Appendices Map

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Some of the supplemental information to accompany the 2011-2012 Memorial Student Center Comprehensive Program Review can be found online.

2. MSC Staff Organization Chart - [http://msc.tamu.edu/documents/aboutus/StaffOrgChart.pdf](http://msc.tamu.edu/documents/aboutus/StaffOrgChart.pdf)
4. MSC Release Form - [http://www.msc.tamu.edu/services/manual/forms/release-form.pdf](http://www.msc.tamu.edu/services/manual/forms/release-form.pdf)
Memorandum

DATE: November 19, 2010

TO: 61st MSC Council
MSC Advising Staff

FROM: Collin Laden
61st MSC President

SUBJECT: MSC Committee Elimination/Consolidation Recommendation

The MSC Executive Team has reviewed the recommendation made by the MSC Programs Team to eliminate and consolidate committees, committee programs, and MSC projects to equate to 100% of an advisor’s workload. The Programs Team received, reviewed, and assessed both quantitative and qualitative data from every committee and project area of the Memorial Student Center. The MSC Executive Team reviewed this and took its contents into consideration while developing its formal recommendation to provide to the MSC Board of Directors. The following recommendation details the MSC Executive Team recommendation for the MSC Board of Directors meeting for Monday, November 29, 2010.

The recommendation will be made to reduce the amount of staff time allotted for Aggie Nights. Beginning in FY12, Aggie Nights will program once a month. This reduction in time will change the programmatic nature and program development of Aggie Nights. The MSC Programs Team will be charged with re-developing this Aggie Night’s concept over the next semester. The time commitment will be reduced to 30% of a Graduate Assistant’s time, which equates to 15% of a full-time advisor’s time.

The Spring Leadership Trip committee will be recommended for elimination. The recommendation was made due to a lack of sufficient interest from the campus community, the inability to fulfill a leadership team, and the challenge of scheduling with graduating seniors who find it difficult to attend at the end of their time here at Texas A&M. This elimination equates to 10% of advising time.

The recommendation will be made for MSC LEAF to focus their efforts and time solely on their annual conference program. Accordingly, MSC LEAF will eliminate its other programming efforts. MSC LEAF can participate in programmed activities to assist other areas and produce marketing programs for their conference only. This reduction equates to 10% of an advising workload.

The recommendation will be made for MSC FISH to eliminate its High School Service Conference (HSSC). This decrease in programs will allow for more focus on the development of its service and leadership programs for the campus body. It is encouraged for MSC FISH to incorporate or facilitate a service component into the other existing conferences and programs produced by other committees, but not to create another conference that requires a significant addition of advising time. This reduction equates to 10% of advising time.

The recommendation will be made for MSC ALOT to eliminate its SLOT Bryan program and concentrate solely on its annual SLOT conference. SLOT will be one of the few high school
conferences housed in the MSC; thus, its resources and time should be dedicated to strengthening its leadership components; incorporating more University resources, such as financial aid programs; recruiting a diverse delegate pool; and also targeting local area high schools. It is also recommended the FALCon program be eliminated due to a low delegate turnout with a historically internal based delegate pool. This reduction will allow for concentrated efforts on all-campus initiatives and intentional development of leadership programs. This reduction equates to 10% of advising time.

The recommendation will be made for MSC LEAD to eliminate its Aggie Shadows Program, its participation in the Women’s Leadership Forum, and it’s Sophomore Leadership Conference. These will be recommended due to the fact that Aggie Shadows does not serve as an all campus program and could be facilitated through the Prospective Student Centers; the Women’s Leadership Forum does not directly fit the mission of MSC LEAD and could be supported by other entities; the Sophomore Leadership Conference has a duplicated effort by the Spencer Leadership Conference. It is further recommended that the Aggies Reaching Out (ARO) program be reduced to only the ARO McAllen area. This is due to the fact that ARO requires a significant amount of time to develop, fundraise, and execute the program. It is recommended that MSC LEAD aim to enhance the ARO program as an all-campus opportunity and market to recruit members from across campus. The ARO program should produce this as a cultural and leadership program that develops leadership and growth for its counselors while also providing an outreach and service to the McAllen community. It is recommended that MSC LEAD transition the ARO program to a sophomore only opportunity to create a competitive and unique opportunity to develop sophomores in leadership. MSC LEAD is encouraged to focus on its all-campus programs and develop a membership to focus on the development of these programs to gain its leadership development. This reduction equates to a 47.5% reduction.

The recommendation will be made for MSC Spencer Leadership Conference to move under the MSC LEAD committee. The Spencer Leadership Conference serves as a conference to develop sophomores in a variety of aspects of leadership. The purpose of MSC LEAD is to develop sophomores in leadership through the planning and implementation of programming. The MSC Spencer Leadership Conference is an opportunity to further the programming of MSC LEAD. This consolidation will reduce the workload of MSC Spencer Leadership Conference to 30% of advising time and will be absorbed by MSC LEAD.

The MSC Executive Team will work with the MSC Human Resources and MSC Council to address the selection of impacted MSC Council positions. Administrative assignments and re-organization will be assessed by the MSC Administration and communicated at their natural cycle.

This concludes recommendation for reduction and consolidation at this time. However, the MSC Programs Team will be charged with continuing to review all committee programs in order to increase efficiency in advisor’s time. The Programs Team will complete this process no later than February 2011.

We would like to thank all parties involved for their input and assistance with this process. As the Memorial Student Center faces challenges, we continue to strive to serve students through quality programs and leadership development opportunities that prepare them to lead not only for today but for the future.
Mission / Purpose

The Memorial Student Center Complex is the gateway linking tradition and tomorrow; a place for the Aggie family to connect with the past, experience the present, and prepare for the future. We enhance the lives of students and others by promoting continuous growth through campus-wide programs, services and leadership development opportunities offered in a vibrant physical environment.

Core Values

Integrity
We value a working and learning environment that fosters the principles of honesty, fairness, and respect for others.

Service
We value helping others and demonstrate this through our words and actions.

Developing the Whole Person
We value the ways in which people grow and mature; we seek to develop the whole person by offering opportunities for intellectual, social, and personal growth.

Diversity
We value and respect the aspects that make every individual unique. We are committed to the culture of inclusivity that embraces every student, former student, employee and guest.

Loyalty
We value the faithfulness to commitment we make on behalf of our department, division and the university.

Respect
We value professional and personal relationships built on mutual trust and an appreciation for the variety of perspectives, contributions and abilities each individual can provide.

Collaboration
We value working together in partnership with others and the importance of individuals being responsible, reliable, supportive, and friendly.

Excellence
We value quality of effort, improvement, and results; performance excellence is our standard.

Vision
Setting the standard of excellence for college and university unions.
The department will achieve this overarching vision by:
1. Anticipating the needs of the unique populations we serve;
2. Leveraging resources and capabilities to fulfill the needs of the evolving campus community;
3. Continuously evaluating the quality of our services;
4. Providing state of the art technology and facilities allowing global interaction;
5. Helping those we serve enhance their skill sets to better prepare them for the future.

**Goals**
- Be the premiere campus wide programming body.
- Acquire and leverage resources and capabilities to fulfill the anticipated needs of the evolving campus community.
- Evaluate the quality and effectiveness of our programs and services and their impact on the Texas A&M community.
- Provide state of the art technology and facilities to prepare students to lead and interact in a global environment.
- Model an inclusive, welcoming environment that encourages the holistic development of students.
- Prepare students for the future by providing experiential learning opportunities and leadership development.

**Goals and Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**G 1: Premiere programming body**
Be the premiere campus wide programming body.

**O 1: See subunit outcomes**
See subunit outcomes

**Related Measures**

**M 1: See subunit outcomes and measures**
See subunit outcomes and measures

*Source of Evidence: Administrative measure - other*

**Achievement Target:**
See subunit for specific targets

**Findings (2010-2011) - Achievement Target: Partially Met**
See subunits for finding.

**Document:**
[MSC Champe Fitzhugh Italy Trip Findings](#)

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

**see subunits**
*Established in Cycle: 2009-2010*
See subunits for specific action plans.

**G 2: Leverage resources and capabilities**
Acquire and leverage resources and capabilities to fulfill the anticipated needs of the evolving campus community.

**O 1: See subunit outcomes**
See subunit outcomes

**Related Measures**

**M 1: See subunit outcomes and measures**
See subunit outcomes and measures
Source of Evidence: Administrative measure - other

**Achievement Target:**
See subunit for specific targets

**Findings (2010-2011) - Achievement Target: Partially Met**
See subunits for finding.

**Document:**
MSC Champe Fitzhugh Italy Trip Findings

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Action Plan Detail* section of this report.

*see subunits*
*Established in Cycle: 2009-2010*
See subunits for specific action plans.

**G 3: Evaluate quality of programs/services**
Evaluate the quality and effectiveness of our programs and services and their impact on the Texas A&M Community.

**O 1: See subunit outcomes**
See subunit outcomes

**Related Measures**

**M 1: See subunit outcomes and measures**
See subunit outcomes and measures

Source of Evidence: Administrative measure - other

**Achievement Target:**
See subunit for specific targets

**Findings (2010-2011) - Achievement Target: Partially Met**
See subunits for finding.

**Document:**
MSC Champe Fitzhugh Italy Trip Findings

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Action Plan Detail* section of this report.

*see subunits*
*Established in Cycle: 2009-2010*
See subunits for specific action plans.

**G 4: Provide state of the art technology and facilities**
Provide state of the art technology and facilities to prepare students to lead and interact in a global environment.

**O 1: See subunit outcomes**
See subunit outcomes

**Related Measures**

**M 1: See subunit outcomes and measures**
See subunit outcomes and measures

Source of Evidence: Administrative measure - other

**Achievement Target:**
See subunit for specific targets

**Findings (2010-2011) - Achievement Target: Partially Met**
See subunits for finding.

**Document:**
MSC Champe Fitzhugh Italy Trip Findings

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

**see subunits**
Established in Cycle: 2009-2010
See subunits for specific action plans.

**G 5: Holistic development of students**
Model an inclusive, welcoming environment that encourages the holistic development of students.

**O 1: See subunit outcomes**
See subunit outcomes

**Related Measures**

**M 1: See subunit outcomes and measures**
See subunit outcomes and measures
Source of Evidence: Administrative measure - other

**Achievement Target:**
See subunit for specific targets

**Findings (2010-2011) - Achievement Target: Partially Met**
See subunits for finding.

**Document:**
MSC Champe Fitzhugh Italy Trip Findings

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

**see subunits**
Established in Cycle: 2009-2010
See subunits for specific action plans.

**G 6: Experiential learning/leadership development**
Prepare students for the future by providing experiential learning opportunities and leadership development.

**O 1: See subunit outcomes**
See subunit outcomes

**Related Measures**

**M 1: See subunit outcomes and measures**
See subunit outcomes and measures
Source of Evidence: Administrative measure - other

**Achievement Target:**
See subunit for specific targets

**Findings (2010-2011) - Achievement Target: Partially Met**
See subunits for finding.

**Document:** MSC Champe Fitzhugh Italy Trip Findings

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

see subunits

*Established in Cycle: 2009-2010*

See subunits for specific action plans.

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**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

see subunits

See subunits for specific action plans.

*Established in Cycle: 2009-2010*

*Implementation Status: Planned*

*Priority: High*

**Relationships (Measure | Outcome/Objective):**

*Measure: See subunit outcomes and measures |*

*Outcome/Objective: See subunit outcomes*

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**Mission / Purpose**

The Memorial Student Center Complex is the gateway linking tradition and tomorrow; a place for the Aggie family to connect with the past, experience the present, and prepare for the future. We enhance the lives of students and others by promoting continuous growth through programs, services and leadership development opportunities offered in a vibrant physical environment.

**Goals without Outcome/Objective Relationships Specified**

**G 2: Leverage resources and capabilities**

Acquire and leverage resources and capabilities to fulfill the anticipated needs of the evolving campus community.

**G 4: Provide state of the art technology and facilities**

Provide state of the art technology and facilities to prepare students to lead and interact in a global environment.

**G 6: Experiential learning/leadership development**

Prepare students for the future by providing experiential learning opportunities and leadership development.

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**Goals and Student Learning Outcome/Objective, with Any Associations and Related Student Learning Outcome/Objective, Measures, Achievement Targets, and Findings**

**G 5: Holistic development of students**
Model an inclusive, welcoming environment that encourages the holistic development of students.

O 2: Box Office: Educate student workers
Box Office: Continue to educate student workers, preparing them for their future professional life.

Strategic Plans
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
7 Increase access to intellectual resources.

Related Measures

M 2: Box Office: Student worker evaluations
Box Office: Student worker evaluations both self evaluation and management evaluation

Source of Evidence: Evaluations

Achievement Target:
Students will self evaluate and be evaluated by management on basic professional skills.

Findings (2010-2011) - Achievement Target: Met
Self evaluation and management evaluation were conducted in December for all student workers, and then again in April for students hired in January to comply with audit request for standardized departmental evaluations. The Box Office was in 100% compliance.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Box Ofc: Student Worker Evaluations
Established in Cycle: 2009-2010
Will be repeated again next year.

O 6: PNC--Students gain proficient printing experience
Each student employee will learn how to make copies using the industrial copier, cut, bind, laminate, and finish all documents. Student employees will also be able to exercise superior customer service and maintain the process in printing, packaging, and distributing the official Texas A&M graduation announcement. Student employees will be evaluated using a student learning outcome rubric.

Relevant Associations:

General Education/Core Curriculum
2 Demonstrate critical thinking
4 Practice personal and social responsibility

Institutional Priorities
3 Enhance learning community opportunities.

Strategic Plans
Division of Student Affairs
4 DSA Goal 4: Develop and manage human, financial, physical and technological resources effectively and efficiently.

Related Measures
M 7: PNC--Student Employee Rubric
Management will evaluate student employees using a student learning outcomes rubric to determine if students are meeting the required learning objectives.

Source of Evidence: Evaluations

Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

G 1: Premiere programming body
Be the premiere campus wide programming body.

