)
TASSSP Conference (1998)
TACHE Annual conference (1998)
Gary Job Corps Academic Olympics Judge

Professional Presentation

Southwest Texas Leadership Conference (Presenter 1998)
SWT Student Affairs Diversity Institute (Presenter, 1998)
Diversity presentation, SWT College of Business
Diversity presentation, SWT Admission Ambassadors
Diversity presentation, SWT Student Learning Assistance Center (SLAC)
Diversity presentation, SWT Resident Assistant (College Inn)
Diversity presentation, SWT Educational Administration Program Course
Committee & Councils

Account Manager USAC Student Service Fee Account
Co-coordinator LBJ Achievement Scholarship
Multicultural Affairs Council
Extended Student Affairs Council
President’s Diversity Task Force
President, Hispanic Policy Network
Student Affairs Multicultural and Diversity Team
Student Affairs Student Organization Funding Task Force
Transfer Advisory Council
Search Committee for UB/RTS Director
College Day “Bridge to Success” Committee

SWT Advisory

Underrepresented Student Advisory Council (USAC)
Images of Women Conference 1998, 1999
Tomás Rivera Book Awards Committee 1998, 1999
SWT Mentor
La Feria (Ballet Folklorico Competition)
Friends of Laredo Organization
Gary/SWT Academic Program
Advisor, Delta Psi Chi Fraternity
Coordinator, Top Scholars Program
Coordinator, Student Leader Diversity Institute
Summer Enrichment Program, 1998

SWT Training and Continuing Education

FY97

SWT Health Fair
Using Focus Groups for Assessment: How to Design Them, and Know When and How to Use the Information They Generate
Staff Performance Appraisal Training
In Search of Jiminy Cricket: Ethics in Higher Education
Linking Planning Budgeting, accreditation and quality

FY98

Valuing Cultural Diversity
Women National Executive Training Program

FY99

Exceeding Customer Service Expectations: An SWT Tradition
Diversity: What Does it Really Mean?
Blacks & Latinos in Higher Education: Competition or Coalition
BONITA VINSON

Title: Assistant Director, Multicultural Student Affairs

Degree: B.S., Educational Psychology
Mississippi State University

M. Ed., Agency Counseling
Louisiana State University

Years in SWT Multicultural Student Affairs: 2

Professional Leadership Activities

- Southern Association of College Student Affairs (SACSA), 1992-present
  - Chair, Technology Committee (1997-present)
  - Chair, New Professionals Committee (1996-1997)
  - Committee Member, New Professionals Committee (1994-1996)
  - Committee Member, Technology Task Force (1992-1996)
  - Committee Member, Multicultural & Diversity Committee (1993-present)

- SWT Coalition of Black Faculty & Staff, Member (1997-present)

- Texas Association of Student Special Services Programs, Member (1998-present)

- Texas Association of Black Personnel in Higher Education, Member (1998-present)

- National Association of Student Personnel Administrators, Member (1993-1995)

- Chi Sigma Iota Honor Society, Alpha Chi Chapter, Member (1993-present)

- President's Award, Chi Sigma Iota Honor Society, Alpha Chi Chapter (1996)

- Louisiana Counseling Association
  - Coordinator, Chi Sigma Iota Honor Society Reception, (1995 Conference)

Committee & Councils

Account Manager, Multicultural Programs Committee
Chair, Dr. Martin Luther King, Jr. Commemoration Committee (1998-present)
Coordinator, MSA Welcome Back Reception (1997-present)
Multicultural Affairs Council
Extended Student Affairs Council
Orientation Committee
Co-Chair, LJB Achievement Scholarship
Chair, Black History Month Committee

SWT Advisory

Underrepresented Student Advisory Council (USAC)
African American Leadership Conference
African American Female Leadership Conference
African American Male Leadership Conference
Sister Circle
SWT Mentor

SWT Training and Continuing Education

**FY98**

SWT Health Fair
7 Habits of Highly Effective People
SWT Staff Performance Appraisal Training
Academic Advising Centers
Using Focus Groups for Assessment: How to Design Them, Facilitate Them, and Know When and How to Use the Information They Generate
Barbarians at the Gate: Dealing with the Media Horde
Increasing our Awareness of Student Retention Issues
Serving Our Students
Linking Planning Budgeting, Accreditation, and Quality
Minimizing Your Risks with the Family Education Rights and Privacy Act (FERPA, aka the Buckley Amendment)
In Search of Jiminy Cricket: Ethics in Higher Education
Lose 10 Pounds in 2 Weeks: Guaranteed
Quality Team Training

**FY99**

Exceeding Customer Service Expectations: An SWT Tradition
We’ve Got to Stop Meeting Like This!
EEP Training for State Employees
SWT Health Fair
Microsoft Excel
Microsoft Mail Merge
Blacks & Latinos in Higher Education: Competition or Coalition
Staff Performance Appraisal Training for Supervisors
Effective Business English: Making Grammar & Usage Work for YOU!

Presentations/Workshops

MSA: How May We Help You?
2. Educational Talent Search

JUAN B. VÁSQUEZ

Title: Director of Educational Talent Search

Degree:
B.A., Philosophy, 1965
Our Lady of Snows, Belleville, Illinois

B.A., Sociology, 1969
St. Mary’s University, San Antonio

M.Ed., Educational Administration
University of Texas at Austin, 1994

Years in SWT/Educational Talent Search: 4.3
In TRIO: 5.4

PROFESSIONAL LEADERSHIP ACTIVITIES

President: Texas Association of Student Special Services Association (TASSSP) 1998-1999; President-Elect, 1997-1998, and Member, 1995 to present.

