

# **Texas A&M-Kingsville**



## **Division of Student Affairs**

### **Periodic Program Review**

December 17-19, 2006

Evaluator/Consultant

**Dr. Charles J. Fey**

Vice President for Student Affairs  
University of Maryland Baltimore County

## I. Overview of Visit

The Texas A&M University - Kingsville's Division of Student Affairs conducted a comprehensive program review December 17-19, 2006 and utilized an outside consultant, Dr. Charles J. Fey, Vice President for Student Affairs at University of Maryland Baltimore County. The site visit began with dinner on Sunday evening, December 17. The Vice President for Student Affairs met the consultant over dinner and conducted a review of the visit, itinerary and a summary of the background on the faculty and staff with whom the consultant would meet the next day.

The Consultant visited with a variety of individuals on campus (all of those interviewed are included in appendix A) on Monday, December 18 regarding the role and functions of the Office of Student Affairs. These individuals included Student Affairs staff, students, faculty, and administrators inside and outside of the Division of Student Affairs. Information was also gleaned from program information and other materials provided by the Vice President for Student Affairs and from a perusal of information available on line at the TAMU-K Student Affairs web site. While the specific charge to the Consultant was to evaluate the Office of Student Affairs' program delivery and services, it quickly became apparent that those programs were actually being conducted by the entire organization and in many ways the functioning of the Vice President for Student Affairs and the Dean of Students is best reviewed through assessing the departments and services offered thereby. Thus, the relationship and "connectedness" between the office and the various departments were central to the review. What was occurring between and among programs and services significantly impacted the role of the Office of Student Affairs. The Consultant therefore looked at the entire Division of Student Affairs, based on the self-study, the interviews conducted by the consultant and by reviewing additional available information to determine the effectiveness of the Office of Student Affairs in relation to the overall University role and scope.

Goals of the review were to:

1. Evaluate the divisional leadership using CAS assessment tools
2. Assess departments' relationships with each other and outside the division
3. Provide recommendations to strengthen and improve certain programs and services with the intent of better serving students

Documents reviewed:

1. Strategic Plan 2006-2011 (Draft – September 1)
2. Mission, Vision, Core Values, Goals & Learning Outcomes
3. Division of Student Affairs Annual Goals, 2006-07 (Draft)
4. Program Reviews from various departments in Student Affairs (available on line at <http://www.tamuk.edu/sass/reports/programreviews.htm> )

The questions posed during interviews came from the CAS assessment guide, CAS Professional Standards for Higher Education (2006, Council for the Advancement of Standards for Higher Education, Washington, DC (author)).

Interview Questions included:

1. Mission – how does the divisional leadership insure that the mission, vision and goals of the division comport to the institutional mission? How is it disseminated to the division and to the University?
2. Program – does the Program promote co-and curricular learning? How is that evidenced on campus?
3. Leadership – evaluate the divisional leadership – how effective and ethical is it? Are appropriate people appointed, positioned within the institution and does it empower the other leaders?
4. Organization and Management- is the division appropriately organized? Is it effectively managed? What evidence is there to support these views?
5. Human Resources – is the division adequately and appropriately staffed with trained, qualified persons who are able to fulfill the divisional mission?
6. Financial Resources – does the division have adequate financial resources to accomplish its goals? Has the leadership been effective in securing necessary resources from within and without the institution?
7. Facilities, Technology and Equipment – has the divisional leadership secured appropriate and adequate facilities, technologies and equipment needed to offer the service and programs of the division?
8. Legal Responsibilities – does the division's leadership understand the current legal environment for higher education and student affairs and do they insure compliance to laws and regulations? Do they insure that the division does not put the University at any undue risk?
9. Equity and Access – does the divisional leadership insure that the programs and services of the division are provided in a fair and equitable basis? That all are accessible with appropriate hours of operation?
10. Campus and External Relations – does the leadership practice effective campus and external relations? Do they collaborate and cooperate with campus constituents so as to engender reciprocal collaboration from others?
11. Diversity – has the leadership promoted diversity in programming and services? Do they provide a nurturing environment in which commonalities and differences are recognized and honored?
12. Ethics – does the leadership adhere to the highest principles of ethical behavior?
13. Assessment and Evaluation – does the leadership conduct regular assessment and evaluation? Are the results of assessments used to revise and improve staff performance?