O 1: Box Ofc: Increase TAMU knowledge of B.O. services
Box Office: Increase TAMU wide knowledge of Box Office services available to them, and create a tradition of educating advisors at least once a year.

Strategic Plans
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
7 Increase access to intellectual resources.

Related Measures

M 9: BO: Increased User Base
Evaluate past annual list of organization users versus current users.

Source of Evidence: Activity volume

Achievement Target:
Using an analysis of past annual list of organization users versus current users, a growth in use by new clients for current year should reveal itself due to increased knowledge of services provided.

Findings (2010-2011) - Achievement Target: Partially Met
This year the user base did not increase when quantitated by organization, but after further analysis it was found that most organizations that "did not use" the box office this year actually did under another organization name. This would be due to the strivings of the university to avoid duplication and consolidate effort. Therefore the client base appears to have basically remained stable. Though this is the case there was an increase in gross receipts of over $400,000, and a gross income increase of $20,000. In addition to these increases there was an increase in the per ticket income to the box office from $0.98 per ticket to $1.25 even with the removal of charges to MSC organizations. Overall, though client base and number of events did not increase the box office realized a successful year.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

BO Increased User Base
Established in Cycle: 2009-2010
Distribute box office informational flyers to those purchasing open house tables. Set up annual meeting with MSC advisors, SOF...

Increase User Base
Established in Cycle: 2010-2011
Measure increase through ticket sales, instead of using past measurement of organization user count.

**G 3: Evaluate quality of programs/services**
Evaluate the quality and effectiveness of our programs and services and their impact on the Texas A&M Community.

**O 3: Box Office: Constant attention to work environment**
Box Office: Constant attention to safe work environment and industry best practices.

### Strategic Plans

**Texas A&M University**

3 Enhance the Undergraduate Academic Experience.

### Related Measures

**M 3: BoxOfc: Analysis of external/internal documentation**
Box Office: Analysis of external and internal documentation of meeting safe work environment requirements and activity in professional organizations.

Source of Evidence: Document Analysis

**Achievement Target:**
Active involvement in both Greater Houston Area Ticketing Association and International Ticketing Association through officer positions and regular attendance of meetings with a focus on obtaining best business practices and incorporating those practices into daily box office standards of procedures. Also, incorporating current audit feedback into standards of procedures in the box office.

**Findings (2010-2011) - Achievement Target: Met**
Board position in Greater Houston Area Ticketing Association and International Ticketing Association maintained. Added position of Chairperson of International Ticketing Association Conference in 2012. Cost analysis including all conference universities and many top not-for-profit box offices conducted. Temporary help used to analyze box office customary practices to put "fresh eyes" on our processes. Internal cost/income analysis conducted with FMO. Current ticketing agreements updated to include more language to explain practices. New ADA laws analyzed and procedures in the process of being updated to comply.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

**Box Ofc: Analysis of external/internal documentation**

*Established in Cycle: 2009-2010*
Active participation in networking within the ticketing industry and collection of processes and best practices within other t...

### Action Plan Detail for This Cycle (by Established cycle, then alpha)

**BO Increased User Base**
Distribute box office informational flyers to those purchasing open house tables. Set up annual meeting with MSC advisors, SOFC staff and Student Activity advisors to explain use of box office and what we have to offer. Constant communication with past clients and RTC to encourage continual use and trust in our services.

*Established in Cycle: 2009-2010*
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: BO: Increased User Base | Outcome/Objective: Box Ofc: Increase TAMU knowledge of B.O. services

Implementation Description: Distribute box office informational flyers to those purchasing open house tables. Set up annual meeting with MSC advisors, SOFC staff and Student Activity advisors to explain use of box office and what we have to offer. Constant communication with past clients and RTC to encourage continual use and trust in our services.

Responsible Person/Group: Aren Murray/ MSC Box Office

Box Ofc: Analysis of external/internal documentation
Active participation in networking within the ticketing industry and collection of processes and best practices within other top industry organizations. Constant communication with TAMU personnel in accounting and FMO to allow for up to date processes and procedures. Also constant attention to work environment in regards to customer service, human resources and money handling practices while analyzing current accuracy of documentation, and quality of environment.

Established in Cycle: 2009-2010
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: BoxOfc:Analysis of external/internal documentation | Outcome/Objective: Box Office: Constant attention to work environment

Implementation Description: Active participation in networking within the ticketing industry and collection of processes and best practices within other top industry organizations. Constant communication with TAMU personnel in accounting and FMO to allow for up to date processes and procedures. Also constant attention to work environment in regards to customer service, human resources and money handling practices while analyzing current accuracy of documentation, and quality of environment.

Additional Resources: none
Budget Amount Requested: 0

Box Ofc: Student Worker Evaluations
Will be repeated again next year.

Established in Cycle: 2009-2010
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Box Office: Student worker evaluations | Outcome/Objective: Box Office: Educate student workers

Implementation Description: Student evaluations will be conducted annually.
Additional Resources: none
Budget Amount Requested: 0

Increase User Base
Measure increase through ticket sales, instead of using past measurement of organization user count.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: BO: Increased User Base | Outcome/Objective: Box Ofc: Increase TAMU knowledge of B.O. services

Implementation Description: Compare FY11’s ticket sales to FY12’s ticket sales to evaluate whether or not there was more use of the Box Office services both through organization ticketing agreements and ticket receipts.

Completion Date: 08/2012

Responsible Person/Group: Box Office Manager

Additional Resources: none

Budget Amount Requested: 0

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Detailed Assessment Report
2011-2012 MSC Student Development

Mission / Purpose
The Memorial Student Center Complex is the gateway linking tradition and tomorrow; a place for the Aggie family to connect with the past, experience the present, and prepare for the future. We enhance the lives of students and others by promoting continuous growth through programs, services and leadership development opportunities offered in a vibrant physical environment.

Goals and Student Learning Outcome/Objective, with Any Associations and Related Student Learning Outcome/Objective, Measures, Achievement Targets, and Findings

G 1: Premiere programming body
Be the premiere campus wide programming body

O 38: MSC Program Attendees - Enhanced Knowledge/Skill Set
Students who participate in MSC programs will be able to demonstrate an enhanced knowledge or skill set identified/addressed in specific programs.

Relevant Associations:
General Education/Core Curriculum
6 Prepare to engage in lifelong learning

Institutional Priorities
1 Expand research and inquiry-based learning opportunities.

Strategic Plans
Division of Student Affairs
1 DSA Goal 1: Provide quality programs, services, opportunities and facilities that enhance students’ academic and developmental opportunities

Texas A&M University
3 Enhance the Undergraduate Academic Experience.

Related Measures
M 41: FLC Evaluations of Relational Leadership Model
Eighty-five percent (85%) of the students attending the 2010 MSC Fall Leadership Conference will complete an evaluation that measures their
knowledge of the Relational Leadership Model and their intent to implement this leadership theory in their student organization.

Source of Evidence: Evaluations

**Achievement Target:**
Eighty percent (80%) of the students surveyed at the 2010 MSC Fall Leadership Conference will agree or strongly agree that they learned about the Relational Leadership Model and plan to implement it in their student organization.

**Findings (2010-2011) - Achievement Target: Met**
Eighty three percent (83%) of the students surveyed at the 2010 MSC Fall Leadership Conference agreed or strongly agreed that they learned about the Relational Leadership Model. Eighty four percent (84%) agreed or strongly agreed that they plan to implement it in their student organization.

**Document:**
MSC Fall Leadership Conference Assessment Report
August 2010

M 46: **ArtFest Annual Juried Art Contest - Participant Survey**
Ninety percent (90%) of the students participating in the ArtFest annual juried art contest will complete an evaluation that measures their knowledge of participating in a juried art contest and exhibition.

Source of Evidence: Evaluations

**Achievement Target:**
Eighty-Five percent (85%) of the students surveyed at the 2011 ArtFest annual juried student art contest and exhibition will agree or strongly agree that they learned how to successfully submit art in a juried exhibition.

**Findings (2010-2011) - Achievement Target: Not Met**
Twenty five percent (25%) of participants who responded to the survey agreed to having learned how to successfully submit art in a juried exhibition as a result of ArtFest.

M 52: **WBAC - MLK Breakfast Attendees Evaluations**
At least 80% of the attendees at the 2011 WBAC MLK Breakfast will complete a survey immediately following the event that measure how much they feel the program respected the legacy of Dr. King and enhanced their knowledge of the civil rights movement and a pertinent civil rights issue.

Source of Evidence: Evaluations

**Achievement Target:**
85% of all respondents will agree or strongly agree that the WBAC MLK Breakfast program respected the legacy of Dr. King and enhanced their knowledge of the civil rights movement and a pertinent civil rights issue.

**Findings (2010-2011) - Achievement Target: Met**
Ninety-six percent (96%) of all respondents agreed or strongly agreed that the program respected the legacy of Dr. King. Ninety percent (90%) of all respondents agreed or strongly agreed that the program enhanced their knowledge of the civil rights movement and a pertinent civil rights issue.

**Document:**
MSC Woodson Black Awareness Committee - MLK Report (SLS)
**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Action Plan Detail* section of this report.

**WBAC will continue to assess the effectiveness of the MLK Breakfast.**
*Established in Cycle: 2010-2011*
WBAC will continue to assess the effectiveness of the MLK Breakfast.

**M 55: SCOLA Participant Evaluation**
Seventy percent (70%) of the students attending the 2011 MSC CAMAC Student Conference on Latino Affairs (SCOLA) will complete an evaluation that measures their increased awareness of the Latinos presence in politics and the policies that affect them as individuals and their community.

Source of Evidence: Evaluations

**Achievement Target:**
Eighty percent (80%) of the students surveyed at the 2011 MSC CAMAC Student Conference on Latino Affairs will agree or strongly agree that they increased their awareness about the policies that affect Latinos and the community.

**Findings (2010-2011) - Achievement Target: Met**
Ninety four percent (94 %) of the students surveyed at the 2011 MSC CAMAC Student Conference on Latino Affairs agreed or strongly agreed that they increased their awareness about the policies that affect Latinos and the community.

**Document:**
MSC CAMAC SCOLA Report from Student Life Studies

**G 2: Leverage resources and capabilities**
Acquire and leverage resources and capabilities to fulfill the anticipated needs of the evolving campus community.

**O 39: MSC Students Seek Resources/Articulate skills**
MSC students who actively seek resources (time, talent, and/or financial) will be able to articulate skills gained from these personal interactions.

**Relevant Associations:**

- General Education/Core Curriculum
  - 3 Communicate effectively

**Institutional Priorities**

- 1 Expand research and inquiry-based learning opportunities.

**Strategic Plans**

- Division of Student Affairs
  - 4 DSA Goal 4: Develop and manage human, financial, physical and technological resources effectively and efficiently.
- Texas A&M University
  - 3 Enhance the Undergraduate Academic Experience.

**Related Measures**

**M 42: MSC Abbott Family Leadership Conference Directors**
Directors who have actively sought contributions for the conference will have an exit interview to measure increases in interpersonal
communication, resource acquisition, and marketing skills they have gained from these experiences.

Source of Evidence: Evaluations

**Achievement Target:**
75% of the directors evaluated will report increased competence in interpersonal communication, resource acquisition, and marketing skills as a result of seeking contributions for the conference.

**Findings (2010-2011) - Achievement Target: Met**
- 75% of the directors interviewed reported an increased competence in interpersonal communication, resource acquisition, and marketing skills as a result of seeking contributions to the Abbott Family Leadership Conference. The following was documented: 4 of 4 students interviewed confidently stated that office visits improved their communication skills. Each of the 4 expressed some way in which their communication skills improved. 3 of 4 students expressed positive changes in their marketing abilities. All of the students interviewed spoke about some kind of shift in their perspective on marketing. 4 of 4 students expressed growth in their ability to secure resources.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

**Abbott Family Leadership Conference**
*Established in Cycle: 2010-2011*
MSC AFLC will continue to utilize exit interviews to track student learning.

**M 43: MSC Spencer Leadership Conference Directors**
50% of the MSC Spencer Leadership Conference Directors who made office visits or calls learned how to increase financial donations as demonstrated through Exit interviews.

Source of Evidence: Exit interviews with grads/program completers

**Achievement Target:**
90% of the MSC Spencer Leadership Conference Directors interviewed will indicate that they learned how to leverage resources by making office visits or calls.

**Findings (2010-2011) - Achievement Target: Met**
One hundred percent (100%) of the MSC Spencer Leadership Conference Directors interviewed indicated that they learned how to leverage resources by making office visits or calls.

**Document:**
MSC Spencer Leadership Conference - Exit Interview Report

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

**Spencer Leadership Conference**
*Established in Cycle: 2010-2011*
The Spencer Leadership Conference will become a sub-committee of MSC LEAD and will follow the assessment plan identified by that...

**M 53: SCONA Directors**
SCONA 56 Executive Directors who have actively sought contributions, conference delegates or sponsorships, and access to speakers for SCONA 56 will have an exit interview to measure increases in interpersonal communication, resource acquisition, and marketing skills they have gained from these experiences.

Source of Evidence: Exit interviews with grads/program completers

**Achievement Target:**
75% of the SCONA 56 Executive Directors evaluated will report increased competence in interpersonal communication, resource acquisition, and marketing skills as a result of seeking contributions, delegates, or speakers for the conference.

**Findings (2010-2011) - Achievement Target: Met**
100% of the SCONA 56 Executive Directors reported that they increased their competence in interpersonal communication, resource acquisition, and marketing skills as a result of seeking contributions, delegates, or speakers for the conference.

**Document:**
MSC SCONA 56 Executive Board Resource Acquisition Exit Interviews

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

**MSC SCONA directors will continue to assess communication skills/resource acquisition**
*Established in Cycle: 2010-2011*
The MSC SCONA directors will continue to measure the development of communication skills through office visits to university dep...

**M 59: A-Team: Development**
Directors who actively plan events/activities to seek contributions will have an exit interview to measure increases in interpersonal communication, resource acquisition, and marketing skills they have gained from these experiences.