Member, Board of Directors: Southwest Association of Student Assistance Programs, (SWASAP), 1997-1999, and Member, 1995 – to present.

Member: “Governmental Relations Committee”, National Council of Educational Opportunity Associations, NCEOA, 1997-to present.

Member: Board of Directors, “Accounting Career Awareness Program” (ACAP), local chapter of the National Association of Black Accountants (NABA), November, 1996 – to present.


Leadership Award-1988: initiated and obtained authorization for the conferring of the “Arnold L. Mitchem TRIO Leadership Award” to a TRIO candidate in Texas each year at the annual TASSSP State Conference.

Special College Trip: initiated plans/raised monies for, and successfully completed college trip to Notre Dame University, in South Bend, Indiana, for 7 TS HS and 2 TS Adult students.

PROFESSIONAL INVOLVEMENT

Member: Texas Association of Student Special Services Programs (TASSSP), 1995 - to Present.
Member: Southwest Association of Student Assistance Programs (SWASAP), 1994 - to Present.
Member: National Council of Educational Opportunity Programs (NCEOA), now the Council For Opportunity In Education (COE), 1995 – to present.
PROFESSIONAL TRAINING AND CONTINUING EDUCATION

Regularly attend the annual conference of the Texas Association of Student Special Services Programs (TASSSP).
Regularly attend the annual conference of the Southwest Association of Student Assistance Programs (SWASAP).
Regularly attend the national annual conference of the “National Council of Educational Opportunity Programs” (NCEOA), now the “Council For Opportunity In Education” (COE).
“SWT Staff Performance Appraisal Training” Don Fehlis, John McBride, & Beth Meyer through the Staff Development Program at SWT, November 6, 1998.

UNIVERSITY TEAMS/COMMITTEES

SWT/Extended Student Affairs Council (SAC)
SWT/Multicultural Affairs Council (MAC)
SWT/Interview Committee for Selecting Director For Upward Bound/Rural Talent Search
SWT/Committee for Strategic Plan for the University
HONORS AND AWARDS

5-Year TRIO Membership Award, Texas Association of Special Student Services Programs (TASSSP).
Outstanding Service Award: Accounting Career Awareness Program, local branch of the National Black Accounts Association. 1997.

SPECIFIC TRAINING ACTIVITIES:

FY 98

State Records Retention Workshop
New Initiatives for Low Income Students & Parents
Recruitment & Retention of At-Risk Students
Collection/Retrieval of Data For TRIO Programs
Program Planning, Implementation, Evaluation & Outcomes.
College Board Counselors’ Workshop

FY 97

Improving Teamwork Skills
TRIO Leadership Summit: NCEOA
SWT Admissions Office-Orientation for HS Counselors
Financial Aid-U.S. Office of Ed.
Students with Disabilities and Higher Education
College Board SAT Workshop

FY 96

Microsoft Excel
TRIO Intervention Strategies
SWT/Sexual Harassment Training
SWT Career Services
Microsoft Windows 95
Blumen: Special software for TS
Academic Enrichment Programs
DIONNE L. JONES

Title: Coordinator/Counselor: Educational Talent Search
Degree: B.A. Psychology
University of Texas at Austin, 1995

Years in SWT/Educational Talent Search: 4.3

PROFESSIONAL LEADERSHIP ACTIVITIES

Climbing Higher Aptitude Manufacturing Pride (CHAMP), Co-organized (1995)
Texas Association of Student Special Services Programs (TASSSP), Committee Chair (1996-present)
Southwest Association of Student Assistance Programs (SWASAP), Workshop Facilitator (1997)
Texas Association of Special Student Services Programs, Workshop Facilitator (1997)

PROFESSIONAL INVOLVEMENT

Member: Texas Association of Special Student Services Programs (TASSSP). 1996 to present.
Member: Southwest Association of Student Assistance Programs (SWASAP) 1995 to present.
Member: Council for Opportunity in Education (COE), 1997 to present.

PROFESSIONAL TRAINING AND CONTINUING EDUCATION

Regularly attends TASSSP Annual State Conference
Regularly attends SWASAP Annual Regional Conference
Regularly attends Council for Opportunity in Education (COE) Annual National Conference

UNIVERSITY TEAMS/COMMITTEES

Multicultural Student Affairs (MAC), 1997-1998
SWT Interview Committee for selecting Grant Specialist for Rural Talent Search and Educational Talent Search.
SPECIFIC TRAINING ACTIVITIES

**FY 99**
- Blumen Training
- New Initiatives for Low Income Students in the Post Hopwood
- Higher Education Reauthorization
- Congressman Henry Bonilla, TX 23,
- Expanding Educational Opportunity

**FY 98**
- Rites of Passage and TRIO Programs
- U.S. Marine Corps Educators Workshop
- Parameters of TRIO Intervention Strategies
- Dictionary of Statistics and Methodology
- Selected Statistical Analysis
- Assessments (Testing and Measurement)
- Introduction to Hyper Text Markup Link (HTML)
- Collection and Retrieval of Data
- Performance Report Outcomes

**FY 97**
- Sexual Harassment Workshop
- Improving Teamwork Skills
- 7 Habits of Highly Effective People (22 hrs)

**FY 96**
- Financial Aid Update
- Tour of Blumen
- PSAT/NMSQT and SAT I Reasoning Test Seminar
- Leader Training (10 Hours)
- Professional Development Workshop for Secondary