The Consultant's report is presented for vice presidential review and action. This report's findings consist of 13 sections, coinciding with the 13 major CAS criteria. Each of the criteria was used to evaluate the divisional program and services. Findings, recommendations (areas that in the view of the consultant require follow up and corrective action) and commendations (areas of excellence) follow each of the criteria.

## **II. Campus Overview**

"Texas A&M University-Kingsville grew out of the teacher college or 'normal school' movement that swept Texas and the nation in the early 1900s. Chartered in 1917 but not opened until 1925 because of America's entry into World War I, the University is the oldest continuously operating public institution of higher learning in South Texas. Shortly after beginning life as South Texas State Teachers College, its role was expanded to embrace a wider array of programs. As its mission has expanded, its name has changed to reflect its wider scope. Its first name change, to Texas College of Arts and Industries, came in 1929. In 1967 the name changed to Texas A&I University. The University became a member of the Texas A&M University System in 1989 and in 1993 changed its name to Texas A&M University-Kingsville to reflect that membership.

Texas A&M-Kingsville is South Texas' greatest University, offering more academic programs and degrees, providing better learning and living facilities, doing more research, awarding more scholarships and producing more successful graduates than any other college or University in the region.

Texas A&M-Kingsville seeks to provide quality undergraduate and graduate programs for students of all ages through a judicious blend of liberal and career education programs. The emphasis is on providing an intellectually challenging education reflecting high standards of academic performance while retaining a selective open admission policy. Texas A&M-Kingsville is dedicated to serving an ethnically and culturally diverse population. The University is committed to its mission of teaching, research, and service in South Texas for the advancement of knowledge and of regional development.

Location: The University is located in historic Kingsville, a friendly, safe city of 25,000 that is the home of the legendary King Ranch. Corpus Christi and its beaches are just 40 miles to the northeast, and the border with Mexico is 120 miles to the south at Brownsville or 119 miles to the west at Laredo.

Students: Most of Texas A&M-Kingsville's approximately 6,200 students come from South Texas, but there is wide diversity in the population, with students from more than 35 states and more than 43 countries. The

student body is split almost equally between men (53 percent) and women (47 percent). Eighty-two percent of students are undergraduates. Ethnically, the campus reflects the demographics of the area, with 62 percent of the students Hispanic, 27 percent white, and five percent African American. About six percent are international students.” (About TAMU-K, 2006, <http://www.tamuk.edu/about/> )

### III. Findings:

#### 1. *Mission, Vision, and Goal*

Various members of the community spoke about the division’s mission being consistent with the University mission. From the President to the students, the belief is that “the division’s mission is consistent with the mission of the University”. However, most stated that they were unaware of the particulars of the Division of Student Affairs’ mission. Surprisingly, most of the professional staff members who met with the consultant were unable to identify the divisional mission in any real detail. It appeared to the consultant as if they were not familiar with the division’s mission and were generally not able to speak to how their departmental mission and goals comport with the division’s and the University’s mission statements.

**Commendations:** The division’s written mission, vision, goals and strategies are well articulated and are readily available to all via the divisional web page and speak to the centrality and importance of student affairs in the achievement of student learning and student success.

The Vice President’s office has initiated thorough assessment and strategic planning processes that its mission is consistent with the University’s vision, values, goals, and priorities. This program review process has focused on the use of the CAS standards to conduct departmental program reviews.

**Recommendation:** The departments within Student Affairs should review the divisional and University mission each year when developing departmental goals so as to insure that their goals are advancing the University and divisional mission. Too many of the staff were unable to articulate the divisional mission, vision and goals, even in the most superficial terms. The divisional leadership should insure that each staff member knows and is committed to fulfillment of its mission.

#### 2. *Program*

The Division of Student Affairs promotes student development, student learning and the development of good, productive and involved citizens of the greater community (2006,

*Mission, Vision, Core Values, Goals, & Learning Outcomes of the Division of Student Affairs*, <http://www.tamuk.edu/sass/mission/mission.htm>). Most staff interviewed commented that the leadership was proactive in insuring that the co-curricular programming is complementary to the curriculum. The directors commented that they have developed into a team due to the divisional leadership. Many named the McNair program and other Special Services as being particularly strong and praised the leadership for offering support for these important programs.