Source of Evidence: Exit interviews with grads/program completers

**Document:**
Development Exit Interview

**Achievement Target:**
VP will report increased competence in interpersonal communication, resource acquisition, and marketing skills as a result of planning events/activities.

**Findings (2010-2011) - Achievement Target: Met**
When asked what was learned the VP indicated he learned "a great deal about working as a member of a team and contributing to a group. I had the opportunity to help create the MSC Extra, a newsletter that we send out to donors and learned a great deal while helping to create that document." He also had to create, balance, and stay under a budget for MSC Development while planning luncheons, tailgates and a newsletter for donors and this budgeting was extremely useful. The VP attributes his leadership experiences in MSC Development to assisting him during "a semester long group project for one of my business classes where I was able to get several members of the group who started out doing an extremely..."
poor job to contribute to the group." Looking to the future, "I believe
the ability to interact with accomplished professionals that I got to
practice routinely in MSC Development at the Tailgates and
Luncheons will be something I use on a regular basis in my
professional life. Whether in interviews, meetings with clients or
meetings with coworkers the ability to be able to interact
professionally is a very important skill and I believe MSC
Development does an excellent job of preparing students to do that."

**Document:** [Development Exit Interview](#)

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Action Plan Detail* section of this report.

**A-Team: Development**
*Established in Cycle: 2010-2011*
Met target: Will have similar outcome/objectives and conduct
similar exit interview questions for next year.

**G 3: Evaluate quality of programs/services**
Evaluate the quality and effectiveness of our programs and services and their
impact on the Texas A&M Community.

**O 40: MSC Program Attendees - Increased Global Awareness**
MSC program attendees will articulate increased global awareness as a result of
their participation in MSC programs.

**Relevant Associations:**
*General Education/Core Curriculum*
5 Demonstrate social, cultural, and global competence

*Institutional Priorities*
4 Expand off-campus opportunities, such as internships, study-abroad,
and service-learning.

**Strategic Plans**
Division of Student Affairs
3 DSA Goal 3: Prepare students and staff for a future of
lifelong learning, contributing to society, and leading in a
global environment.

Texas A&M University
6 Diversify and globalize the A&M community.

**Related Measures**

**M 44: MSC FISH Costa Rica Service-Learning Trip Participants**
MSC FISH Outcomes Pre/Post test will be used to assess the development
of participants on the CR Service Learning Trip. Through the planning,
immersion and evaluation of the Costa Rica Service-Learning Trip,
participants will articulate increased (global) awareness as a result of their
experience.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Achievement Target:**
Trip participants will report a mean score of at least 3.00 on the Costa
Rica Service Learning Outcomes Pre/Post Test for the following
questions related to global awareness: 1) I am more knowledgeable of
the Costa Rican culture due to my interactions with local children/citizens
2) I am more knowledgeable of the Costa Rican culture due to cultural immersion activities 3) I am more comfortable in an international setting

**Document:** [Costa Rica Post-Assessment](#)

**Findings (2010-2011) - Achievement Target: Met**

Trip participants reported the following mean scores on the Costa Rica Service Learning Outcomes Pre/Post Test: I am more knowledgeable of the Costa Rican culture due to my interactions with local children/citizens -- 4.81 I am more knowledgeable of the Costa Rican culture due to cultural immersion activities -- 4.76 I am more comfortable in an international setting -- 4.81

**Document:** [Costa Rica Post-Assessment](#)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**MSC FISH Costa Rica**

*Established in Cycle: 2010-2011*

MSC FISH will continue to utilize pre/post tests in assessing the learning of trip leaders and participants. Information gathered...

**M 45: MSC FLI Guatemala Spring Break Trip**

MSC FLI will use Pre- and Post- tests to assess the development of trip participants as a result of the Guatemala Spring Break Trip. Through pre-departure orientation meetings, planning, cultural immersion, service, and evaluation, participants will articulate increased global awareness as a result of their experience.

**Source of Evidence:** Faculty pre-test / post-test of knowledge mastery

**Achievement Target:**

Trip participants will report a mean score of at least 3.00 on the Guatemala Spring Break Trip Post- test for the following questions related to global awareness: 1) I am more knowledgeable of the Guatemalan culture due to my interactions with local children/farmers; 2) I am more knowledgeable of the Guatemalan culture due to cultural excursions; 3) I am more comfortable in an international setting.

**Findings (2010-2011) - Achievement Target: Met**

Trip participants reported the following mean scores on the Guatemala Spring Break post-test: I am more knowledgeable of the Guatemalan culture due to my interactions with local children/farmers - 4.6 I am more knowledgeable of the Guatemalan culture due to excursions - 4.83 I am more comfortable in an international setting - 4.83

**M 54: LT Jordan Pre-Travel Orientation Evaluation**

At least 80% of students traveling under the MSC L.T. Jordan Institute programs should be able to identify cross-cultural building blocks after the pre-travel orientation sessions in an evaluation.

**Source of Evidence:** Evaluations

**Achievement Target:**

80% of MSC L.T. Jordan respondents will learn about cross-cultural building blocks, including Collective v.s. Individualist cultures, Universalist v.s. Particularist cultures, Monochronic v.s. Polychronic
cultures, and other cross-cultural building blocks during a pre-travel orientation session.

**Findings (2010-2011) - Achievement Target: Met**

96% of students traveling under the MSC L.T. Jordan Institute programs were able to identify cross-cultural building blocks after the pre-travel orientation sessions.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**MSC LT Jordan will continue the pre-conference trip learning objectives.**

*Established in Cycle: 2010-2011*

The MSC L.T. Jordan Institute programs will continue to measure students ability to identify cross-cultural building blocks after the pre-travel orientation sessions.

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**M 60: Champe**

Students will travel to Italy and meet with approximately six students from Qatar Campus for a series for presentations by student leaders, staff, and faculty to ease the transition from high school to college. Activities include travel to major cities such as Rome, Venice and Florence with the cultural education of major sites including churches, cathedrals and museums.

**Source of Evidence:** Evaluations

**Achievement Target:**

On the post-trip evaluation 75% of participants will indicate they were at least somewhat prepared for in-country and for life at TAMU while 90% will indicate satisfactory or higher for leadership training.

**Findings (2010-2011) - Achievement Target: Met**

Ninety-six percent (96%) of participants indicated that they were at least somewhat prepared for in-country and for life at TAMU through the communication and information provided before the trip, day trip briefings, and presentations on exposure to the university and information on Honors opportunities. One hundred percent (100%) of participants indicated satisfactory or higher for leadership training.

**Document:** [MSC Champe Fitzhugh Italy Trip Evaluations](#)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**MSC Champe Fitzhugh Italy Trip Cultural Preparation & Leadership Training**

*Established in Cycle: 2010-2011*

The MSC Champe Fitzhugh Italy Trip prepares students for their abroad experience in Italy as well as their university experience...

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**G 4: Provide state of the art technology and facilities**

Providing state of the art technology and facilities to prepare students to lead and interact in a global environment.

**O 43: MSC CEO Influence on MSC Technology & Facilities**

The MSC CEO influences the decisions made regarding the technology and facilities in the MSC which prepare TAMU students to interact in a global environment.

**Relevant Associations:**
General Education/Core Curriculum

3 Communicate effectively

Strategic Plans

Division of Student Affairs

1 DSA Goal 1: Provide quality programs, services, opportunities and facilities that enhance students' academic and developmental opportunities

Texas A&M University

3 Enhance the Undergraduate Academic Experience.

Related Measures

M 62: MSC CEO Discussions on MSC Technology & Facilities

The MSC CEO will attend university meetings on the MSC renovation and provide insight on how the technology and facilities in the MSC can help prepare TAMU students to interact in a global environment. The MSC CEO will provide summaries of these meetings to the MSC Director.

Source of Evidence: Discussions / Coffee Talk

Achievement Target:

The MSC CEO will describe examples of how he/she influenced decisions made regarding MSC technology and facilities which prepare TAMU students to interact in a global environment.

Findings (2010-2011) - Achievement Target: Met

The MSC CEO described examples of how he/she influenced decisions made regarding MSC technology and facilities which prepare TAMU students to interact in a global environment. The MSC CEO encouraged 1) the installation of wireless access throughout the MSC, 2) internet access, projectors, and teleconference capabilities in many MSC meeting rooms, and 3) the flexibility for students to setup their gaming systems in the Game Room.

G 5: Holistic development of students

Model an inclusive, welcoming environment that encourages the holistic development of students.

O 41: MSC Members' Holistic Development

MSC members who actively engage in student leader learning will be able to articulate the areas of growth which contribute to their holistic development.

Relevant Associations:

General Education/Core Curriculum

6 Prepare to engage in lifelong learning

Institutional Priorities

6 Provide high-quality advising for all students.

Strategic Plans

Division of Student Affairs

3 DSA Goal 3: Prepare students and staff for a future of lifelong learning, contributing to society, and leading in a global environment.

Texas A&M University

3 Enhance the Undergraduate Academic Experience.

Related Measures
**M 47: Aggie Cinema Executive Team Learning Contracts**
One hundred percent (100%) of the Aggie Cinema Executive members will create learning contracts at the beginning of the semester to forecast objectives related to areas of development and how they will accomplish their objectives.

Source of Evidence: Evaluations

**Achievement Target:**
Ninety percent (90%) of the Aggie Cinema Executive members will accomplish the objectives outlined in their learning contract.

**Findings (2010-2011) - Achievement Target: Met**
One hundred percent (100%) of the Aggie Cinema Executive members accomplished the objectives outlined in their respective learning contracts.

**M 50: MSC LEAD Staff Learning Contracts, Self-Authorship, and Effective Feedback**
All MSC LEAD Staff members will be able to articulate areas of growth which contribute to their holistic development by using learning contracts, having conversations on self-authorship, and conducting peer evaluations using the effective feedback rubric.

Source of Evidence: Discussions / Coffee Talk

**Achievement Target:**
At the end of the academic year, all MSC LEAD staff members will be able to articulate the areas of personal growth due to the utilization of learning contracts, conversations on self-authorship, and completion of peer evaluations.

**Findings (2010-2011) - Achievement Target: Met**
All MSC LEAD staff members submitted learning contracts and throughout the year, they did active reflections in which they were able to articulate the areas of growth for them personally. They all completed peer evaluations and utilized the effective feedback SLLO rubric in order to also articulate areas of growth. At two different MSC LEAD staff meetings, the entire staff engaged in conversations about self-authorship. The achievement targets were met.

**Document:** Leadership MomentsMSCLEAD

**M 56: LEAF Learning Contracts**
80% of LEAF Executive members will gain skills in the areas of effectively giving and receiving feedback by using self evaluating learning contracts and conducting peer evaluations regarding performance.

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:**
At the end of the academic year 80% of the LEAF executive members will be able to articulate areas of growth due to the utilization of learning contracts/peer evaluations.

**Findings (2010-2011) - Achievement Target: Met**
100% of the LEAF executive members experienced growth in coordinating programs, delegating responsibilities, and persuasive communication skills due to the utilization of learning contracts and peer evaluations.

**G 6: Experiential learning/leadership development**
Prepare students for the future by providing experiential learning opportunities and leadership development.

**O 42: MSC Member Skill Development**
MSC members will articulate skills developed as a result of their participation in the MSC.

**Relevant Associations:**
- General Education/Core Curriculum
  - Prepare to engage in lifelong learning

**Institutional Priorities**
- Expand research and inquiry-based learning opportunities.

**Strategic Plans**
- Division of Student Affairs
  - 3 DSA Goal 3: Prepare students and staff for a future of lifelong learning, contributing to society, and leading in a global environment.
- Texas A&M University
  - 3 Enhance the Undergraduate Academic Experience.

**Related Measures**

**M 46: MSC Hospitality Executive Team Members**
MSC Hospitality Executive Team members will gain confidence in leading others and improve specific skills through participating in the production of programs, events and service projects.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Achievement Target:**
MSC Hospitality Executive Members will report a mean score of at least 3.00 on the Hospitality Executive Evaluation for the following questions:
- Through MSC Hospitality, I am able to...
  1) Effectively communicate verbally for a variety of audiences
  2) Effectively provide critical feedback to others in a non-threatening manner
  3) Analyze the facts of a situation to develop alternative solutions
  4) Provide feedback through describing the situation, behavior, and the impact
  5) Clearly articulate the reason when delegating to others
  6) Successfully delegate projects and tasks to others

**Findings (2010-2011) - Achievement Target: Met**
MSC Hospitality reported the following scores:
- Effectively communicate verbally for a variety of audiences 4.45
- Effectively provide critical feedback to others in a non-threatening manner 4.00
- Analyze the facts of a situation to develop alternative solutions 4.55
- Provide feedback through describing the situation, behavior, and the impact 4.27
- Clearly articulate the reason when delegating to others 4.27
- Successfully delegate projects and tasks to others 4.18

**Document:**
MSC Hospitality Executives

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

**MSC Hospitality 2012 Action Plan**
Established in Cycle: 2010-2011
MSC Hospitality will continue to work with their executive team members on skill development but have not yet determined which a...

**M 48: MSC Town Hall - SLLO Delegation Rubric**
SLLO Delegation Rubric will be used to assess the effectiveness of the MSC Town Hall executive team members in delegating tasks to committee members throughout the 2010-2011 academic year.

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:**
Fifty percent (50%) of the MSC Town Hall executive team members will rate themselves as "Transition from Intermediate to Advanced" or "Advanced" in at least 3 of the 4 sections of the rubric.

**Findings (2010-2011) - Achievement Target: Met**
93% (13 out of 14) members of the MSC Town Hall executive team rated themselves as either "Transition from Intermediate to Advanced" or "Advanced" in at least 3 of the 4 sections of the rubric.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

Delegation rubric to be used more intentionally next year (2011-2012)
Established in Cycle: 2010-2011
On the surface it appears that the vast majority of executive members ended the year with a thorough understanding of how to eff...

**M 51: A-Team MKTG: Produce MSC Open House**
Promote and produce 2 MSC Open House events per year. Production of these 2 events will include identifying and implementing a marketing and communications strategy, recruiting volunteers, participating in logistical planning and implementation, managing registration, and conducting assessment.