**FY 95**
- Professional Development Workshop for Secondary
- School Educators (College Board)

Microsoft Windows 95
Recruitment & Retention of At-Risk Students
Washington Update on TRIO
The College Board Fall Counselors Workshop
State Records Retention Reporting Workshop

Free Application for Federal Student Aid (FAFSA) on the Web
The Elements of Effective Program Planning
The Planning Process for Evaluation Research Design and Methodology
Statistical Package for Social Science Overview, Language and Outcomes
Collection and Retrieval of Data

How to Handle Difficult People (6 Hours)
SWT Quality Team Training (20 Hours)
Training your Tutors to Be Group Tutors

Professional Development Workshop for Secondary School Educators (College Board)

Gangs and Tagging
Evaluation of Talent Search
Make More Magic in your Program
TRIO Recordkeeping
Matt Taylor (U.S. Department of Education) on

AMERICORP College Bound & TRIO Connection
BEVERLY OBERLE

Title: Grant Specialist
Degree: Associate of Arts, Business Administration, 1990
Schreiner College, Kerrville, Texas

Bachelor of Arts, Psychology, 1995
University of Texas at San Antonio

Years at SWT/Educational Talent Search: 2.5 years

PROFESSIONAL TRAINING AND CONTINUING EDUCATION

Regularly attends TASSSP Annual State Conference
Regularly attends SWASAP Annual Regional Conference
Attended SAEOPP Training Center

COMMITTEES

TRIO Achievers Banquet Committee, Texas Association of Special Student Services Programs, TASSSP, 1998.
Fundraising Committee, Texas Association of Special Student Services Programs, TASSSP, 1997.
Registration Committee, Texas Association of Special Student Services Programs, TASSSP, 1998

SPECIFIC TRAINING ACTIVITIES

<table>
<thead>
<tr>
<th>FY 99</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual Harassment/SWT</td>
<td>Introduction to the Internet</td>
</tr>
<tr>
<td>College Board SAT Workshop</td>
<td>Microsoft Excel for Windows</td>
</tr>
<tr>
<td>Microsoft Word for Windows and Macintosh</td>
<td>Microsoft Excel for Macintosh</td>
</tr>
<tr>
<td>Microsoft Windows 95</td>
<td></td>
</tr>
</tbody>
</table>
FY 98

FAFSA on the Web/Step by Step
Goal Setting for Educators
College Board SAT Workshop
Team Building with the Myers-Briggs
Parameters of TRIO Intervention Strategies
Evaluation Models for TRIO Projects
Research Methodology/Design for
TRIO programs

Intro. to HTML (Home Page)
Tour of Blumen, computer software for TRIO
Building Community through
Welcoming Diversity
Fundamentals of SPSS: Overview,
Language & Outcomes

FY 97

Mentoring Programs for Effective Education
Student Success-One Step at a Time
ADHD Children and their Needs
EEO Training for New Employees

SPECIAL ACCOMPLISHMENTS/RECOGNITIONS

Fall ’98 Educational Talent Search Newsletter – writer, news-compiler
SAEOPP Training Center Certification of Completion
March 5-8, 1998. San Antonio, Texas.
JULIO SAENZ

Title: Grant Specialist
Degree: Bachelor of Arts, Psychology 1997
St. Edward’s University, Austin, Texas

Years at SWT/Educational Talent Search: 1 year

PROFESSIONAL TRAINING AND CONTINUING EDUCATION:
Regularly attends TASSSP Annual State Conference
Regularly attends SWASAP Annual Regional Conference

SPECIFIC TRAINING ACTIVITIES INCLUDE

**FY 99**

| Sexual Harassment                        | Microsoft Office          |
| College Board SAT Workshop               | Windows 98                |
| Microsoft Word                           | Excel                     |
| Introduction to the Internet             | Early College Start       |
| Testing Assessments for Career Planning  | Web Page Developing       |
| Athletic Scholarships and what they need| Lotus 1-2-3               |
| College Planning/ Application Process    | Nei Wai Chia Martial Arts (Sifu) |
| Workforce/Occupational Forecast for the  |                       |
| Capital Area                             |                           |

**FY 98**

| FAFSA on the Web                         | Team Building w/Myers-Briggs |
| Enhancing Leadership Workshop            | The College Board            |
| Upward Bound & Math Science Programs     | Introduction to HTML         |
| Understanding Differences                |                            |
| Nei Wai Chia Martial Arts (Black Belt)   |                            |

**FY 97**

| Bibliographic Research Methodology       | Life Guard Certification   |
| Laser Photo Imaging                      | Nei Wai Chia Martial Arts  |
| Census Data Workshop                     | Admin. Tech I Workshop     |
| Office Management Skills                 | American Red Cross CPR     |
| American Red Cross First Aid Certification | Certification             |
| Arts and Craft Curriculum Workshop       |                            |
COMMITTEES

Bluebonnet Counselors Committee (Eastern Sector) 1997
Assisted with Fund Raising Committee-TASSSP  1997
SWT Grant Specialist Interviewing Committee  1998

HONORS AND AWARDS

Black Belt in Kung Fu/Jeet Kune Do/Street  November, 1997
ALFRED D. BACON

Title: Grant Specialist
Degree: Bachelor of Arts, Psychology, 1998
Midwestern State University

Years in SWT/Educational Talent Search: 4 months

PROFESSIONAL INVOLVEMENT/ACTIVITIES

Advisory Board Member-Wilson Family Planning Center, Wichita Falls, Texas

PROFESSIONAL TRAINING AND CONTINUING EDUCATION

College and Career Fairs
Computer Literacy Training

SPECIFIC TRAINING ACTIVITIES

FY 98

Teleconference: Programming and Policy, Accommodation for Students With Disability/SWT
1998 Conference: Southwest Association of Student Assistance Programs, (SWASP) New Orleans, La..