**Commendation:**

The President, the Deans and the President of the Faculty Senate all spoke about the successful collaborations between academic affairs and student affairs resulting in the [Javelina Honor Code](#).

Numerous comments from faculty and the academic leadership concerned the effectiveness and appropriateness of “Hoggie Days”, a two-day orientation program which culminates in an advisement/registration process. Many academicians felt that the program was ineffective and placed undue emphasis on non-academic aspects. Most stated that they wanted to change the program into a one day advisement/registration program and to delay any “orientation” programming to the beginning of the fall semester. This is diametrically opposed to the vision and philosophy of the current Orientation staff.

**Recommendation:** The consultant has experience with both types of ‘orientation’ programs. The consultant’s current institution uses the single registration day model. The consultant stated to the academic deans during their interview that his institution is now proposing to change to the two day model with time available for developmental programming and opportunities for students to build relationships with faculty, staff and fellow students. The consultant suggested to numerous interviewees, including the Deans and the professional staff of the Division of Student Affairs that they should read “*My Freshman Year*” by Rebekah Nathan (Dr. Kathy Short, NSU) for insights into the importance of New Student Orientation in a student’s adjustment to and success in college. The consultant further recommends that TAMU-K retain the “Hoggie Days” two day model, but that they should bring in an expert to assist them in developing a model that meets all academic needs as well as those of the students and student affairs staff to assist students success in the first year. One critical goal of “Hoggie Days” should be to increase first year retention. The two “camps” will not succeed in providing the best and most productive program to assist students in their transition to college if they hold onto these two opposing views. Some adjustments in both the programs currently being offered during Hoggie Days are apparently necessary. Holding onto those proven aspects of the existing program is important yet the program should be adjusted to incorporate what the deans and faculty believe is important for them to accomplish during this time as well.

(Beal and Noel, 1980) identified the following three action program areas as critical to retention:

- **Academic stimulation and assistance:** challenge in and support for academic performance
- **Personal future building:** the identification and clarification of student goals and directions
- **Involvement experiences:** student participation/interaction with a wide variety of programs and services on the campus

It is imperative that the faculty and student affairs staff work together to provide for TAMU-K's new student needs in these three major areas of adjustment and focus. Retention will not substantially improve unless all three of these areas are addressed. New student orientation that incorporates all of these is the vehicle to accomplish this. Combining programs such as those identified above with adequate advising and a registration processes is an appropriate approach to take.

Collaboration and cooperation between Academic Affairs and Student Affairs is critical to student success. The staff members of student affairs are traditionally charged with providing the climate for learning and then the "laboratory" to apply that learning in out-of-classroom settings. In conversations with the Deans and the President of the Faculty Senate, it was evident that while these academicians were supportive of student affairs, they were not knowledgeable of the mission, vision and goals of the division nor were they aware of many of the programs and services offered that support student learning.

**Recommendation:** The Vice President for Student Affairs and/or the Dean of Students should be formally included in the Deans' Council so that they may develop appropriate collaborative relationships with their academic counterparts and to assist the deans to understand the work of student affairs and how student affairs provides support to the vital work of the faculty. It is imperative that the faculty and academic administrators understand the philosophies, vision, programs and practices of student affairs educators. This partnership is critical to student success. The Provost should be approached to include the Vice President for Student Affairs or at least the Dean of Students in the Provost's Council

### **3. Leadership**

This standard speaks to the evaluation of divisional leadership being effective and ethical. The team of the Vice President for Student Affairs and the Dean of Students provide the leadership for the Division of Student Affairs. The campus felt that this team provided "blunt, honest and straight forward" leadership. It was also described as purposeful and unwavering in working to accomplish goals on behalf of students. The sense is that this team is well liked on campus and there was great respect for them as people and for their efforts.

It was also mentioned that the Vice President for Student Affairs provides leadership that *causes* effective, supportive work on behalf of the University. An example given

was the development of the “Ring Ceremony” which is one example of how student affairs programs and the Vice President for Student Affairs specifically inspire spirit and University loyalty and is therefore to be **commended**.