Source of Evidence: Activity volume

**Achievement Target:**
VP-Marketing will: 1) produce program proposal and present to A-Team for approval; 2) develop marketing plan; 3) delegate implementation of plan to Marketing Directors; develop event production plan; 4) delegate implementation of plan to Directors. Directors will: 1) become familiar with actions necessary to implement a marketing plan; 2) gain experience in logistical planning and event-day production of a program.

**Findings (2010-2011) - Achievement Target: Met**
VP presented program proposals for two Open House events. Collaborated with staff to revise marketing plan as appropriate, and carried out marketing plan implementation in collaboration with Marketing Directors and staff. VP and Director team carried out event-day planning and production of both events, and VP assisted incoming VP with preparation for 2011 MSC Fall Open House, including program proposal and marketing plan. Future assessments will include post-event reviews with VP and with Directors.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

**Marketing Team Review**
Established in Cycle: 2010-2011
Will conduct and document post-event reviews with Marketing VP and Directors to assess learning objectives from production of MS...

M 57: Wiley Development Office Visits
75% of Wiley students interacting in a development capacity will know the speech content and articulate that clearly to contributors; following office visits a random sampling of contributors will reflect on their experiences with the students and the students will have semesterly reflection on communication skills.

Source of Evidence: Discussions / Coffee Talk

Achievement Target:
Contributors will reflect on their experiences with Wiley students and say that 75% of the students that contacted them clearly articulated the committee purpose and program content.

Findings (2010-2011) - Achievement Target: Met
The MSC Wiley advisor interviewed contributors and found that 75% of the Wiley students they spoke with clearly articulated the committee purpose and program content.

Document: MSC Wiley Development Office Visit Report

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

MSC Wiley Development Contacts
Established in Cycle: 2010-2011
MSC Wiley will continue to assess the effectiveness of their office visits.

M 58: A-Team: A&F
Assessment and Finance VP and Directors will articulate increased confidence in leading others in financial discussions and enhancement to academics through participating in the budgeting process.

Source of Evidence: Exit interviews with grads/program completers

Achievement Target:
75% of A&F will articulate an understanding of the budgeting process and an enhancement to academics

Findings (2010-2011) - Achievement Target: Met
Learned or gained through experiences: - Time management - problem solving/finding alternate solutions - how to ask impactful questions - Excel - Budgeting process and the steps necessary to facilitate - role is more of support and less regulatory MSC experience enhance knowledge: - hands on experience - budget process similar to business/govt Anything learned used in personal/academics - learned to question to gain perspective - Excel - Better analytical skills - Better people skills Future: -look @ different perspectives -Excel - Budgeting - Communication - Evaluations - practical experience Thought would learn but didn't: -better people skills - SSFAB -Payment Cards and auditing - more budgeting throughout year - more Excel Suggestion: - Bigger role - Imput on PEF finding - stronger voice / more weight in budgets - more practice in training VPs
Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

A team: A&F
Established in Cycle: 2010-2011
Met target: Will have similar outcome/objectives and conduct similar exit interview questions for next year.

M 61: A-Team: S&F
Services & Facilities VP will gain confidence and improved speaking skills in leading others and by participating in meetings with other leaders to influence the service and facilities of the MSC.
Source of Evidence: Exit interviews with grads/program completers

Document: S&F Exit Interview

Achievement Target:
The VP will articulate improved speaking skills and an influence on the services offered in the MSC.

Findings (2010-2011) - Achievement Target: Met
When asked what was learned the VP indicated improved communication skills, better time management, learning administrative procedures, and teamwork. He also learned to plan and manage budgets. He gained professional and management experience, improved understanding of the "chain-of command," and functioned as a liaison between administration and the students. In the future he anticipates using his acquired people skills and leadership, team leading and time managements that were learned as a result of his involvement in S&F. Suggestions for future: Get the utilized A&F more; be given more responsibility; schedule events in the “MSC game room;” manage other list serves besides just MSC talk.

Document: S&F Exit Interview

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

S&F
Established in Cycle: 2010-2011
Met target: Will have similar outcome/objectives and conduct similar exit interview questions for next year.

Action Plan Detail for This Cycle (by Established cycle, then alpha)

A&E: Create PC competency measurement
Programs Team will create and utilize a PC competency measurement tool.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: Medium
Implementation Description: November 1, 2009
Completion Date: 07/2010
Responsible Person/Group: P-Team
Additional Resources: Time
Budget Amount Requested: 0

EE PC - International Programming
The Educational Exploration Programming Council Committees will continue producing campus-wide programs on diversity-related and international topics. For the 2009 - 2010 year, the committees will produce at least 25 programs with a student attendance of 2,500.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High
Implementation Description: These programs will be implemented and evaluated during the 2009 - 2010 academic year.
Completion Date: 04/2010
Responsible Person/Group: PC advisor, vice president, and all Educational Exploration committees and advisors.
Additional Resources: Resources will vary based on the programs.

EE PC - International Trips
The Educational Exploration Programming Council will continue providing opportunities for Texas A&M students to take international trips during the 2009 - 2010 year.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High
Implementation Description: International trips will be planned during the academic year and most will be taken during the summer of 2010.
Completion Date: 07/2010
Responsible Person/Group: Educational Exploration Programming Council advisor and vice president will work with the LT Jordan International advisor and committee.
Additional Resources: At this time, additional resources are not needed to maintain the current trips. Additional money will be needed for additional trips or for more students to travel internationally.
Budget Amount Requested: 250000

EE PC - Leadership Development
PC advisors will work with current vice president to implement compentecy review and testing during the 2009 - 2010 with the Educational Exploration Programming Council.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: Medium
Implementation Description: We will implement a pre and post compentecy test throughout the academic calendar with results available in June 2010. The summer will be used to evaluate findings.
Completion Date: 07/2010
Responsible Person/Group: PC advisors and vice presidents
Additional Resources: Student Life Studies assistance with creating compentecy testings.
Budget Amount Requested: 10

LD&S PC -- Matriculation - Continuity of Excellence 2008-2009
LD&S Committees will continue to provide matriculation programs for prospective students. Each committee will evaluate the purpose and need of these programs and work to provide unique opportunities to avoid duplication of efforts.
Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High
Completion Date: 07/2010
Responsible Person/Group: LD&S Committee Chairs and Advisors LD&S VP and Advisor

**LD&S: Continuation and Expansion of Achievements**
LD&S will support a freshman leadership organization and work to expand and improve their programs. LD&S will support the pursuit of committees' that plan and implement international service-learning trips.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High
Implementation Description: LD&S VP will work with PC advisor and respective committee advisors to enhance programs and services offered by organizations.
Completion Date: 07/2010
Responsible Person/Group: VP of LD&S, LD&S Advisor, Committee Advisors and Chairs
Budget Amount Requested: 100000

**LD&S: Future PC Assessment**
-PC Advisors will work with current Vice Presidents to implement competency review and testing during the 2009-2010 with the Leadership Development and Service Programming Council.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High
Implementation Description: Pre/Post Competency tests will be given throughout academic calendar. Results will be available in May 2010 and the summer will be used to evaluate findings.
Completion Date: 07/2010
Responsible Person/Group: PC Advisors and Vice Presidents
Additional Resources: Student Life Studies assistance with creating competency testing
Budget Amount Requested: 10

**A- Team Development - Luncheons**
Continue scheduling development lunches - next year focus on establishing what students learn from the process and assess if that is happening

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High
Implementation Description: Will develop student learning outcomes and an assessment instrument
Responsible Person/Group: Jane Bailey/MSC Development
Additional Resources: None
Budget Amount Requested: 0

**A Team S&F**
Will continue same process next year.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Low
<table>
<thead>
<tr>
<th>Implementation Description</th>
<th>Continue with advisor and A Team meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible Person/Group</td>
<td>Karen Doliver/S&amp;F Resource Area</td>
</tr>
<tr>
<td>Additional Resources</td>
<td>None</td>
</tr>
<tr>
<td>Budget Amount Requested</td>
<td>0</td>
</tr>
</tbody>
</table>

**Aggie Night Student Employee Evaluations**
Continue with regular evaluation of student worker performance and progress.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** Continue conducting student employee evaluations.
- **Responsible Person/Group:** Lyndon Pryor/Aggie Nights
- **Additional Resources:** None
- **Budget Amount Requested:** 0

**Aggie Nights - Overall Satisfaction**
Continue with periodic surveys of Aggie Nights participants.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** Fix technical difficulties with Computer Operations to continue electronic surveys of participants.
- **Responsible Person/Group:** Lyndon Pryor/Aggie Nights
- **Additional Resources:** None
- **Budget Amount Requested:** 0

**A-Team MKTG: Open House Table Sales**
Continue the same plan for next year

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** Utilize the same process for project management to ensure successful Open Houses in both semesters
- **Responsible Person/Group:** Eric Blodgett/MSC Marketing

**Continue use of delegation rubric**
50% of MSC Town Hall executive committee members will rate themselves as "Transition from Intermediate to Advanced" or "Advanced" in 3 of the 4 delegation rubric categories.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** This was the first time MSC Town Hall has used a SLLO rubric as a leadership development tool. The delegation rubric was also not introduced until the beginning of the spring semester. This did not allow for the necessary guidance in using the rubric. The delegation rubric must be introduced early in the fall 2010 semester and revisited periodically throughout the entire academic year next year.
- **Completion Date:** 04/2010
- **Additional Resources:** None at this time.
- **Budget Amount Requested:** 0

**LEAD - Aggies Reaching Out Counselor Survey**
Continue assessing student leader learning and development of leadership and mentoring competencies with underrepresented youth.
Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium  
Implementation Description: Continue using the assessment instrument to measure this outcome.  
Responsible Person/Group: Amber Acosta/LEAD  
Additional Resources: None  
Budget Amount Requested: 0

Mktg: Social Media  
Continue to use blog, facebook and twitter to promote MSC programs and committees.  
Established in Cycle: 2009-2010  
Implementation Status: In-Progress  
Priority: Medium

Mktg: Yellow Pages  
Will incorporate Yellow Pages materials into other marketing training materials and presentations.  
Established in Cycle: 2009-2010  
Implementation Status: In-Progress  
Priority: Medium  
Completion Date: 09/2010  
Responsible Person/Group: MSC Marketing Eric Blodgett

MSC Abbott Overall Experience  
Continue assessing student learning and reflection related to their personal value system.  
Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: High  
Implementation Description: Determine a specific area to assess related to student's personal values and their attendance on the conference; create an assessment instrument to reflect that area.  
Responsible Person/Group: Nathan Shelburne/MSC Abbott Family Leadership Conference  
Additional Resources: No additional resources needed at this time.  
Budget Amount Requested: 0

MSC Aggie Cinema Leadership Experience  
Student leaders of MSC Aggie Cinema will create learning contracts to project their learning goals and how they would like to grow and be challenged in their position and periodically address the learning contract and assess growth.  
Established in Cycle: 2009-2010  
Implementation Status: Finished  
Priority: High  
Implementation Description: Continue to set goals for leadership and assess student learning related to film programming and arts management.  
Completion Date: 05/2010  
Responsible Person/Group: Myiesha Gordon/MSC Aggie Cinema  
Additional Resources: No additional resources needed at this time.  
Budget Amount Requested: 0

MSC CAMAC Skill Development  
Executives will continue to use the Learning Contract how to guide to write and evaluate the quality of learning contract. Chair will continue using a Student
Executive will continue to use the Learning Contract how to guide to write and evaluate the quality of learning contract. Chair will continue using a Student Leader Learning Outcomes rubric to complement the learning contract during the academic year. Students will continue practice giving and receiving feedback regarding job performance.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Students will continue utilizing learning contracts to assess learning.

**Responsible Person/Group:** Deniece Dortch/LEAF  
**Additional Resources:** None  
**Budget Amount Requested:** 0

**MSC Programming Council Assessment**
Revisit what PC assessment will be conducted if any assessment at all.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned
Priority: High
Implementation Description: Discuss with P Team about if a PC assessment should be administered and if so review the instrument and reflect the accurate questions based on the instrument being used.
Responsible Person/Group: PC Advisors
Additional Resources: None
Budget Amount Requested: 0

MSC SCONA Impact
Continue assessing student learning of SCONA delegates as it relates to each year’s topic.
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High
Implementation Description: Utilize conference evaluations with questions based on the topic next year.
Responsible Person/Group: Raye Leigh Stone/SCONA
Additional Resources: None
Budget Amount Requested: 0

MSC Spring Leadership Trip -- Integrity Assessment
Continue assessing students attending the MSC Spring Leadership Trip and their learning about personal and professional integrity.
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High
Implementation Description: Continue assessing student learning as it relates to the conference theme.
Responsible Person/Group: Raye Leigh Stone/SLT
Additional Resources: None
Budget Amount Requested: 0

MSC Stark Northeast Trip
Continue assessing student learning about opportunities to pursue MBA and law degrees at prestigious northeastern universities.
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium
Implementation Description: Assess through exit interviews or other assessment instrument.
Responsible Person/Group: Jane Bailey/Stark NE Trip
Additional Resources: None
Budget Amount Requested: 0

MSC Visual Arts Committee overall experience
Students participating in the MSC Visual Arts Committee will understand, evaluate and communicate the importance of art curating and exhibition management.
Established in Cycle: 2009-2010
Implementation Status: Finished
Priority: High
Implementation Description: Continue assessing student learning and reflection related to professional curatorial and exhibition management procedures.
Completion Date: 05/2010
Responsible Person/Group: Myiesha Gordon/MSC Visual Arts Committee
Additional Resources: No additional resources needed at this time.
Budget Amount Requested: 0

**MSC WBAC Program Evaluation**
Continue to assess audience response to the MLK Breakfast program and speaker.

- Established in Cycle: 2009-2010
- Implementation Status: Planned
- Priority: High
- Implementation Description: Continue utilizing an online assessment to determine participants experience at the program.
- Responsible Person/Group: Lyndon Pryor
- Additional Resources: None
- Budget Amount Requested: 0

**MSC Wiley Skill Development**
Continue assessing students' ability to articulate clearly during office visits.

- Established in Cycle: 2009-2010
- Implementation Status: Planned
- Priority: High
- Implementation Description: Mock – role playing Occasional one-on-one follow ups Attending Office Visits Soliciting contributor feedback on quality of performance
- Responsible Person/Group: Deryle Richmond/Wiley
- Additional Resources: None
- Budget Amount Requested: 0

**SLOT Conference Delegate Survey**
Continue assessing conference delegates to assess the development of a greater understanding of leadership, the different types of leaders and leadership styles, and participation in activities that will strengthen their leadership abilities.