College Board Workshop:
Preparing students for college SWT/Internet Class
Microsoft Windows 95

VI. COMMUNITY ACTIVITY

First Step Inc., Mentor Program
Youth Summer Program, Peer Counselor
Texas Youth Phair Multicultural Retreat Peer Counselor

Black Student Union, UNT Community Service
Success and Opportunity Are in Reach (S.O.A.R.),
University of North Texas Diversity Training


3. Rural Talent Search

CHERYL McWILLIAMS

Title: Director, Rural Talent Search and Upward Bound

Degree: Master of Business Administration
Southwest Texas State University

Licenses and Credentials: Texas Teaching Certificate

Years in SWT Multicultural Student Affairs: 3 years

VII. PROFESSIONAL PRESENTATIONS

Presentations to Rural Talent Search and Upward Bound participants and their parents on a monthly basis from September 1995 to present

Presentations to parents in San Marcos area as Parent Educator for SMCISD
Clients included SMCISD parents, San Marcos area parents with pre-schoolers, Henry Bush Child Development Center (Head Start), Presbyterian Co-op, staff from local child development centers, Jackson Chapel United Methodist Church, and Texas Department of Human Services. June 1992 – August 1993

PROFESSIONAL INVOLVEMENT
Texas Association of Student Special Services Programs
Southwest Association of Student Assistance Programs

PROFESSIONAL TRAINING AND CONTINUING EDUCATION

Regularly attends TASSSP Annual Conference
Regularly attends SWASAP Annual Conference

FY98

Dynamic Career Guidance Activities Financial Aid Update
Life in the State of Poverty FAFSA on the Web
Evaluation Models for TRIO Projects TASP Information
Management Institute for New TRIO Professionals Tour of BLUMEN
FY97

Lose 10 Pounds in 2 Weeks: Guaranteed?!?!
Quality Team Training
Refining Your Office Team’s Use of Effective Meetings
Compliance with Equal Employment Opportunity Law on Sexual Harassment
Introduction to FileMaker Pro 3.0
Student Success – One Step at a Time
Mentoring Programs for Effective Education: What, How and Why?

FY96

Gangs
How to Speak with Confidence
High School Counselor Training Workshop
NCEO/NASFAA Student Financial Assistance Seminar
The 7 Habits of High Effective People

FY95

Basic Self Defense/Crime Prevention

UNIVERSITY TEAMS/COMMITTEES

Career Development Team (FY 98)
LUPE COSTILLA

Title: Grant Coordinator/Counselor

Degree: Bachelor’s – Social Work
Southwest Texas State University, 1981

Years in SWT Multicultural Student Affairs: 6

PROFESSIONAL PRESENTATIONS
Presentations to community organizations in service areas regarding Educational Opportunity Center and Rural Talent Search programs

Presentations to Rural Talent Search participants and their parents on the monthly basis from September 1994 to the present

PROFESSIONAL INVOLVEMENT
Texas Association of Student Special Services Programs
Southwest Association of Student Assistant Programs

PROFESSIONAL TRAINING AND CONTINUING EDUCATION
Attended annual Texas Association of Student Special Services Programs Conference
Attended annual Southwest Association of Student Assistant Programs Conference

SPECIFIC TRAINING ACTIVITIES

FY98
Enhancing Leadership and Increasing Personal Effectiveness Through Self-Care
Building Community Through Welcoming Diversity
Developing a Partnership With Inroads
The Ethics of Cultural Enrichment in an Informational Age
Increasing our Awareness of Student Retention Issues

FY97
Quality Team Training
Sharpening Your Management Skills
The 7 Habits of Highly Effective People – Advanced Applications
Introduction to FileMaker Pro 3.0
Federal Regulations: What They Say
Student Success: One-Step at a Time
What’s Happening With Reauthorization
Everything You’ve Ever Wanted to Know or Ask About Talent Search

**FY96**

Texas Association of Student Special Services Programs Conference
The 7 Habits of Highly Effective People
Gangs

**FY95**

Successful ETS Workshops
How to Hold Win/Win Meetings
Long Range Planning for Academic Success
Talent Search and Educational Opportunity Centers
The Washington, D.C. Trip as a Curriculum Adjunct
Accelerated Learning – A Powerful Learning/Teaching Technique
Evaluation of Talent Search Program

**UNIVERSITY TEAMS/COMMITTEES**

Student Affairs Diversity Committee
Student Affairs Civic Responsibility
ALONZO GARZA
Title: Grant Specialist / Rural Talent Search Counselor

Degree: B. A., English
University of Texas – Pan American, 1996

A. A., Commercial Art / Advertising Design
Art Institute of Dallas, 1987

Years in SWT Rural Talent Search: 2

PROFESSIONAL INVOLVEMENT
San Marcos Consolidated Independent School District:
   High School Visual & Performing Arts Academy – Steering Committee Member
   Travis Elementary Campus Improvement Team – Parent/Team Member
   Weekly Reader Volunteer and Art Lessons Volunteer at Travis Elementary
   SMCISD Multicultural Commission – Committee Member
   Travis Elementary PTO – Vice President 98-99

San Marcos Community:
   San Marcos Area Arts Council - Member
   Art Resource Team – Team Member

PROFESSIONAL TRAINING AND CONTINUING EDUCATION
Attended SWASAP conference in November 1998.
Regularly attend SWT Quality Team Training.