Several comments were made concerning a need for better communication between the student affairs leadership and the academic leadership. The deans stated that the divisional effectiveness would be enhanced with better communication with academic leadership and with faculty. It was stated several times that faculty and academic administration were not aware of student affairs mission and program efforts. Lastly, it was asserted that student affairs effectiveness would have been improved with more direct involvement by the divisional leadership (Vice President and Dean) in the day to day operations of the departments. The leadership style of the Vice President for Student Affairs was said to be one of empowerment of the directors and staff but that he then stayed more in the background. The President wanted more direct monitoring of staff and their efforts. It was his feeling that though the leadership was good, some problems (unspecified) could have been avoided with more involved and direct monitoring of the efforts of the directors and other staff.

**Recommendation:**

It is evident that while the leadership of the division empowers directors, a closer monitoring and system of accountability is needed. Directors/department heads should be required to provide a monthly report on their efforts and specifically on any projects on which they or their staff are working. They should also draft and submit an annual report on departmental and personal accomplishments in support of the University and division mission.

**4. Organization and Management**

As an executive officer of the Texas A&M University-Kingsville, a large part of the Vice President’s job is to assist the President and the other senior level administrators in running the University. In order to accomplish this important function, the Division of Student Affairs must be appropriately structured and organized to permit sufficient time and effort in this regard. The structure of the division is included in the Appendix (B). The organization of the division is designed to provide a sharing of supervisory responsibility with the Dean of Students. This structure gives the Vice President for Student Affairs the opportunity to represent the needs of the division and the students to the administration and faculty. However, it has created a sense of loss by some of the staff who previously reported to the Vice President for Student Affairs but now report to the Dean. There is also confusion as to why some directors still report to the Vice President for Student Affairs while others report to the Dean of Students. Lastly, some staff expressed concern about the meetings held with the Vice President for Student Affairs on a bi-weekly basis as being time consuming and in some ways meaningless for some of them.

**Recommendation:** The Vice President for Student Affairs should meet with the leadership team (the direct reports) on a bi-weekly basis and with the directors (department heads) on the other bi-week. The full staff should meet on a semesterly basis with an update from the Vice President for Student Affairs and a focus on the divisional mission, vision and goals for the year. This will afford the staff the time to learn about the divisional mission and their role in fulfilling said mission. Secondly, the division needs to be adequately informed about the Vice President for Student Affairs' responsibilities to the executive leadership of the institution and how those responsibilities impact his/her time availability for direct divisional activities.

## **5. Human Resources**

The division has been staffed adequately by qualified persons to accomplish the mission within the leadership ranks. The departments within student affairs have had program reviews and this consultant will assume that those reviewers have evaluated the staffing within each department. Those interviewed spoke about the leadership providing appropriate guidance for hiring.

Many of the faculty and staff interviewed spoke about the support for staff development. Yet, providing staff with the necessary support and encouragement are important commitments that must come from the divisional leadership.

### **Recommendation:**

The division should make staff development a priority so that each and every staff member understands how important it is to continue to hone his/her skills. Funds should be identified so that professionals may be brought to campus for staff development activities for all staff, and opportunities should be made available to all staff to attend training and development activities at conferences and workshops. Additionally,

Some staff members in student affairs spoke of the frustrations of getting vacant positions posted by the Office of Human Resources, and that positions of similar level were not compensated appropriately or equitably with others doing similar work.

### **Recommendation:**

The consultant was not able to verify the assertion about posting positions mentioned above, but urges the leadership to examine those assertions to verify their veracity and to rectify them if they are accurate.

Virtually all of those interviewed stated that the Division of Student Affairs was understaffed, though the same assertion was made about most offices and

departments at TAMU-K. However, if the University is to improve its retention and graduation rates (Six Year graduation rate in 2004 - 26.9% and First Year Retention Rate in 2004 - 51%), resources must be assigned to those departments which are “efforting” the programs that will improve those retention rates; these include academic advising, faculty, particularly in the courses offered to underclassmen, and student affairs staff who provide mentoring, developmental activities and student success programs.