- Established in Cycle: 2009-2010
- Implementation Status: Planned
- Priority: Medium
- Implementation Description: Continue utilizing the conference assessment instrument.
- Responsible Person/Group: Amber Acosta/ALOT
- Additional Resources: None
- Budget Amount Requested: 0

**Venue Changes for MSC Open House**
Host Fall Open House in Reed Arena and Spring Open House in the Rec Center.

- Established in Cycle: 2009-2010
- Implementation Status: In-Progress
- Priority: High
- Completion Date: 01/2011

A team: A&F
Met target: Will have similar outcome/objectives and conduct similar exit interview questions for next year.

- Established in Cycle: 2010-2011
- Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: A-Team: A&F | Outcome/Objective: MSC Member Skill Development

Implementation Description: Will have similar outcome/objectives and conduct similar exit interview questions for next year.
Completion Date: 04/2012
Responsible Person/Group: A&F Advisor

Abbott Family Leadership Conference
MSC AFLC will continue to utilize exit interviews to track student learning.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: MSC Abbott Family Leadership Conference Directors | Outcome/Objective: MSC Students Seek Resources/Articulate skills

A-Team: Development
Met target: Will have similar outcome/objectives and conduct similar exit interview questions for next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: A-Team: Development | Outcome/Objective: MSC Students Seek Resources/Articulate skills

Implementation Description: Will have similar outcome/objectives and conduct similar exit interview questions for next year.
Responsible Person/Group: Advisor to Development

Delegation rubric to be used more intentionally next year (2011-2012)
On the surface it appears that the vast majority of executive members ended the year with a thorough understanding of how to effectively delegate tasks/committee assignments. However, based on my personal observations regarding how much work was actually delegated to committee members, I believe that the students rated themselves too high in multiple categories. I recommend that the delegation rubric be introduced to the executive team again next year, and more time must be given to accurately explaining the overall concept of delegation (including what it looks like when done effectively). This will require the MSC Town Hall advisor to dedicate more time to this effort, and to be more intentional in explaining the concept. The advisor will also need to hold meetings with each of the executive members to discuss their self ratings and address instances where the scores are inflated.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: MSC Town Hall - SLLO Delegation Rubric | Outcome/Objective: MSC Member Skill Development

Implementation Description: I recommend that the delegation be introduced to the executive team again next year, and more time must be given to
accurately explaining the overall concept of delegation (including what it looks like when done effectively). This will require the MSC Town Hall advisor to dedicate more time to this effort, and to be more intentional in explaining the concept. The advisor will also need to hold meetings with each of the executive members to discuss their self ratings and address instances where

**Completion Date:** 05/2012  
**Responsible Person/Group:** MSC Town Hall advisor  
**Additional Resources:** Time (more time must be allocated to meeting with students to better explain the concept of delegation and discuss their individual self ratings)  
**Budget Amount Requested:** 0

**FALCon Reduction**  
FALCon is one of the programs that will not be conducted next year so this will not be a WEAVE measure.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Terminated  
**Priority:** High

**Marketing Team Review**  
Will conduct and document post-event reviews with Marketing VP and Directors to assess learning objectives from production of MSC Open House events.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** A-Team MKTG: Produce MSC Open House  
**Outcome/Objective:** MSC Member Skill Development

**Completion Date:** 05/2012  
**Responsible Person/Group:** Jan Bradfield, MSC Marketing VP and Directors

**MSC Champe Fitzhugh Italy Trip Cultural Preparation & Leadership Training**  
The MSC Champe Fitzhugh Italy Trip prepares students for their abroad experience in Italy as well as their university experience as incoming students. The trip curriculum also includes leadership training.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Champe  
**Outcome/Objective:** MSC Program Attendees  
- Increased Global Awareness

**Implementation Description:** Trip participants will be prepared for their abroad experience with pre-trip information and day trip briefings. They will also receive information on the university, the Honors program, and leadership.

**Completion Date:** 08/2012  
**Responsible Person/Group:** The MSC staff member coordinating the trip.

**MSC FISH Costa Rica**  
MSC FISH will continue to utilize pre/post tests in assessing the learning of trip leaders and participants. Information gathered may vary depending on service projects and curriculum.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High
Relationships (Measure | Outcome/Objective):
Measure: MSC FISH Costa Rica Service-Learning Trip Participants | Outcome/Objective: MSC Program Attendees - Increased Global Awareness

MSC Hospitality 2012 Action Plan
MSC Hospitality will continue to work with their executive team members on skill development but have not yet determined which areas will be measured.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: MSC Hospitality Executive Team Members | Outcome/Objective: MSC Member Skill Development

MSC LEAD
At the end of the 2012 academic year, 90% of MSC LEAD staff members will be able to articulate areas of growth due to the utilization of learning contracts, leadership moments, and exit interviews.

Established in Cycle: 2010-2011
Implementation Status: Terminated
Priority: High

MSC LT Jordan will continue the pre-conference trip learning objectives.
The MSC L.T. Jordan Institute programs will continue to measure students ability to identify cross-cultural building blocks after the pre-travel orientation sessions.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: LT Jordan Pre-Travel Orientation Evaluation | Outcome/Objective: MSC Program Attendees - Increased Global Awareness

Implementation Description: The MSC L.T. Jordan Institute programs will continue to measure students ability to identify cross-cultural building blocks after the pre-travel orientation sessions.
Completion Date: 05/2012
Responsible Person/Group: MSC LT Jordan Advisor

MSC SCONA directors will continue to assess communication skills/resource acquisition
The MSC SCONA directors will continue to measure the development of communication skills through office visits to university departments, local businesses, and former students.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: SCONA Directors | Outcome/Objective: MSC Students Seek Resources/Articulate skills

Implementation Description: MSC SCONA directors will meet with former students to secure financial contributions, department heads to secure delegate...
sponsorships, and local businesses to secure in-kind donations for the conference.

**Completion Date:** 04/2012  
**Responsible Person/Group:** MSC SCONA Advisor/Executive Board

**MSC Wiley Development Contacts**
MSC Wiley will continue to assess the effectiveness of their office visits.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Wiley Development Office Visits  |  **Outcome/Objective:** MSC Member Skill Development

**Implementation Description:** MSC Wiley will conduct mock office visit presentations in early fall semester and actual office visits fall and spring semesters.  
**Completion Date:** 05/2012  
**Responsible Person/Group:** MSC Wiley advisor/MSC Wiley

**S&F**
Met target: Will have similar outcome/objectives and conduct similar exit interview questions for next year.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** A-Team: S&F  |  **Outcome/Objective:** MSC Member Skill Development

**Implementation Description:** Will have similar outcome/objectives and conduct similar exit interview questions for next year.  
**Completion Date:** 05/2012  
**Responsible Person/Group:** Advisor to S&F

**Spencer Leadership Conference**
The Spencer Leadership Conference will become a sub-committee of MSC LEAD and will follow the assessment plan identified by that committee regarding the conference.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Terminated  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** MSC Spencer Leadership Conference Directors  |  **Outcome/Objective:** MSC Students Seek Resources/Articulate skills

**WBAC will continue to assess the effectiveness of the MLK Breakfast.**
WBAC will continue to assess the effectiveness of the MLK Breakfast.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
Measure: WBAC - MLK Breakfast Attendees Evaluations  
Outcome/Objective: MSC Program Attendees - Enhanced Knowledge/Skill Set

Implementation Description: WBAC will continue to assess the effectiveness of the MLK Breakfast.  
Completion Date: 04/2012  
Responsible Person/Group: MSC WBAC Advisor

Detailed Assessment Report  
2011-2012 MSC Visual & Performing Arts

Mission / Purpose

The Memorial Student Center Complex is the gateway linking tradition and tomorrow; a place for the Aggie family to connect with the past, experience the present, and prepare for the future. We enhance the lives of students and others by promoting continuous growth through programs, services and leadership development opportunities offered in a vibrant physical environment.

Goals without Outcome/Objective Relationships Specified

G 6: Experiential learning/leadership development  
Prepare students for the future by providing experiential learning opportunities and leadership development.

Goals and Student Learning Outcome/Objective, with Any Associations and Related Student Learning Outcome/Objective, Measures, Achievement Targets, and Findings

G 1: Premiere programming body  
Be the premiere campus wide programming body.

O 1: OPAS: Provide national and international programs  
OPAS: Provide national and international performing arts presentations as outlined in OPAS' mission  
Relevant Associations:  
General Education/Core Curriculum  
5 Demonstrate social, cultural, and global competence  
Institutional Priorities  
3 Enhance learning community opportunities.

Strategic Plans

Division of Student Affairs  
1 DSA Goal 1: Provide quality programs, services, opportunities and facilities that enhance students’ academic and developmental opportunities  
Texas A&M University  
3 Enhance the Undergraduate Academic Experience.  
4 Build the Letters, Arts and Science Core.

Related Measures
**M 1: OPAS: Quality of programs offered**

OPAS: Number and quality of programs which enlighten, entertain and inspire

Source of Evidence: Activity volume

**Achievement Target:**

Present 2 "world-class" programs each season.

**Findings (2010-2011) - Achievement Target: Met**

The majority of our Season 38 productions could be considered "world-class". Two that particularly stand-out are Mamma Mia! and An Irish Christmas with Ronan Tynan. Our 3 performances of Mamma Mia! were a stop on a the North American tour that has already logged 3300 performances in 133 cities. Mamma Mia! is currently celebrating it's 9th year on Broadway and 10th year in London's West End. Ronan Tynan is one of the original members of the Irish Tenors. Having won multiple international awards and performed for presidents, he is truly "world-class". In fact, the audience for his performance in Rudder Auditorium at the end of November included George and Barbara Bush.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Maintain quality program**

*Established in Cycle: 2010-2011*

MSC OPAS will continue to bring a minimum of 2 world class performances each season.

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**G 2: Leverage resources and capabilities**

Acquire and leverage resources and capabilities to fulfill the anticipated needs of the evolving campus community.

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**O 2: OPAS: Strengthen student and community interest**

OPAS: Stengthen student and community interest in OPAS programs

**Relevant Associations:**

General Education/Core Curriculum

7 Work collaboratively

**Institutional Priorities**

3 Enhance learning community opportunities.

**Strategic Plans**

Division of Student Affairs

1 DSA Goal 1: Provide quality programs, services, opportunities and facilities that enhance students’ academic and developmental opportunities

Texas A&M University

3 Enhance the Undergraduate Academic Experience.
4 Build the Letters, Arts and Science Core.

**Related Measures**

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**M 2: OPAS: Ticket Sales**

OPAS: Meet annual ticket sales projections

Source of Evidence: Activity volume

**Achievement Target:**
Our sales projection for FY 11’ is $1,354,910.00.

**Findings (2010-2011) - Achievement Target: Partially Met**

FY 11 tickets sales were $1,232,038.16, 90.93% of projected sales.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Bring variety of performances.**

*Established in Cycle: 2010-2011*

Season 39 will see a large variety in what MSC OPAS is presenting. This should result in many different groups being able to fi...

**O 3: OPAS: Strengthen financial stability**

OPAS: Strengthen financial stability of the organization

**Relevant Associations:**

General Education/Core Curriculum

7 Work collaboratively

**Institutional Priorities**

3 Enhance learning community opportunities.

**Strategic Plans**

Division of Student Affairs

4 DSA Goal 4: Develop and manage human, financial, physical and technological resources effectively and efficiently.

**Related Measures**

**M 3: OPAS: Build reserves**

OPAS: Ensure that there is a minimum of one year's professional fees in the reserves.

Source of Evidence: Administrative measure - other

**Achievement Target:**
Build the reserves to at least $500,000; which is approximately one season worth of professional fees.

**Findings (2010-2011) - Achievement Target: Met**

The OPAS reserves currently stand at $523,367.80.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Continue building reserve.**

*Established in Cycle: 2010-2011*

MSC OPAS will continue to build the reserve.

**O 4: OPAS: Strengthen organizational structure**

OPAS: Strengthen organizational structure of the board of directors and student committee.

**Relevant Associations:**

General Education/Core Curriculum

7 Work collaboratively

**Institutional Priorities**
4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.

**Strategic Plans**

*Division of Student Affairs*

4 DSA Goal 4: Develop and manage human, financial, physical and technological resources effectively and efficiently.

*Texas A&M University*

10 Demand enlightened governance and leadership.

**Related Measures**

**M 4: OPAS: Review by-laws in relation to committee requirements.**

OPAS: Strengthen organizational structure of the board of directors and student committee

Source of Evidence: Efficiency

**Achievement Target:**

Reduce required number of people on committees to better utilize the time of our board volunteers. Review by-laws to determine frequency with which various committees need to be meeting. Encourage students to enhance recruiting efforts in order to increase numbers.

**Findings (2010-2011) - Achievement Target: Partially Met**

The OPAS Board of Director's Strategic Initiatives committee is currently discussing the various options regarding committees and the by-laws. The Student Director of Recruitment has led an extremely strong, productive campaign resulting in a student committee that is 140 students strong; the largest student committee in the last 12 years.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

The Board will continue discussing options for standing committees.

*Established in Cycle: 2010-2011*

The Season 39 Strategic Initiative will continue the work of this year's committee.

**Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**G 1: Premiere programming body**

Be the premiere campus wide programming body.