Currently working on a Masters of Fine Arts degree as a full time student in the Creative Writing Program at Southwest Texas State University’s Graduate English Department.

SPECIFIC TRAINING ACTIVITIES

Federal Regulations: What Do They Say
Mentoring Programs for Effective Education

FY97
Student Success – One Step at a Time
Discovering the Potential Within
7 Habits of Highly Effective People – Covey
Sexual Harassment Law Workshop
Training
Computer Calendar Training
Enhancing Leadership and Increasing Personal
Effectiveness through Self-Care
The Myers-Briggs Type Indicator: A Useful
Learning
Tool for Teacher and Counselors
Exceeding Customer Service Expectations:
An SWT Tradition

FY98

SWT Quality Team Training
All In One – SWT Computer
Understanding Differences
Building Community Through
Welcoming Diversity
Helping Students Learn through
Styles
Student Leadership in Action

UNIVERSITY TEAMS/COMMITTEES

Healthy Lifestyles Team
CHIQUANDRA C. CROSS

Title: Grant Specialist, Rural Talent Search

Degree: BA, Mass Communications-Public Relations
        Southwest Texas State University

Years in SWT: 4 months

PROFESSIONAL PRESENTATIONS

Presentations to Rural Talent Search participants and their parents on a monthly basis from September 1998 to present:

- Responsible for visiting and contacting schools and agencies in target areas, securing referrals and lists of prospective participants, and taking any other steps necessary to identify potential participants
- Disseminating RTS information to eligible individuals and groups and submitting recommendations to the RTS Director for the selection of project participants
- Meeting with participants to provide information and educational counseling
- Documenting all counseling contacts and keeping accurate participant records
- Assisting participants in processing applications for admissions and financial aid
- Documenting all services rendered and submitting documentation to the Coordinator/Counselor on a monthly basis
- Maintaining a good working relationship with personnel in secondary and post-secondary institutions, public service agencies and all other organizations involved with the RTS project
- Using creative methods to locate non-traditional students
- Conducting workshops to provide educational assistance to RTS participants
- Accompanying RTS participants on College Days/Nights programs
- Establishing and maintaining an up-to-date library consisting of catalogs, admissions requirements/applications, and financial aid forms on colleges and universities throughout the United States

PROFESSIONAL INVOLVEMENT

Southwest Association of Student Assistance Programs

SPECIFIC TRAINING ACTIVITIES

FY 98

New Employee Orientation
VICTORIA FLORES

Title: Grant Secretary

Years at SWT Multicultural Student Affairs: 2

PROFESSIONAL MEMBERSHIP(S)
Member: Texas Association of Student Special Services
Programs (TASSSP) February ‘98 – February ‘99

PROFESSIONAL CONFERENCE(S) ATTENDED
Attended the Texas Association of Student Special Services Programs (TASSSP) February 1998

SPECIFIC TRAINING ACTIVITIES

<table>
<thead>
<tr>
<th>FY 98</th>
<th>SWT All in One E-MAIL</th>
<th>Texas State Library Record Management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SWT Introduction to Excel</td>
<td>Tour of Blumen – TASSSP</td>
</tr>
<tr>
<td></td>
<td>SWT Introduction to Lotus 1-2-3</td>
<td>Blumen Workshop – Dallas</td>
</tr>
<tr>
<td></td>
<td>SWT Introduction to Windows</td>
<td>Enhancing Leadership and Increasing Effectiveness Through Self-Care – TASSSP</td>
</tr>
<tr>
<td></td>
<td>RBC Workshop</td>
<td>Building the Best Portfolios: Let’s Focus on the Total Picture – TASSSP</td>
</tr>
</tbody>
</table>
4. Student Support Services

MARIA RITA QUINONEZ

Title: Director, Student Support Services

Degree: M. Ed., Educational Psychology
Texas Tech University, 1989.

Years in SWT TRIO Programs: 2

PROFESSIONAL LEADERSHIP ACTIVITIES

Texas Association of Student Special Services Programs, Member (1990 – present)
TASSSP TRIO Achiever Committee (1996 – 97)
TASSSP Scholarship Committee (1998 – present); TRIO
Hispanic Chamber of Commerce Education Committee (1997)
Southwest Texas State University Student Affairs segment leader for the University Fund Drive
(1997 – 98)
Americorps National Service Site Supervisor (1996-97)

PROFESSIONAL TRAINING AND CONTINUING EDUCATION

TASSSP Conference
SWASAP Conference
Dept. of Education sponsored Training Workshops
Averaged more than 20 hours of continuing education hours per year, over the past two years.

SPECIFIC TRAINING ACTIVITIES INCLUDE

| FY 98 |
|---------------------------------|----------------|
| Legislative & Regulatory Requirements for TRIO Professionals | Mediation: A New Tools for the Supervisor’s Belt |
| Quality Team Training | Distinguished TRIO Leadership: |
| Crisis & Change Management for Supervisors | The Art of Developing Leader Teams |
| Year 2000 Assessment & Mitigation | |
| Increasing our Awareness of Student Retention | Building Community Through Issues |
| Welcoming Diversity | Performance Appraisal Training |
| Academic Advising Centers | Transfer Student Panel |
FY 97
Management Institute for New TRIO Talent Professionals
Search and Educational Opportunities Center Proposal
Seven Habits of Highly Effective People Writing Workshop
Improving Teamwork Skills How to Handle Difficult People

OTHER PROFESSIONAL/UNIVERSITY ACTIVITIES

SWT Mentor
TRIO Programs Staff Mentor
Co-Principal Investigator for the Educational Talent Search Program Proposal
Search Committee for ETS Grant Specialist
Search Committee for UB/RTS Director