**Recommendation:**

Should funds be available, additional staff should be hired within Student Affairs in the departments of need and where direct student support is the departmental mission. Further analysis of the departments within student affairs is warranted to insure that those that serve student needs and are designed to support student success are aligned with this division.

Some of the professional staff indicated some frustration with what they perceive to be a preference to hire outside the University instead of promoting from within. The consultant is unable to verify or comment on the accuracy of that perception. Likewise, it is not possible to comment on whether or not it is advisable to promote from within versus hiring from outside the institution. However, it is important for the leadership to analyze this perception and address it with divisional staff so that all understand the rationale for these decisions

Lastly, The President is evaluating whether the security office should be included in student affairs. The consultant offers that including security in student affairs speaks to the centrality of the students within the institution. The consultant is supportive of moving security into student affairs and believes that it will improve relations between students and the security department.

**6. *Financial Resources***

Some concerns were expressed about the level of financial resources assigned to student affairs. Some in the division felt that the resources were not sufficient while others stated that they did not have sufficient input into the development of the budgets. Still others felt that planning and budgeting were not in sync – that budgeting preceded planning, instead of following the planning process. Additionally, most of the directors felt that they had little knowledge of the budget and didn’t feel very committed to it as a result. They felt that the “hot button issues” of the campus received the resources and that they (the department heads) therefore didn’t utilize the planning process to assign funds when available.

**Recommendation:**

Revise the planning/budgeting process to insure that planning *precedes* budgeting and that the budget honors the planning process by funding planning priorities.

The leadership (Vice President for Student Affairs and the Dean of Students) should include the department heads in planning and budget allocations so that they feel invested in it.

Given the present financial scenario within higher education, effective universities and their constituent departments must develop outside sources of funding to supplement state funds and tuition/fees. The Division of Student Affairs has been remarkably successful in identifying funding sources and securing such funding. In all, the grant writing activities of the professionals within student affairs has brought in over 11 million dollars externally to support the work of the division on behalf of its students. This is a remarkable achievement and ranks it within the very top success stories on campus in external funds generation. The division and its leadership are to be **commended** for these successes.

### ***7. Facilities, Technology and Equipment***

The leadership of Student Affairs has been successful in garnering support for the new campus recreation center and many within the University commented on it and appreciate the effort that will result in this center. The divisional leadership itself feels as if the University has not made good decisions related to residence hall/apartment decisions, permitting the construction of completely privatized housing with no University affiliation to build and accommodate its students. Lastly, some state funded departments are housed in the primary student building (the Student Union), taking valuable student space.

Technology was reported as good with the Vice President for Student Affairs and the Dean of Students being knowledgeable of computers and technology and supports the division to stay ahead of the campus in utilizing the newest technologies. However, overall, the University seems to be behind other institutions in advancing technology and its use on campus.

#### **Commendation:**

The Vice President for Student Affairs and Dean of Students are to be commended for their efforts to secure support for the Campus Recreation Center.

#### **Recommendation:**

The University should review the decision to utilize the private housing approach to accommodating student housing needs and if feasible, should return to a system in which housing is built and managed by the university's professional residence life staff. This insures that students are charged the lowest rates (third party ownership/management requires a management fee and profit from the operations) and also insures that students of TAMU-K are treated the same (same rules and

support systems would be in place), know with whom they will be doing business and benefit from the residence education/student development programming efforts of the staff.

### **8. Legal Responsibilities**

Virtually all of those interviewed and from the review of all on-line documents available to the consultant demonstrate that the leadership of the division is very knowledgeable of appropriate legal issues, legal responsibilities and understand the resources available to them when legal concerns are raised on campus. From the President to the professional staff of the division, all expressed confidence in the knowledge of the leadership and how the decision making process reviews and uses legal resources available.

### **9. Equity and Access**

All available evidence shows that the programs and services available and offered by the Division of Student Affairs are provided in a fair and equitable basis. All services are accessible, with appropriate hours of operation being altered to provide for access by non-traditional students.