**O 5: OPAS: Revise philosophy**

OPAS: Revise philosophy and mechanisms for selection of programs

**Strategic Plans**

*Division of Student Affairs*

4 DSA Goal 4: Develop and manage human, financial, physical and technological resources effectively and efficiently.

*Texas A&M University*

4 Build the Letters, Arts and Science Core.

**Related Measures**
M 5: OPAS: Revise the timeframe for scheduling performances.
OPAS: Revise philosophy and mechanisms for selection of programs

Source of Evidence: Efficiency

Achievement Target:
In addition to the upcoming season, the Program Advisory Committee should look to future seasons when considering performance options. While some productions are easily booked within a relatively short period of time, some require more long-term planning and need to be scheduled more than one season out.

Findings (2010-2011) - Achievement Target: Met
While working toward an excellent line up for Season 39, the Board of Director's Program Advisory Committee has also spent time discussing and planning for programming during the 40th anniversary season.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Continue planning future programming.
Established in Cycle: 2010-2011
The MSC OPAS Program Advisory Committee will continue to look past just the coming season as they plan programming.

O 12: Forsyth: Increase Marketing Initiatives
Continue branding and repositioning of the MSC Forsyth Center Galleries in its temporary location; Continue using website as marketing vehicle; Coordinate radio, television and print media interviews and article to promote programs and collection; Produce exhibition and programming print and electronic announcements; Presence at Historic Downtown Bryan's monthly First Fridays and student orientations each semester; Utilize social networks as means to increase visibility among student population.

Relevant Associations:
General Education/Core Curriculum
7 Work collaboratively

Institutional Priorities
4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.

Strategic Plans
Division of Student Affairs
1 DSA Goal 1: Provide quality programs, services, opportunities and facilities that enhance students’ academic and developmental opportunities

Texas A&M University
3 Enhance the Undergraduate Academic Experience.
4 Build the Letters, Arts and Science Core.

Related Measures

M 12: Forsyth: Marketing
We will seek out not previously tapped venues We will continue to increase our mailing list

Source of Evidence: Activity volume

Achievement Target:
We will continue to market to previously untapped venues including local service groups, print and broadcast media, and electronic media. We will increase our mailing list by 500 addresses. We will implement social media tools in our marketing efforts. We will maintain consistent and up-to-date content on our website and other electronic marketing devices.

**Findings (2010-2011) - Achievement Target: Met**

We continued to market to previously untapped venues including local service groups, print and broadcast media, and electronic media. We increased our mailing list by 500 addresses. We continued to implement social media tools in our marketing efforts. We developed and maintained consistent and up-to-date content on our website and other electronic marketing devices.

**O 13: Forsyth: Update Museum Exhibitions**
Maintain exhibitions schedule at 2 temporary exhibitions/semester; Create at least 1 virtual exhibition/academic year and present on website; Continue Regional Juried Exhibition.

**Relevant Associations:**
- General Education/Core Curriculum
  - 6 Prepare to engage in lifelong learning

**Institutional Priorities**
- 4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.

**Strategic Plans**
- Division of Student Affairs
  - 1 DSA Goal 1: Provide quality programs, services, opportunities and facilities that enhance students’ academic and developmental opportunities
- Texas A&M University
  - 3 Enhance the Undergraduate Academic Experience.
  - 4 Build the Letters, Arts and Science Core.

**Related Measures**

**M 13: Forsyth: Exhibitions**
The museum will rotate permanent collection objects on exhibition three-four times annually. The museum will host five-six temporary exhibitions annually.

Source of Evidence: Activity volume

**Achievement Target:**
The museum will rotate permanent collection objects on exhibition three-four times annually. The museum will host five-six temporary exhibitions annually.

**Findings (2010-2011) - Achievement Target: Met**
We rotated the permanent collection objects on exhibition four times. We hosted six temporary exhibitions, including a juried art exhibition.

**G 2: Leverage resources and capabilities**
Acquire and leverage resources and capabilities to fulfill the anticipated needs of the evolving campus community.

**O 5: OPAS: Revise philosophy**
OPAS: Revise philosophy and mechanisms for selection of programs.
Strategic Plans

Division of Student Affairs
4 DSA Goal 4: Develop and manage human, financial, physical and technological resources effectively and efficiently.

Texas A&M University
4 Build the Letters, Arts and Science Core.

Related Measures

M 5: OPAS: Revise the timeframe for scheduling performances.
OPAS: Revise philosophy and mechanisms for selection of programs
Source of Evidence: Efficiency

Achievement Target:
In addition to the upcoming season, the Program Advisory Committee should look to future seasons when considering performance options. While some productions are easily booked within a relatively short period of time, some require more long-term planning and need to be scheduled more than one season out.

Findings (2010-2011) - Achievement Target: Met
While working toward an excellent line up for Season 39, the Board of Director's Program Advisory Committee has also spent time discussing and planning for programming during the 40th anniversary season.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Continue planning future programming.
Established in Cycle: 2010-2011
The MSC OPAS Program Advisory Committee will continue to look past just the coming season as they plan programming.

O 10: Forsyth: Fundraise
Forsyth: Increase funding for the development of our collections, facilities, staffing, operations and information technologies resources

Relevant Associations:
General Education/Core Curriculum
7 Work collaboratively

Institutional Priorities
3 Enhance learning community opportunities.

Strategic Plans

Division of Student Affairs
4 DSA Goal 4: Develop and manage human, financial, physical and technological resources effectively and efficiently.

Texas A&M University
3 Enhance the Undergraduate Academic Experience.

Related Measures

M 10: Forsyth: Fundraising
We will re-establish relationships with existing donors and build relationships with donors yet to be identified. We will aggressively seek out and apply for corporate, state and federal grants.

Source of Evidence: Activity volume

**Achievement Target:**
We will re-establish relationships with existing donors and build relationships with new donors We will apply for government grants and independent sponsorships.

**Findings (2010-2011) - Achievement Target: Met**
We maintained relationships with existing donors and built relationships with new donors We received one state county (ACBV) grant, one corporate grant (Target), and one personal grant pledge (funding partially received to date, remainder funding pending). We also applied for, but did not receive, a federal grant (NEA).

**O 11: Forsyth: Staff**
Forsyth: Address and resolve deficiency of staffing needs

Relevant Associations:

General Education/Core Curriculum
7 Work collaboratively

Strategic Plans
Division of Student Affairs
4 DSA Goal 4: Develop and manage human, financial, physical and technological resources effectively and efficiently.
Texas A&M University
3 Enhance the Undergraduate Academic Experience.

Related Measures

**M 11: Forsyth: Staffing**
We will assess and explore additional avenues for meeting present and future staffing needs through internships We will continue to investigate possibilities of creating a new museum educator position We will implement a new two-year position -- Digitization Assistant: Cataloger

Source of Evidence: Administrative measure - other

**Achievement Target:**
We will continue to implement an internship program We will investigate procedure for creating a museum educator staff position

**Findings (2010-2011) - Achievement Target: Met**
We continued our internship program and implemented 4 internship opportunities (education, art history, marketing, collections). We hired two 40 hr/wk temporary wage workers to perform collections assistance and accounting duties. We successfully reclassified a TAMU PIN to create a Cataloguer position

**G 3: Evaluate quality of programs/services**
Evaluate the quality and effectiveness of our programs and services and their impact on the Texas A&M Community.

**O 9: Forsyth: Update museum programming**
Forsyth: Continue providing a dynamic schedule of educational programing

Relevant Associations:
General Education/Core Curriculum
6 Prepare to engage in lifelong learning

Institutional Priorities
4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.

Strategic Plans
Division of Student Affairs
1 DSA Goal 1: Provide quality programs, services, opportunities and facilities that enhance students’ academic and developmental opportunities
Texas A&M University
3 Enhance the Undergraduate Academic Experience.

Related Measures
M 9: Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums
Source of Evidence: Professional standards

Achievement Target:
Each month we will participate in Bryan's First Friday events and will feature hands-on art activities. The museum will offer one additional in-gallery programs each month (Art Thursdays). These may be artist demonstrations, lectures by museum staff or outside scholars, film screenings, etc.

Findings (2010-2011) - Achievement Target: Met
We participated in each of Bryan's First Friday events and featured hands-on art activities for each. We offered an additional in-gallery programs each month (Art Thursdays). These were artist demonstrations, lectures by museum staff or outside scholars, film screenings, etc.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Programming Plan
Established in Cycle: 2008-2009
Preliminary trunk program planning to begin spring 2010, implementation of the program goal is 2011. We have lowered our goal...

O 14: Forsyth: Museum Assessment Program
Assess and implement recommendations from Museum Assessment Program surveyor

Strategic Plans
Division of Student Affairs
4 DSA Goal 4: Develop and manage human, financial, physical and technological resources effectively and efficiently.
Texas A&M University
3 Enhance the Undergraduate Academic Experience.

Related Measures
M 14: Forsyth: MAP
We will assess and investigate methodology for implementing Museum Assessment Program surveyor's recommendations

Source of Evidence: Administrative measure - other

**Achievement Target:**
Assess need for new mission statement and implement if able; Gather evidence of peer museum governance structures; Implement collection condition reporting

**Findings (2010-2011) - Achievement Target: Met**
We completed the MAP process and began assessing MAP surveyor's recommendations. We have begun to implement recommendations (condition reporting collection)

**G 4: Provide state of the art technology and facilities**
Provide state of the art technology and facilities to prepare students to lead and interact in a global environment.

**O 15: Forsyth: Relocation**
We will relocate museum collection and offices to renovated MSC building by April 21

**Strategic Plans**
Division of Student Affairs
1 DSA Goal 1: Provide quality programs, services, opportunities and facilities that enhance students' academic and developmental opportunities

Texas A&M University
3 Enhance the Undergraduate Academic Experience.
4 Build the Letters, Arts and Science Core.
6 Diversify and globalize the A&M community.
7 Increase access to intellectual resources.
8 Enrich our campus.
9 Build community and metropolitan connections.
13 Address space needs.

**Related Measures**

**M 15: Forsyth: Relocation**
Successfully and safely transport entirety of collection and offices to renovated space by April 21, 2012

Source of Evidence: Professional standards

**Achievement Target:**
Relocate to renovated space

**Findings (2010-2011) - Achievement Target: Met**
The Forsyth staff compiled a plan to move back into the MSC 2012 and will begin executing the packing and moving of this plan in the fall of 2011.

**O 16: Forsyth: Collection Cataloguing**
The museum will begin creation of an electronic catalog of the collections by implementing a digitization program that will include at minimum a digital overview image, with additional detail views as advisable, and a digital textual description, of each item within the permanent collections.

**Relevant Associations:**
Institutional Priorities
1. Expand research and inquiry-based learning opportunities.
2. Enhance learning community opportunities.
3. Expand off-campus opportunities, such as internships, study-abroad, and service-learning.
4. Enhance course delivery via technology-mediated instruction.

**Strategic Plans**

**Division of Student Affairs**

1. DSA Goal 1: Provide quality programs, services, opportunities and facilities that enhance students' academic and developmental opportunities.
2. DSA Goal 4: Develop and manage human, financial, physical and technological resources effectively and efficiently.

**Texas A&M University**

1. Elevate our faculty in their teaching, research and scholarship.
2. Strengthen our graduate programs.
3. Enhance the Undergraduate Academic Experience.
4. Build the Letters, Arts and Science Core.
5. Diversify and globalize the A&M community.
6. Increase access to intellectual resources.
7. Enrich our campus.
8. Build community and metropolitan connections.

**Related Measures**

**M 16: Forsyth: Collection Cataloguing**


Source of Evidence: Professional standards

**Achievement Target:**
Catalogue 100 objects.

**Findings (2010-2011) - Achievement Target: Met**
We began describing objects and accomplished full descriptions for 25 objects. We began photographing objects and have 150 objects photographed.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

**Cataloguing Forsyth objects**

Established in Cycle: 2010-2011
Complete full descriptions of objects with photographs.

**G 5: Holistic development of students**

Model an inclusive, welcoming environment that encourages the holistic development of students.

**O 5: OPAS: Revise philosophy**

OPAS: Revise philosophy and mechanisms for selection of programs

**Strategic Plans**

Division of Student Affairs
4 DSA Goal 4: Develop and manage human, financial, physical and technological resources effectively and efficiently.
Texas A&M University
4 Build the Letters, Arts and Science Core.

Related Measures

M 5: OPAS: Revise the timeframe for scheduling performances.
OPAS: Revise philosophy and mechanisms for selection of programs
Source of Evidence: Efficiency

Achievement Target:
In addition to the upcoming season, the Program Advisory Committee should look to future seasons when considering performance options. While some productions are easily booked within a relatively short period of time, some require more long-term planning and need to be scheduled more than one season out.

Findings (2010-2011) - Achievement Target: Met
While working toward an excellent line up for Season 39, the Board of Director's Program Advisory Committee has also spent time discussing and planning for programming during the 40th anniversary season.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Continue planning future programming.
Established in Cycle: 2010-2011
The MSC OPAS Program Advisory Committee will continue to look past just the coming season as they plan programming.

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Programming Plan
Preliminary trunk program planning to begin spring 2010, implementation of the program goal is 2011. We have lowered our goals for programming to 4 educational programs monthly, including First Fridays activities. Programming Plan to be developed by May 2010 to facilitate programming. Student workers to maintain social networking subscriptions.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Forsyth: Professional Standards | Outcome/Objective: Forsyth: Update museum programming

Implementation Description: We expect to begin full implementation of 4 programs/month January 2010. We will have student workers maintain our social networking subscriptions beginning October 2009. Preliminary trunk program planning to begin spring 2010, implementation of the program goal is 2011. Programming Plan to be developed by May 2010
Completion Date: 12/2009
Responsible Person/Group: Myiesha Gordon, MSC Forsyth Center Galleries Programming Coordinator

Bring variety of performances.
Season 39 will see a large variety in what MSC OPAS is presenting. This should result in many different groups being able to find performances that appeal to them. That along with strong marketing will boost ticket sales.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** OPAS: Ticket Sales  
**Outcome/Objective:** OPAS: Strengthen student and community interest

**Cataloguing Forsyth objects**  
Complete full descriptions of objects with photographs.  

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Forsyth: Collection Cataloguing  
**Outcome/Objective:** Forsyth: Collection Cataloguing

**Implementation Description:** Forsyth staff will describe and photograph objects.  
**Completion Date:** 03/2012  
**Responsible Person/Group:** Forsyth Center Galleries Director

**Continue building reserve.**  
MSC OPAS will continue to build the reserve.  

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** OPAS: Build reserves  
**Outcome/Objective:** OPAS: Strengthen financial stability

**Continue planning future programming.**  
The MSC OPAS Program Advisory Committee will continue to look past just the coming season as they plan programming.  