HONORS AND AWARDS

TASSSP TRIO Achiever Award (1998)
Americorps National Service Certificate of National Recognition (1997)
TASSSP/TRIO Ten Year Service Award (1996)
SWASAP/TRIO Ten Year Service Award (1995)
STELLA I. MORADO-CAHUE

Title: Coordinator

Degree: Master of Social Work
        Western Michigan University, 1987

Years in SWT Student Support Services: 1

PROFESSIONAL AFFILIATIONS

National Association of Student Personnel Administrators (NASPA), 1991-present
Texas Association of Student Special Services Programs (TASSSP), 1998

PROFESSIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>FY 98</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Team Training</td>
</tr>
<tr>
<td>TASSSP Conference</td>
</tr>
<tr>
<td>Student Retention Issues</td>
</tr>
<tr>
<td>EEO Training</td>
</tr>
<tr>
<td>Principle Centered Leadership</td>
</tr>
<tr>
<td>Transfer Student Panel</td>
</tr>
<tr>
<td>7 Habits of Highly Effective People</td>
</tr>
<tr>
<td>Academic Advising Centers</td>
</tr>
<tr>
<td>National Conference on Student Retention</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY 97</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR Employee Orientation</td>
</tr>
<tr>
<td>SA Orientation</td>
</tr>
<tr>
<td>FERPA Workshop</td>
</tr>
<tr>
<td>All-in-one E-mail</td>
</tr>
<tr>
<td>Financial Aid Workshop</td>
</tr>
<tr>
<td>Performance Appraisal Training</td>
</tr>
<tr>
<td>Legal Insights – Disability Documentation</td>
</tr>
<tr>
<td>International Study Programs</td>
</tr>
<tr>
<td>Sexual Harassment Workshop</td>
</tr>
</tbody>
</table>

UNIVERSITY ACTIVITIES/COMMITTEES/TEAM AFFILIATION

Southwest Texas State University
Commuter Student Services Team, 1998
Hispanic Policy Network 1997 – present
Mentoring Program, Dean of Students, 1998
Search Committee for Learning Disability Specialist, 1998
Sigma Lambda Gamma Sorority, Inc., Chapter Advisor, 1998
LOUISA G. GARZA

Title: Senior Grant Secretary

Years in SWT Student Support Services: 1

Training and Continuing Education

Blumen Computer Training

Specific Training Activities

1998
Blumen Computer Training
Timekeeping Workshop
Staff Performance Appraisal

1997
Fall Employment Workshop, Employment,
   Payroll and RBC Processing Handbook
Electronic Budget Training
Budget/Payroll Issues
Student Affairs Staff Recognition

University Activities

SWT Hispanic Policy Network Member

Other Activities

San Marcos High School Band Booster
San Marcos High School ROTC Booster
San Marcos High School Business Professionals Booster
San Marcos High School French Club Booster
Central Texas Medical Center-Volunteer
5. **Upward Bound**

**RICHARD EMMETT MYATT**

**Title:** Program Coordinator  

**Degree:** B.S. Interdisciplinary Studies  
Texas A&M University, College Station, TX

**Licenses and Credentials:** Texas Teacher Certifications, 1-6, and 7,8 Reading/Mathematics

**Years in SWT Upward Bound:** 1st year

---

**PROFESSIONAL LEADERSHIP ACTIVITIES**

Texas Association for the Gifted, Conference Facilitator (1996-1997)  
Judson ISD, Campus Mathematics Coordinator (1993-1996)

**PROFESSIONAL PRESENTATIONS**


**PROFESSIONAL INVOLVEMENT**

Southwest Association of Student Assistance Programs – Member  
Texas Association for the Gifted – Member  
Curriculum Writing Team For Region 12 – Member (1997)  

**PROFESSIONAL TRAINING AND CONTINUING EDUCATION**

Attend SWASAP Annual Conference  
Regularly attends TAG Annual Conference  
Enrolled in 6 graduate hours each semester

**SPECIFIC TRAINING ACTIVITIES**

**FY98**  
NCAA Guidelines & Regulations for Division I Sports (36 Hours)
MARGARET A. MOTOMOCHI

Title: Grant Senior Secretary

Degree: Associate of Art
Southwest Texas Junior College, 1994

Years in SWT Multicultural Student Affairs: 3

TRAINING AND CONTINUING EDUCATION

Attended Texas Association of Student Special Services Conference
Average more than 12 continuing education hours per year over past two years

SPECIFIC TRAINING ACTIVITIES

**FY 96**
- SWT All in One E-mail
- Effective Business English
- 7 Habits of Highly Effective People
- SWT All in One Word Processing
- Summer Food Service Program
- Sexual Harassment

**FY 97**
- Professional Development Roundtables
- Texas State Library Record Management
- Pushing Buttons
- Outstanding Administrative Assistant Workshop
- SWT Quality TEAM
- Summer Food Service Program
- All in One Time Management
- Take 5-Energize with Deskercise
- Year 2000 Assessment
- Enhancing Leadership and Increasing Effectiveness Through Self-Care TASSSP
- Building the Best Portfolios: Let’s Focus on the Total Picture TASSSP
- Tour of Bulmen TASSSP
- The Ethics of Cultural Enrichment in an Informational Age TASSSP

UNIVERSITY ACTIVITIES
- Advisor Grupo Folklórico de SWT
- Advisor Image de SWT
- La Feria de San Marcos Committee
- Latino Banquet-Advisor of the Year

OTHER ACTIVITIES
- San Marcos Band Boosters
- Texas Association of Student Special Services Program Member
- San Marcos ISD Volunteer in Schools
F. University Services, Community Service and Outreach Programs

MSA participates in a number of university-based and Greater San Marcos community services and outreach programs through USAC, and MSA Office staff. The following list reflects this participation and includes funding initiatives and events that reflect the MSA mission or requires MSA services in the form of an advisory capacity.