### **10. Campus and External Relations**

There was a feeling that the Division as a whole is not particularly good at community service and outreach to the general community. For campus (internal) relations, the Vice President for Student Affairs and the Dean of Students have solid reputations for positive relations with campus constituents. It was expressed by several of the executive leadership that the divisional leadership is not particularly strong with external relations. The President mentioned that he wished for the division to be more involved in encouraging community service among the students. However, at least one of the executive leadership of the campus cited the Vice President for Student Affairs' wife being a particularly effective asset to him as she seems to be very effective in external relations and is knowledgeable of student affairs.

The Vice President for Student Affairs also served the external relations needs of University in many ways that may not be readily apparent. The vice president served on numerous community and professional boards, was active in the community through Lion's Club and "flying" clubs, helped with activities related to children within the community, and was an active member in the Military (currently serving as an officer in the Texas State Guard). The Vice President for Student Affairs has also served in numerous capacities within his professional associations, including holding elective office, selected for honors and awards at the national level, as well as developed the curriculum for the Mid-level Managers Institute for the American College Personnel Association. These activities

bring renown to TAMU-K and assist in real ways in recruiting staff (and even a faculty member or two) to the University.

In 2005, consultant Boyd Beckwith recommended that the Division of Student Affairs and specifically the MSU should :

“create and fund a new position that would be responsible for advising the Campus Activities Board, directing the marketing efforts of the MSU (both programs and services) and rewrite the existing Assistant Director for Student Activities Position Description to focus on Orientation and **Community Service**.

I strongly agree with Dr. Jackson’s comment that “community service” has the potential to be a University wide program and deserves a much higher profile on campus. Unfortunately, the existing Student Activities personnel are already stretched too thin. With dedicated staff support, students could get “credit” for the volunteer service that they are probably already performing and additional opportunities to volunteer (individually, in small groups, as part of a classroom experience, and/or as a campus wide outreach effort) could be coordinated and publicized.” (Beckwith, 2005)

**Recommendation:** The Division should make a concerted effort to develop a well publicized community service component of the division. One goal within the mission of student affairs should be to increase the number of students performing community service. Student organizations, including in particular the Greek letter organizations, should be strongly encouraged to conduct community service and the Division of Student Affairs needs to develop a tracking system to provide credit to the students and organizations that conduct community service. An annual award for community service from the Division of Student Affairs should be awarded recognizing the outstanding student organization as well as the outstanding individual student in community service. Just as the pictures of “Miss TAMU-K” are centrally placed in the MSU and well publicized, students who are recognized for their community service should have their pictures prominently displayed and their names publicized on campus. This will bring positive attention to students for their good works and give the Division of Student Affairs positive public relations for these efforts.

### **11. Diversity**

Everyone interviewed spoke about the division being in compliance with this standard, with the campus being a Hispanic Serving Institution (HSI). The consultant therefore finds that the Division of Student Affairs’ leadership is doing all that they can do to insure appropriate diversity within the staff and within its programs and services.

## **12. Ethics**

The leadership of the division is viewed by all interviewed as providing ethical leadership and “setting an example” by their behavior and in the programs and services offered. This is a major strength of the divisional leadership and as such is deserving of a **Commendation** from the evaluator.

## **13. Assessment and Evaluation**

The divisional leadership, the Vice President for Student Affairs and the Dean of Students, established a division-wide program review process using the Council for the Advancement of Standards criteria. The present program review is of the Divisional offices of the Vice President for Student Affairs and the Dean of Students and completes the overall assessment process. The fact that the entire Division has now been evaluated by this process and has used outside evaluators speaks to the commitment of the leadership to assessment. This is an outstanding accomplishment and is worthy of a **Commendation** by the evaluator.

The information identified during these processes need to be used in developing the revised plans used by the departments and the division. As indicated in an earlier point, the Division’s and departmental planning processes should be informed by these program reviews and this planning should be used in the budgeting process.

The major issue for Student Affairs is that the campus does not seem to know that campus assessments already being conducted, such as the upcoming EBI benchmarking efforts of some of the division’s departments (In the 2005 report written by the consultant for the MSU, Boyd R. Beckwith, it was recommended that the MSU should “ ... utilize the services of EBI [Educational Benchmarking Inc.] to develop a baseline regarding student satisfaction with the programs and services of the MSU” ) and the MSU has completed plans for the EBI assessment of its programs and services, the NSSE, and others all provide some assessment of student affairs and of the students themselves. The academic deans, for example, were not aware of any regular assessment efforts and while efforts of the Division are being conducted, disseminating the information/data collected to the departments within Student Affairs and reporting it to the campus community should become a priority.