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** OPAS: Revise the timeframe for scheduling performances.  
**Outcome/Objective:** OPAS: Revise philosophy

**Maintain quality program**  
MSC OPAS will continue to bring a minimum of 2 world class performances each season.  

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** OPAS: Quality of programs offered  
**Outcome/Objective:** OPAS: Provide national and international programs

The Board will continue discussing options for standing committees.
The Season 39 Strategic Initiative will continue the work of this year's committee.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** OPAS: Review by-laws in relation to committee requirements.  
**Outcome/Objective:** OPAS: Strengthen organizational structure
# Overall Program Effectiveness

Which populations are least/most satisfied?

Population: Texas A & M University (Number Responding = 359)

<table>
<thead>
<tr>
<th>Population</th>
<th>N</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question: D002. Class Standing</td>
<td>18</td>
<td>4.41</td>
</tr>
<tr>
<td>Answer: Graduate student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question: D008. Frequency of Visitation</td>
<td>6</td>
<td>4.40</td>
</tr>
<tr>
<td>Answer: Once a month or less</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question: D016. Number of credit hours you are taking this term:</td>
<td>1</td>
<td>4.31</td>
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<tr>
<td>Answer: Less than 12 semester/8 quarter hours</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Question: D017. Age:</td>
<td>8</td>
<td>4.28</td>
</tr>
<tr>
<td>Answer: 20 years old</td>
<td></td>
<td></td>
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<tr>
<td>Question: D015. Average number of hours worked per week during the past academic year:</td>
<td>6</td>
<td>4.27</td>
</tr>
<tr>
<td>Answer: 21-30 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question: D014. Average Number of</td>
<td>1</td>
<td>4.11</td>
</tr>
<tr>
<td>Question: D010. Frequency of Union Activity Participation</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Answer: Never participate</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Question: Number of</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
**Hours Studied per Week**

**Answer:** More than 30 hours

**Question:** MR013_8. Top Three Reasons Visited the Union

**Answer:** Postal services

**Question:** OQ2. Are you excited about the reopening of the MSC?

**Answer:** somewhat

**D014. Average Number of Hours Studied per Week**

**Answer:** 26-30 hours

<table>
<thead>
<tr>
<th>Population</th>
<th>N</th>
<th>Performance</th>
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<tbody>
<tr>
<td>OQ1. How frequently do you attend events at the MSC Forsyth Center Galleries?</td>
<td>7</td>
<td><img src="chart1.png" alt="Chart" /> 5.91</td>
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<tr>
<td>D011. Involvement in a Union Student Organization</td>
<td>8</td>
<td><img src="chart2.png" alt="Chart" /> 5.80</td>
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<tr>
<td>D017. Age:</td>
<td>13</td>
<td><img src="chart3.png" alt="Chart" /> 5.69</td>
</tr>
<tr>
<td>D010. Frequency of</td>
<td>10</td>
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<tr>
<td>Question</td>
<td>Answer</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>D002. Class Standing</td>
<td>Senior</td>
<td>18</td>
</tr>
<tr>
<td>D005. What is your ethnicity?</td>
<td>Hispanic or Latino</td>
<td>10</td>
</tr>
<tr>
<td>D007. Race/Ethnicity Combined for Reporting Purposes</td>
<td>Hispanic (regardless of race)</td>
<td>10</td>
</tr>
<tr>
<td>D008. Frequency of Visitation</td>
<td>Once a week</td>
<td>6</td>
</tr>
<tr>
<td>D010. Frequency of Union Activity Participation</td>
<td>Participate once per week</td>
<td>6</td>
</tr>
<tr>
<td>D014. Average Number of Hours Studied per Week</td>
<td>11-15 hours</td>
<td>8</td>
</tr>
</tbody>
</table>

- Your institution has a higher mean than the goal (5.5).
= Your institution is within .25 of the goal (5.5).
= Your institution has a lower mean than the goal (5.5) by more than .25.
SITE REVIEW TEAM REPORT

FOR THE

MEMORIAL STUDENT CENTER

TEXAS A&M UNIVERSITY

PREPARED BY

DR. THOMAS M. KEYS
ASSISTANT VICE PRESIDENT
DIRECTOR, OSU STUDENT UNION
OKLAHOMA STATE UNIVERSITY

SITE TEAM LEADER

SUBMITTED NOVEMBER 2002
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MSC Site Review Team Report

Review Team Report

For the

Memorial Student Center

Texas A&M University

OVERVIEW OF SITE REVIEW PROCESS

This report represents the findings and recommendations related to a visit made by a Site Review Team (SRT) to the Memorial Student Center (MSC) at Texas A&M University (TAMU) on October 13-16, 2002. The site review was conducted in conjunction with an ongoing Division of Student Affairs Comprehensive Program Review (CPR), whereby each department submits to a formal and comprehensive evaluation on a five year cycle. These departmental CPR’s are coordinated by the Director of Student Life Studies. In this case, the site review focused on the MSC, and followed a self-study document produced by its staff, entitled Memorial Student Center Comprehensive Program Review 2002 (CPR).

The site visit was led by Dr. Thomas M. Keys, Assistant Vice President for Student Affairs / Director of Student Union, at Oklahoma State University. The team consisted of sixteen stakeholders of the MSC, representing current TAMU students, faculty, administrators and staff from outside the MSC, and former students of TAMU. The team represented a cross section of interest groups served by the organization. Each member represented a deep interest in the MSC and a true understanding of its special contribution to the quality of life and student development at TAMU. A complete list of team members is found in Appendix A.

The purpose of the SRT was to critically review the self study document (CPR) and glean insight from those with whom the team interacted during an extensive series of interviews scheduled by the coordinators of the site review. The Team was divided into three subgroups in order to accommodate all of the interviews scheduled during the site visit. A complete record of meetings and those interviewed is provided in Appendix B. By directive of the CPR Process, the team was to consider and make recommendations about the following:

- The MSC’s current customers and potential audiences for future services and programs;
- The adequacy of student development and learning opportunities in current programming;
MSC Site Review Team Report

- The appropriateness of staff, programs, services and activities given the human and physical resources and relative to institutional, community and state/regional/national needs;
- The adequacy of the MSC's processes for evaluating the effectiveness of its programs and the application of evaluation feedback to subsequent practice;
- The level of professional development, research, scholarly and creative activity, and the extent to which funding for such activities is appropriate and comparable to peer institutions;
- The major limiting factors in quality improvement and the future growth and development of the MSC.

In addition, the Director of the MSC requested that the Team review and comment on the Findings and Recommendations contained in the CPR's written documentation.

In response to the Team's charge, the following report is organized into four major sections. The first section is a commentary on the CPR document provided to the Team prior to the site visit. The second section provides an analysis of the strengths, weaknesses, opportunities, and threats facing the MSC. Some of these issues arise from the documentation provided by the MSC prior to our arrival on site (the CPR), but others come from interviews of MSC stakeholders. The third section provides some practices that the Team recommends to receive careful consideration as the MSC moves forward and strives to benefit from the site review. The final section places our analysis in context, and provides encouragement to MSC participants.

SECTION 1: REVIEW AND ANALYSIS OF CPR DOCUMENTATION

The SRT concludes that the CPR report generally and accurately represents the history, organization and operations of the MSC. The document is complete, well written, and lends itself to clear understanding on the part of readers. The Team concludes that the CPR report adequately articulates a relevant philosophy, mission statement, goals and strategic plans for the MSC, within the rather unique context of TAMU. Additionally, the plans, goals, and directives outlined in the CPR report seem to align well with those of the University.

In reviewing the CPR and related documents following the site visit, their relevancy as a guide into the future appears to be even more valuable than in its initial reading. The report self-identifies important directions that need to be followed, issues that need to be resolved, and recommendations that should be carefully considered by the MSC organization.

The SRT considered the extent to which the CPR Findings and Recommendations (Section VII) are consistent with what was concluded from the site visit. The following is a summary of the findings of the Team:

1. The relevance of the mission statement. The SRT found the mission statement of the MSC to be appropriate and relevant, both in its historical context and in the context of the University's Vision 2020 initiative. The salient points of the mission statement should remain the primary focus of all programs, services, and activities of the MSC. These are:
   a) Personal development
b) Enhancement of the quality of life in the educational community

c) Unity among diverse groups

d) Sense of belonging

e) Leadership opportunities

f) Production and delivery of high-quality programs and services

g) A continuous striving for world class standards of excellence

While the written documentation (the CPR) provides an appropriate and relevant mission statement, the team’s on-campus investigation revealed an emphasis on “business models”, “administrative accountability”, and “revenue generation” and a somewhat diminished emphasis on programming. The application of business principles provides important benefits, but the Team also concluded that the MSC could benefit from a return to a greater emphasis on programming emphasis, as reflected in the mission statement. Business models, per se, do not necessarily hinder an increased emphasis on programs. The team is not necessarily advocating more programming, but simply noting that top quality programs should retain prominence.

2. Historical Goals. The SRT found the MSC’s goals appropriate, and concluded that they flowed well from the mission. The Team’s site review, however, revealed concerns about whether or not the goals are receiving adequate attention in the day to day activities of the MSC. However, as stated in the CPR, we find the goals to be appropriate.

3. Historical Areas of Focus. The team agreed that the nine historical areas of focus identified in the CPR remain relevant to the needs and interests of the MSC. The University should continue to recognize, support, and even protect (where possible) the MSC’s featured role in the delivery of quality programs and services in these areas. It is recognized that the MSC is no longer the only all-campus agency delivering programs in these areas. However, competition for and duplication of finite university resources should not serve to dilute continued quality all-campus programs. The University should strive to keep the locus of key quality campus-wide programs within the MSC organization.

4. Student/Staff Partnership. The philosophy of the Student/Staff Partnership, as stated in the CPR, is to be commended. However, in the on-site visit the Team discovered the student-staff partnership concept to be fraught with ambiguity, misinterpretation, and not fully supported or understood by all of the stakeholders. The partnership needs to be carefully reviewed and considered by all students and staff of the MSC, so that there can be a general acceptance and clear understanding of duties and responsibilities throughout the organization.

5. Essential Support Elements. The team found the resources of the MSC to be adequate in some areas, and lacking in others (e.g. productivity assessment). The written CPR categorized resources into six essential elements. We comment specifically on each of these below:
a) **Administrative support** – We found those in central administration of Student Affairs to be generally supportive of the MSC. They appeared to be satisfied with the levels of institutional funding being provided the MSC. They are comfortable with the mechanisms for determining how funds are allocated. There was little interest expressed in support of a designated student service fee for the MSC. As the MSC continues to garner the largest share of the student fee, and since the Vice President permits the MSC to carry forward a fund balance, the SRT concludes that there is general and adequate support from the administration.

b) **Student body support** – It is clear that the students benefit from the programs initiated and delivered by the MSC, and that this is reflected in broad student participation in MSC programs and in the financial support already in place. However, the Team met with a number of students not affiliated with the MSC, and the majority of these were unaware of the MSC’s programmatic function. Most viewed the MSC as the building in which the organization is located and the services provided therein. There is a clear need to “tell the MSC story” throughout the campus/community and to draw more students into the MSC’s leadership opportunities, activities and programs.

c) **Adequate facilities** – The facilities of the MSC are adequate for the casual student visitor, but are not adequate for some of the programming activities and committee work that takes place daily in the Student Programs Office (SPO). The SPO is heavily used by students. Cubicle space is highly constrained, and there is little or no storage space. The SRT does not pretend that there are easy solutions to this problem. Expansion of the space available will be essential for any future growth. The MSC Director needs to be a significant player in program development and design of any expansion in the general building’s facilities, and in future plans for alternative performance venues that may be considered by TAMU and/or the community.

d) **Highly motivated student leaders** – The Team found the level of motivation among the committee chairs and other students interviewed to be quite high. Though the visits were short, a great level of enthusiasm for their work and the MSC as a whole was both demonstrated and verbalized. However, several staff advisors raised concerns about the level of follow-through and maturity of the current generation of student leaders. We are unable to comment on this conclusion, given the short contact we had. We would add, however, that the MSC must work with the students that are available, and should not blame current problems (valid or otherwise) on the characteristics of the latest generation of students.

e) **Effective, dedicated staff** – In general, the Team found the staff to be very dedicated, though some possibly not as effective as they might be. There are significant morale problems among the staff. The Team concluded that the staff has the potential to be highly effective, but excessive hours and issues related to the organizational culture are leaving them less effective than they might be.

f) **Financial resources** – The level of financial resources appeared to be adequate to maintain the current level of programming and student involvement. We also
found a reasonable mix among allocated funding, generated income, and development sources (private endowment and annual gifts). Of the three, the self-generated sources may prove the most challenging as competition and resistance to service fees and admission charges grow. It is understood that the fee allocation process is not necessarily a “zero budget” based request, but rather recommendations are heard for increased funding each year. This is viewed as a very positive position for the MSC, so long as this funding base is not reduced or reallocated to other units. Some reallocation could occur because the MSC has demonstrated an ability to generate other income. However, the MSC should not have to suffer a disincentive to generate further income, but rather use these abilities to “grow” the effectiveness of its programs. It is clear that the MSC has been extraordinarily successful in developing outside (donor-based) sources of financial resources, and efforts in that arena should continue. Student leaders have played and continue to play key roles in development efforts. The MSC is to be lauded for its success in securing donated funds. This level of success is rather unique among college unions.