USAC/MSA Welcome Reception, USAC, along with MSA, sponsors a welcome back reception at the beginning of the fall semester. This reception allows newly admitted and currently enrolled students the opportunity to meet other students, as well as faculty and staff. This event is publicized to the university and the San Marcos community.

**African American Leadership Conference (AALC)** In 1998 the AALC celebrated its seventh year in existence and has averaged approximately 200 attendees each year. A committee of representatives from various African American student organizations coordinates this conference. Sponsorship includes the LBJSC, USAC, MSA, Career Services, Multicultural Programming Committee and various other SWT and San Marcos community constituents. This conference is student-run and provides leadership opportunities for new and returning African American students. Mentoring efforts are established that connects new students and transfers with upper-class peers.

**Latino Leadership Conference (LLC)** LLC celebrated its second year in existence in 1998 and has averaged approximately 100 student, faculty and staff attendees. LLC is a concerted effort between the Latino faculty, staff and San Marcos community in developing student leaders at
SWT, LBJSC, USAC, MSA, and various vital offices on campus and businesses in the San Marcos community also sponsor this conference.

**Black Student Alliance Welcome Back Social** This welcome back social is held at the beginning of the fall semester in order to allow incoming freshman, current students, faculty and staff an opportunity to meet each other and develop contacts as well as mentorship opportunities, etc. USAC and MSA sponsor this social as a permanent line item for funding from Student Service Fees.

**Coalition of Latino Organizations Social** The Latino social is coordinated by Latino student organizations. This event provides first semester freshmen, returning students, faculty and staff an opportunity to meet recognized student leaders, develop contacts, as well as mentorship opportunities, etc. This social is publicized throughout the university community and invitations are extended to individuals in the community. This event also has a permanent funding line item from Student Service Fees.

**USAC Fall and Spring Retreats** USAC holds a retreat during the Fall and Spring semesters. These retreats allow student delegates representing the 15+ USAC organizations an opportunity to develop leadership skills, review and amend the USAC constitution, exchange information and develop a networking system. Both retreats are listed as permanent line items for funding through USAC.
**Hispanic Heritage Events**  September and October are typically scheduled with activities coordinated and implemented by various Latino student organizations. Funding is provided through USAC as a permanent line item as well as through other funding sources on campus and the San Marcos community. The San Marcos Hispanic Chamber and the local LULAC council contribute to the events. Included in the activities are Semana de la Raza/Diez y Seis events celebrating Mexico's independence from Spain, dance performances, declarations and acknowledgments of major contributors to the Latino culture.

**Black History Month**  Black history month events are coordinated through various African American student organizations. This celebration of the African American culture takes place during the month of February. February is typically filled with various activities including, art exhibits, dance performances, dramatic interpretations and acknowledgments of major contributors to the African American community and culture. The intent of Black History Month is to expand the awareness of the student body and the San Marcos community of the contributions that this culture has made to this country.

**USAC Year End Banquet**  USAC takes an opportunity at the end of the Spring semester to acknowledge, thank and encourage students who have served as USAC delegates for the past year. During this banquet awards are distributed for leadership development, dedication and service to the mission of USAC and MSA. USAC funds this event through a permanent line item.
International Fest  This event is lead by the International Student Organization (ISO) and is sponsored by USAC as a permanent line item. The ISO leads the way in celebrating international cultures and exposing SWT students to these cultures. Various funding sources contribute to this event including SWT, the San Marcos community and the International Student Office.

Asian Appreciation Week  The Asian Students Association sponsors this event with funding from USAC as a permanent line item. The events of the week celebrate the Asian culture and include a banquet, dance performances, exhibits and an awards ceremony. This event allows students from the Asian culture to demonstrate to the SWT student body the cherished elements of their culture.

American Indian Week  This week pays tribute to the American Indian culture and events are coordinated through the American Indian Student Organization. MSA/USAC contributes to this event through a permanent fund line item and access to office resources.

Cesar Chavez Week  This program is a collaborated effort involving LULAC #4512 and other SWT Latino student organizations, the San Marcos Hispanic Chamber and various constituents in the San Marcos Community. The event celebrates the contributions and achievements of the late Cesar Chavez and his work with migrant farm workers.

Martin Luther King Celebration  This event is a collaborative effort between MSA, SWT, the San Marcos Consolidated Independent School District (SMCISD) and the Greater San Marcos Community. Staff and student coordinators plan this event along with community
representatives. This celebration revisits those contributions of the late Dr. Martin Luther King in his connection with the civil rights movement and to the betterment of the African American community. The events include a keynote speaker, a candle light march, art exhibits, and Essay Writing contest, and performances from SWT and San Marcos Consolidated Independent School District groups.

**La Feria de San Marcos** Grupo Folklórico de SWT, a dance group, is a recognized student organization and USAC member who collaborates with SWT, MSA and the fine arts department on campus in sponsoring a Ballet Folklórico Competition for K-16 student groups from around the country. MSA hosts this event and assigns an Assistant Director to function as an advisor.

**Tomás Rivera Book Awards Committee** An MSA Assistant Director served as a committee member for the 1998 book award. This prestigious national award is presented to an artist and or writer, who best depicts the Mexican American cultural experience.

