

Missions and Outcomes

The Division of Student Affairs and Institutional Relations
Office of Multicultural Affairs

Unit Mission

The office of Multicultural Affairs' mission is to promote student leadership and development by contributing to the recruitment and retention of the underrepresented student population and to the creation and maintenance of a more inclusive learning community.

Alignment with University Mission

Consistent with the university's core values and central mission of research, service and teaching, the Office of Multicultural Affairs' recruitment and retention focus, represents an affirmation of the University's mission and commitment to access and recognizes that our main responsibility is to enhance our students' learning, success and global awareness.

Intended Unit Outcome

1. Administration of programs and services to attract and retain students from diverse populations that are under-represented or under served.

Organization Chart

Elma De Luna-Gonzalez
Director
edgonzalez@pvamu.edu

Rose Hunter
Executive Administrative Assistant
rhunter@pvamu.edu

Assessment of Program Outcomes

Report Form A-2

Multicultural Affair

(Administrative or Educational Support Unit)

Fall 2006

(Assessment Period Covered)

Instructions: This form should be used to report on each of your Outcomes. Although you may not assess every program every year, you will have a report for each outcome based on the year that it was assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

Outcome #1: Attract and Retain diverse student populations that are under-represented and under served.

- 2. Strategies Used to Meet Program Outcome #1** (What did you do?)

Recruit

- Spring 2006 hired new Director, Multicultural Affairs tasked with the responsibility of revitalizing the Programs and services of the Office.
- Communicate and collaborate with Enrollment Management on TACRAO schedule and recruitment efforts.
- Identify demographic areas and high school districts that comprise the majority of the Latino and other population and concentrate in those areas for recruitment of prospective Latino and other students.
- Participate in High School Career Fairs & College Day/Night events throughout the State of Texas with under-represented populations.
- Host a Latino High School Day in both the Fall and Spring semester to assist the university in its efforts to recruit Latino and other students.
- Invite Latino and other students and faculty in the university to participate in the high school recruitment process.
- Conduct on and off campus Financial Aid and Scholarship Seminars in both Spanish and English for Latino and other students and parents.
- Develop empathetic and trusting relationship with prospective students and parents.

Retain

- Develop a Peer Mentor Program (Collegiate G-Force) that supports students in high schools from under-represented populations to attain their educational goals and enable both the parent and the student in gaining early awareness and readiness for under - graduate programs.
- Administration of cultural events that promote students' awareness and sensitivity to different ethnic groups.
- Coordinate programs to promote multicultural sensitivity with the cooperation of other campus entities.

- l. Monitor academic progress through groups or individual sessions.
- m. Provide appropriate referrals for students to meet regularly with academic advisors.
- n. Encourage multicultural students to attend activities and services provided by other campus offices.
- o. Advise student organizations (International Student Organization (ISO), Coalition of Hispanic American Students (CHISPAS), which advance the quality and interest of specific ethnic groups.
- p. Assist Latino and other students in finding summer internships, providing workshops (on job search techniques, resumes, and setting up a business), time management seminars and attending job fairs.
- q. Provide resources through a Multicultural Resource Library.
- r. Provide coherent, intentional leadership experiences through the participation of conferences, workshops, seminars to allow students to integrate with students from other universities.

3a. First Measure or Means of Assessment for Outcome above and criteria for Success (Satisfaction Surveys, mock interviews, activity evaluations, focus group product, After-the-Trip impact Statement, Internal and/or External Audit, Case Studies, project participation rates, Percentage increases, Attendance, Completion rates, etc.). Briefly explain the means or measure and how you determined achievement.

1. Activity Report -Office of Recruitment, Marketing and Special Programs.
2. Satisfaction Survey – High School Financial Aid Workshops.
3. Enrollment numbers on Multicultural students.

3b. Results/Findings. (How did you do?)

1. Activity Report -Office of Recruitment, Marketing and Special Programs.

Summary: This assessment reports are gather at every high school visited, at the end of the year we examine the report data to determine the effectiveness of the recruitment visit.

2. Satisfaction Survey – High School Financial Aid Workshops

Summary: Majority of students responding the satisfaction survey reported favorably when asked about the effectiveness of the program, the usefulness of the information and its effectiveness in motivating them to attend college.

3 Enrollment numbers on Multicultural students

Summary: As a result of intensified and collaborative efforts of this office and the Office of Recruitment, marketing and Special program the enrollment of under-represented and Under-served student populations have increased each year since Spring 2006.

On- campus programming to support retention of these students has also increased.

Some new programs include but are not limited to Afro-Latino Night Contest (Bailando con Las Estrellas) Dancing with the Stars, Asian Awareness Month (Chinese Lion Dragon Dancers, Korean Dance Troupe), and the International Food Festival.

3c. Use of Results to improve Unit Services (How did you use findings?)

Survey data was used to provide me a better perspective as to what students are responding to and how to better serve the targeted populations. For instance, Collegiate G-Force Peer Mentor Program was established after survey data and recruitment research indicated that high school students relate better to other students when it comes to making a decision to go to college. Most important, assessment information on the recruitment efforts has led to an increase in the actual enrollment of multicultural students from 882 in 2006 to 1067 in 2009.

5. Documentation (Where is the evidence located? (e.g. Vice President's Office, Office of the Associate Provost, Director's Office, Assessment Coordinator's Office, etc.?)

Documentation is located in the Offices of Dr. Laretta Byars, Vice President for Office of Student Affairs & Institutional Relations and Mrs. Gonzalez, Director, Multicultural Affairs, Evans Hall room 301. Enrollment data can be verified in the Office of Institutional Research, Mr. Dean Williamson, Director.