**Recommendation:** The leadership of the division should make standard practice the dissemination of data and reporting of findings of all assessment and evaluation efforts to the campus community, particularly to the academic leadership. The campus needs to be made aware of the division’s exceptional efforts as well as insuring that the needs and attributes of the students are widely known to campus constituents.

#### **IV. Conclusion**

The Division of Student Affairs, specifically its leadership under Dr. Tom Jackson, Vice President for Student Affairs and Mr. Frank Ureno, Dean of Students, provides quality programs and services on behalf of the students and the administration of the University. Dr. Jackson has insured that appropriately qualified personnel have been hired and that they have adequate resources to do their jobs. Of course everyone and every department could use more resources, financial and human, but given the obvious constraints, this Division of Student Affairs is much better than average, and in fact provide high quality student development and insure student learning as well as any with similar resources. The division and its leadership should be proud of its accomplishments, as should the University, but as in any organization, should not “rest on its laurels” but strive for continued improvement to even better serve the needs of its students.

The consultant **commends** the Division of Student Affairs and Texas A&M University- Kingsville for the development of a top quality student development program that puts student learning at the center of their efforts. It has been a privilege to have this opportunity to learn more about TAMU-K and to provide these insights into your operations and efforts.

## ***Appendix A***

TAMU-K Personnel with whom consultant visited:

Dr. Rumaldo Z Juarez, President  
Mr. Randy Hughes, Vice President, Institutional Advancement  
Dr. William Heenan, Dean, College of Engineering  
Dr. Mike Daniel, Dean, College of Education  
Dr. Tom Fields, President, Faculty Senate  
Dr. Diane Brown, Director, Life Services and Wellness  
Ms. Mary Gonzalez, Assistant Vice President, Special Programs  
Ms. Karen Engebrecht, Director, Career Services  
Mr. Thomas Bingham, President, SGA  
Professional staff of the Division of Student Affairs  
Sara Faragaza, SGA member

**Appendix B**

## **Appendix C**

### **Mission, Vision, Core Values, Goals, & Learning Outcomes**

#### **The Student Affairs Mission**

We create a selfless and collaborative environment to inspire students, foster personal growth, encourage community engagement, and promote global citizenship.

#### **The Student Affairs Vision**

To be highly regarded for our service to students and the local community; and as a national leader in student development, student outreach, and federally funded programs.

#### **The Student Affairs Core Values**

We value students as unique individuals. Our students are diverse and unique, all valued equally and appreciated in their own right. We value the opinions of all and seek to foster open communication.

We value the personal growth and development of our students. Students are encouraged, challenged, and expected to grow as human beings by engaging in new experiences and purposeful programs.

We value the Javelina spirit. The Javelina family has a rich heritage of access to quality education for all students, connection to alumni, service to society, and a desire to learn throughout life.

We value our service to students. We provide services that support the University community in its quest to promote an environment to enhance student success.

We value professionalism. We encourage professional growth, development, and ethical conduct of our staff.

#### **The Student Affairs Goals & Learning Outcomes**

*(Revised December 14, 2006)*

## Goals

The Division of Student Affairs will play an integral role in reinforcing the core values of the University. The Division's [strategic plan \(PDF\)](#) and [divisional goals and objectives \(PDF\)](#) emphasizes student learning as the primary outcome of the work. It also stresses the importance of assessment and planning being conducted. The necessity of continuing and strengthening partnerships with faculty, campus departments, alumni, community members, companies, parents, and students is of critical importance in realizing the strategic plan as a division.

Student Affairs sets forth four areas of emphasis that will guide the work for the division over the next several years in achieving the University goals.