**Gary Project** The ’98/99 academic year saw the start of the SWT/Gary project. MSA serves as the host office for this program that initially enrolled 13 students. Through a collaborative effort between SWT and Gary Job Corps, the project provides financial resources to students enrolled at Gary. This program allows students to transition from Gary Job Corps into a college experience with the intent of completing a four-year degree.

**Images of Women Conference (IOW)** The conference has been in existence for four years and has become nationally known for its informative and progressive sessions. It attracts
approximately 350 delegates annually from across the nation and is committed to providing the best possible conference, addressing issues that concern Latinas. MSA/USAC provides funding as well as contact office information and serves as a link to the IOW website. An MSA Assistant Director also serves as an advisor.

**Latino Banquet** The Latino Banquet is a collaborative effort of various Latinos organizations to recognize student leaders and community leaders. MSA participates in this event through sponsorship and advising. This event features a keynote speaker, awards, dinner and dance.

**Top Scholars Program** This program targets scholars who participate in any scholarship program sponsored by MSA. Monthly receptions featuring speakers and support sessions are planned for the scholars to meet, socialize and exchange information. MSA hosts this program and MSA staff coordinates the sessions with the Assistant Directors serving as mentors.

**African American Male Leadership Conference** This annual conference is held in the fall semester as a means to provide mentorship and educational experiences to Black men on campus. Group sessions address specific needs of Black men in a collegiate setting. MSA/USAC partially funds this conference and an Assistant Director serves in an advisory capacity to the planning committee.

**African American Female Leadership Conference** With a record of ten consecutive years in existence, this conference is student-run and addresses the particular needs of Black women on campus. It is designed to uplift, enlighten and provide educational experiences for participants.
Recent outcomes from the conference include efforts to collaborate with other institutions in the state as well as co-sponsoring future events with the newly formed Sister Circle at SWT. Funding and advisory support is provided by MSA/USAC each year.

**Juneteenth Celebration**  Beginning in 1999, MSA staff will serve on the Hays County Juneteenth Commission to provide programming for this historic event each year. Events are scheduled to take place throughout Hays County including the SWT campus.
V. FINDINGS AND RECOMMENDATIONS

This CPR was designed to examine the MSA office operation at SWT. This document provides the reader with an overview of the programs and services provided through MSA and reflects the overall contribution to the mission and goals of the Student Affairs Division and the university community. The following strengths and weaknesses were identified:

Areas of Strength

- Students who access MSA services are generally satisfied and their needs for assistance with scholarships, financial aid and information regarding student organizations are met.

- MSA's sponsorship of the newly chartered Underrepresented Student Advisory Council (USAC) is responsive to the development and support of student organizations and nurtures student leadership.

- Minority specific scholarships in the pre Hopwood era complimented the overall university scholarship program and ensured diversity among scholarship recipients.

- Summer outreach efforts to offset minority specific programs were replaced with grants from JTPA Summer Youth projects targeted to low income students.
• Grant development and administration doubled in the course of MSA's fifteen years of operation.

• MSA's/Residence Life co-sponsorship of the Diversity Team is a viable mechanism to promote multicultural and diversity issue awareness throughout the university community.

• Administratively, MSA addresses the Council for the Advancement of Standards in Higher Education (CAS) regarding TRIO and other outreach programs and reflects the university's commitment to educational opportunity for traditionally underrepresented groups in higher education.

Areas of Weakness

• As a service provider, MSA appears to fall short in meeting the needs of graduate students vis-a-vis scholarship opportunities.

• Responding to student requests for assistance with in-state/out-of-state travel for the purpose of leadership development has and continues to challenge the MSA staff.

• Minority specific scholarships in the post Hopwood era are no longer authorized, consequently the restructuring of the scholarship guidelines has diminished our capacity to ensure the greatest diversity among scholarship recipients.
• Responding to Request for Funding Proposals (RFP’s) from all areas of the state to ensure geographic diversity among Outreach Program participants can be difficult with limited proposal writing staff.

• The MSA director’s capacity to respond to all RFP’s is limited. Space for additional staff is likewise limited.

• MSA’s capacity to serve and/or respond to the needs of all underrepresented groups in a fair and equal fashion can and is a challenge.

**Recommendations**

• MSA’s capacity to grow in human resources is hampered by the availability of space in the LBJ Student Center thus creative ways to expand need to be explored. The addition of a full time Grant Proposal Developer/Grant Coordinator position along with classified support staff is recommended.

• The charted USAC organization has evolved into a viable student leadership development opportunity, projected to grow and become even more diverse. To sustain and plan for growth, funding from Student Service Fees (SSF) will require additional support from the administration and members of the SSF committee.
Additional funds to support in-state/out-of-state travel for student leaders need to be identified and coordinated through a central provider in Student Affairs. Current policy and practice regarding student travel regarding faculty/staff traveling with student groups should be reviewed and clarified. The original understanding regarding SSF travel funds allocated to MSA to support student leadership travel in the pre-Hopwood era and consequent restructuring in the post-Hopwood era should be resolved.

In the absence of any immediate relief from Hopwood constraints, MSA alone can not ensure diversity among scholarship recipients. Thus other Student Affairs service providers (i.e., Admissions, Financial Aid, etc.) committees, etc. need to “pitch in” efforts to ensure greater diversity among scholarship recipients.

MSA’s relationship and collaboration with Admissions, Financial Aid and Residence Life is crucial to its mission and charge. Ways and means to strengthen this relationship and expand grant programs need to be explored.