Emphasis #1: Foster an intellectually centered student culture  
Emphasis #2: Celebrate a sense of place and tradition  
Emphasis #3: Inspire a culture of service and responsibility  
Emphasis #4: Contribute to the University's learning environment

### **Goal One - Broaden the base of productive and educated citizens.**

Celebrate a sense of place and tradition by creating a campus climate that fosters a sense of community, values differences, and is responsive to individuals and their cultures. Help the campus community learn how to celebrate and advance its location, roots, history, and unique experience to broaden the base of productive and educated citizens.

### **Goal Two – Enhance student learning through civic, professional and research engagement.**

Inspire a culture of service and responsibility by connecting students to the community (Kingsville, South Texas, and World). Help students understand the interconnectedness of accountability, service to others, and responsibilities as an educated community to enhance their learning through civic, professional and research engagement.

### **Goal Three -- Support the development and maintenance of nationally prominent undergraduate, graduate and professional programs.**

Contribute to the University's learning environment by collaborating with colleagues to redefine student learning at a South Texas research

University. Redefine Student Affairs, its emphasis, and delivery of service to students. Examine new methodologies to support the development and maintenance of nationally prominent undergraduate, graduate and professional programs.

**Goal Four -- Promote the development of scholarly, research and creative activities that are nationally recognized.**

As teachers, practitioners, and student advocates contribute to the University's learning environment by providing a seamless overall collegiate experience by orienting students to services and programs to best meet students' interests and needs. Assist departments in engaging students in the first-year experience and contribute socially and educationally to the overall learning experience in order to promote the development of scholarly, research and creative activities that are nationally recognized.

**Goal Five - Provide a learner-centered environment in which the contributions of students, faculty and staff are valued.**

Foster an intellectually centered student culture by encouraging broad opportunities that encourage student growth and development, promote health and wellness and value the exploration of life-long learning. Seek powerful partnerships that promote student learning, professional development, and the advancement of knowledge throughout the University. Invent the future of Student Affairs.

**Learning Outcomes & Strategies**

Students will learn to be responsible global citizens. This will be demonstrated through service to others, service to the campus, responsibility in personal behavior, academic preparation to enter and remain in college, and responsibility to free and open expression.

1. Students will better understand global issues through increased community service opportunities and intercultural experiences.
2. As surveyed, comfort in expressing less popular points of views will increase within the student body.
3. Participation in awareness month festivities will increase.
4. The number of Letters to the Editor and student forums on selected student SGA issues will increase.

Students will become familiar with campus services supporting their education. This will be demonstrated through student's knowledge of

campus services, personal development courses exposing students to campus services, and increased utilization of campus services.

1. Avenues connecting graduates with employers through Career Services will be enhanced.
2. Student's knowledge of services for students, as identified from student surveys, will improve.
3. Participation in awareness month festivities will increase.
4. The University one-card (Javelina Express Card) system will be completed by spring 2007.

Students will learn Javelina traditions. This will be demonstrated through student orientation participation, renewed chants and songs, and increased participation in campus events and ceremonies.

1. Participation in Hoggie Days and Javelina Welcome will increase.
2. Student success, as measured by retention and GPA, will improve as a result of participation in Hoggie Days and Javelina Welcome.
3. The number of new student organizations such as sports clubs, special interest organizations, political clubs, and academic clubs will increase.
4. The Javelina Traditions booklet will be published.
5. Student participation at major campus events will increase.
6. Participation in awareness month festivities will increase.
7. Student Affairs will have an understanding of Javelina Traditions.

Students will learn to teach. This will be demonstrated through increased leadership by students, teaching their fellow student, and upperclassmen and graduate students modeling positive behaviors for underclassmen success.

1. Upper-class students will assist with the teaching of developmental courses for students.
2. Graduate and undergraduate internships in housing, activities, recreation sports, and counseling will be either established or maintained.
3. Careers in student affairs will be promoted through student affairs departments and the College of Education.

4. An advanced student leadership program targeting seniors and graduate students will be created.
5. Participation by faculty, staff, and administration in intramurals in increase.
6. Resident Advisors will role model positive upper-class behaviors as demonstrated by student surveys completed by undergraduates residing in the halls.
7. Student Affairs personnel will maintain an active role in professional associations (to ensure practitioners continue to teach students, who will in turn teach more students).
8. Graduate and undergraduate internships in housing, activities, recreation sports, and counseling will be either established or maintained.