**Issues of control** - The CPR identifies the following three issues over which the MSC has no, or little, real control: (1) a guaranteed source of financial support; (2) control over all facilities and services within the Memorial Student Center building; and (3) loss of the designation as the sole provider of “all campus” programs. The Team supported the assessment and reasoning contained in the CPR. We do not believe that these control issues diminish the overall effectiveness of the MSC programs and services. As a brief commentary on each of these, the Team reasoned as follows. **First**, there appears to be no real need for a designated fee at this time, particularly since there is no debt service associated with the operations of the MSC. Remaining accountable to the fee allocation process is viewed as a positive and a real part of the “business model” professed within the MSC. **Second**, the MSC is afforded great freedom because it does not have the additional responsibilities for the overall operations of the entire facility, leaving it to focus on programming and student development. It is important, however, that the MSC remain a key player in any future and further development of the building. **Finally**, no longer being designated as the sole all-campus program provider offers the MSC the opportunity to broaden its sphere of influence, support, and accountability, through partnerships and networks developed through collaborative efforts with other campus/community organizations and agencies. The University must recognize, however, that such requires current resources and staff time to be diverted from the primary focus of the MSC.

6. **Adequacy of the productivity assessment.** Productivity assessment in an organization such as the MSC, staffed by student volunteers and providing programs for the student body as a whole, is always difficult, but vitally important. The Team concluded that much more effort is needed in this area. It is clear that the students involved in the MSC are receiving important benefits, and that students on campus are receiving programming that they would not have available were it not for the initiatives of the MSC. However, a key question involves the extent to which overall benefits might be improved by a
re-allocation of resources. Put differently, does the mix of programs and activities offered maximize the impact, or could the mix be changed to better service the mission of the MSC? Comments from students and staff imply that a good deal of time and effort is expended in ways that probably do not add to productive output.

Key elements of concern included the following:

a) Assessment efforts are limited to students who attend programs: students who do not attend programs are largely ignored. Perhaps some marketing research, surveying, and focus groups would prove beneficial.

b) Programs are assessed but the information obtained is seldom acted upon.

c) The results of program evaluations are not widely reported or available to members of the MSC and its stakeholders.

d) Internally, no mechanism currently exists to provide evaluations and feedback for staff or students. A 360 degree evaluation would be of great benefit in internal evaluation of staff and students, and the evaluation process should be managed by, or accountable to, an agency outside the MSC.

e) There appears to be little opportunity and time for continued professional development, renewal, or scholarly activities.

In conclusion of Section 1 of this report, and as stated in its beginning, the Comprehensive Program Review is a good document that should serve as an excellent guide and reference for the future. It should be used actively for that purpose among all elements of the MSC organization. It acknowledges the rich tradition and history of the MSC, the strengths of the organization and its mission, as well as the challenges that need to be met if the MSC is to continue to remain a viable component of Student Affairs and TAMU. Trust it; use it. Let it serve to guide the MSC over the next five years.

SECTION 2: STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS

This section represents the SRT's attempt to assimilate and process a tremendous amount of information obtained through the group interviews and discussions with individuals that occurred over a compressed and intense timeframe. The process selected for doing so was a SWOT analysis, in which the SRT subgroups were asked to organize and summarize their responses according to the Strengths, Weaknesses, Opportunities, and Threats they identified or observed. [It should be noted that any review process such as this, can only represent a snapshot of a very dynamic organization. Therefore, readers of this document may raise some contextual issues with the observations and assessments. Still, the observations presented as those that the Team gleaned from the experience to which it was exposed, and are intended to be constructive in nature.] The following is an outline of the results of this exercise:
MSC Site Review Team Report

**Strengths** - The strengths of the MSC are significant, voluminous, and, for the most part, already identified in the CPR. Therefore, this report will not attempt to recreate an exhaustive and inclusive listing of these. Rather, it includes those that the Team feels are more significant, and, because they are strengths that are already well known and recognized, they will stand without much additional comment from the Team. These are:

1. In leadership development, we concluded that the students involved in the MSC leadership and committees are clearly gaining important leadership skills from their participation.

2. MSC staff is very dedicated to the students with whom they work and to the roles associated with their immediate positions.

3. The MSC represents TAMU well to the surrounding community.

4. The MSC’s record of success in donor cultivation and fund raising among Former Students and Friends of TAMU is outstanding.

5. Programming
   a) The MSC continues to offer multiple outstanding programs.
   b) Students and members of the university community generally enjoy and benefit from the programs they attend. The MSC continues to enjoy a good reputation as a producer of quality programming.
   c) We observed great enthusiasm among students and a strong willingness for them to assume responsibility when they are made aware of it.
   d) Students feel strong ownership of their committees.

6. The student-staff partnership is still an important value among MSC participants. It could be further strengthened in the future through clarification of duties and responsibilities.

7. The MSC enjoys positive, supportive relationships with Student Affairs Administration, fellow Student Affairs Departments, and the TAMU staffers with whom it interacts - University Center, Food Service, PTTS, Contracts, etc. Staffers from these areas praised the MSC and were generally pleased with their interactions. Additionally, the Contracts office noted that MSC staffers are more knowledgeable about contracts than any others on campus.

8. MSC in-house services
   a) Accounting does an outstanding job of continually training advisors and students.
b) Box Office provides good hours of service. The low turnover rate for student workers indicates that it is a great place to develop student leadership. The student worker retreat is a positive force.

c) Computer Services provides a great resource for interfacing with students. We especially appreciated the effort to continually prepare specialized systems, and the objective of building data systems that bridge across entire MSC. These objectives should be continued.

9. The use of an outside consultant to help shape the organizational culture of the MSC is to be commended for its effect on exposing students to the business world. However, this practice should not take the place of assessment systems established by Student Affairs, nor should new models be instituted without the approval and understanding of the entire organization.

Weaknesses/Threats — Through the remainder of this Section, it may appear that the Team has been more critical than positive in its review of the MSC. On the contrary, the Team felt that its mission was to offer objective and honest feedback in order to assist the MSC in building an even stronger organization of service to the general university. It is within this constructive context that the Teams offers the following critique:

1. Program committee leaders and their members do not understand the role the MSC Council and perceive it as adding no real value to the greater organization. The Team understands that this is a long-standing problem at the MSC, but concluded that it has recently reached a near-crisis, indicated by the lack of students interested in serving on certain positions of the MSC Council, and by the rather complete lack of understanding of Council functions. There is a sharp “disconnect” between the Council and the Committees. The Council is perceived by Committee members as enforcers of a cumbersome layer of bureaucracy and unwarranted accountability that serves to stifle the creativity, spontaneity, and agility of the overall organization. Other concerns related to the MSC Council are:

a) The number of unfilled council positions is significant and worrisome. This seems to be a systemic (as opposed to a temporary) problem, and should be addressed immediately. Committee members interviewed saw little value in seeking these positions, and little understanding of the value-added by these positions.

b) There is important lack of education and communication about open student positions within MSC Council. Students not currently involved in the MSC are almost completely unaware of these opportunities for involvement; those who are aware do not know how to get involved. While the MSC is a “family” to its members, it does not do enough to reach out to those who are not already members.

c) Today’s students seem reluctant to experience lower-level positions in order to gain valuable experience before seeking top positions.
2. The Team concluded that the matrix structure of the MSC is impractical. While the staff seem to appreciate the matrix structure, and refer to it as endorsed by the business community, the Team concluded that it is a likely cause of much Council-Committee friction and misunderstanding. Implementation of a matrix structure takes tremendous social interaction among all involved, and the MSC is not well-suited for this form of organization. We fully appreciate all the work and effort that went into this structure, and the fact that it was a student-led initiative. However, we find that it likely causes more problems than it cures. Multiple layers of bureaucracy and an ultra conservative approach to risk management pose a threat to the creativity and agility needed to respond to today’s market and customer base. Even though the MSC has acknowledged that this problem exists, the MSC must find a way to break through it to achieve a better balance.

3. There are significant morale problems among the staff. They feel overloaded, underappreciated and unrewarded for the dedication and commitment they demonstrate. They need encouragement from administrative and supervisory staff. Organizational development and maintenance initiatives need to be introduced that value, recognize, reward and nurture the human resources of the MSC. Additionally:

   a) In some of the programs there appears to be a lack of cross-training of staff. Staff members are unable to take time off without disrupting the flow of work.

   b) There is less than a desired level of diversity among the MSC staff. This relates to cultural and ethnic diversity, as well as, to diversity in professional training, work experiences and degrees from other institutions.

   c) Staff advisors are tired and feel unrewarded, and therefore have difficulty implementing ideas because of lack of time and energy.

4. There is a concern over a lack of awareness about the MSC by non-members. The Team conducted some ad-hoc interviews among non-MSC students on campus. These interviews indicated that the MSC is perceived by many students as a place to relax and hang out, but they were unaware of its activities as a programming body. The students with whom we spoke were aware of the programs, but not of the MSC’s role in them. Programming and leadership opportunities are relatively unknown outside those who are directly involved. Some students are aware of the MSC’s activities, but perceive the MSC to be a “closed shop”.

5. Efforts to evaluate programs are weak, and frequently not analyzed.

   a) Little data exists regarding historical programming and attendance. This causes transition problems, and makes ongoing evaluation of programs difficult. Those data and evaluations conducted are not widely shared, and do not appear to provoke subsequent action.

   b) Achievement toward MSC goals is difficult to measure. We observed too few explicit performance measures in use. These findings, however, are not too inconsistent with other student affairs operations that operate heavily in a student development mode.
The Team found too little evaluations and rethinking of programs to keep them changing with the times. We believe that some programs are stagnant and irrelevant, or impact very few students. These could be eliminated or trimmed to make resources available for new program and staff opportunities.

6. During the interviews, a variety of problems were blamed on inadequate space, staff personnel, and financial resources. However, it was not clear that adding people, space, or more dollars would resolve the problems we heard attributed to those causes. A study of how fiscal, human, and facility resources could be reallocated could serve the organization.

7. Ease of access for program participants is a large problem, especially for off-campus or West-campus participants. Parking is a very important problem, and should be attacked on multiple fronts. Good relations with PTTS are absolutely essential.

8. Expensive programs risk major and visible failure, and the fear of this seems to pervade the staff. In some ways, the MSC seems to be too concerned about risk-assessment, and is not willing enough to let students learn through failure.

9. Some competing community and campus programming could offer important threats. However, others may provide beneficial opportunities for program collaboration and sharing of resources and facilities. Attention needs to be directed toward determining “which are which”, and developing appropriate strategies for addressing each.

Opportunities

1. There is a great opportunity to increase use of databases for future fundraising opportunities, and for tracking program planning and performance outcomes. Much more evaluative data on programs is needed.

2. In-House Services

a) Box Office - The hours of service are good, but they might be increased. Additionally, automated kiosks (1 or 2) would enhance both student and community access (no need for parking to buy tickets). Consolidation of the event-ticketing system could service multiple areas, including athletics.

b) Accounting - To resolve the problem of travel to Financial Management Services Department, possibly runners could be utilized for travel, or other ways found to accomplish the work more efficiently. Alternatively, FMSD could be centralized with other departments.

c) Computer Services - Could develop mandatory software training for student users. Students in the fundraising areas are taking excessive staff time learning the system.
MSC Site Review Team Report

d) Print ‘N Copy - New management is aggressively marketing services to expand business from 80% to 100%, and is highly focused and spirited as to what needs to be done. They now need to educate professors about services, and should continue to research constituents (professors) to determine specific needs (i.e. office delivery). A plan should be developed for continued upgrades of equipment.

3. Current space may not be as efficiently utilized as possible. There is an opportunity to continually rethink how personnel/auxiliary services are organized into current spacing.

4. By bolstering program evaluation and assessment, programs could be significantly improved. Surveys at events are good, but there is a need for training on how to use assessment materials, as each year, committees tend to reinvent the wheel. Additionally, students who never attend programs are ignored in the assessment process, lessening the MSC’s potential impact on campus. Evaluations should be thorough, widely shared and actively utilized to determine future planning and direction.

5. Because the MSC faces increased competition both on and off-campus, collaboration and cooperation must be emphasized for MSC programming to be successfully coordinated with other campus and community programming agencies. Faculty members can be important contributors to these cooperative and collaborative efforts. Increased partnerships with faculty are needed. We believe that many faculty members are willing to become more involved in guiding programming and leadership initiatives and need only to be cultivated.

6. There are several opportunities for student development and increased participation.

   a) Encourage communication with students through technology (list serves, websites, and other innovative methodologies).

   b) Educate students throughout the campus to the benefits of MSC involvement.

   c) Freshman not selected for one of the 8 primary freshman leadership programs could be assigned “internships” in other organizations within the MSC or student activities. By recapturing the “lost” freshmen, much more involvement in the MSC could be fostered.

   d) Create a leadership development model for MSC that blends with and compliments, but remains distinctive from, other university leadership models – outline leadership activities by classification (Freshman, Sophomore, Junior, Senior, and Graduate).

   e) Keeping programs current with today’s student’s interests will be critical to the continued health of the MSC.

7. Investigate staff-driven programming, whereby, staff takes a stronger lead in the planning and administration of the program, with students in a more supportive role.
Section 3:  Recommended Actions To Be Considered

The previous section, containing the SWOT Analysis, offers much to be considered by the MSC organization. However, it was the opinion of the SRT that it should conclude by reiterating those actions it feels will create the most significant improvements in the MSC, if brought to some final resolution. In some cases, these recommendations may appear repetitious; however, they are intended to bring a focus to those issues we think are most important.

The luxury of a site review is the realization that the reviewers may not necessarily be equipped to “fix” a problem. Rather it should point out issues that should be addressed, and leave the challenge of real and lasting organizational change to those who best know the organizational culture and environment. It is within this context and a genuine hope for the continued success of the MSC that the following recommended actions are presented:

1. Staff morale is a significant issue within the MSC, and must be addressed in a meaningful, comprehensive and lasting manner. This may require a rather significant change in the current philosophy and culture of the organization. There appears to be very little nurturing or teambuilding, either vertically or horizontally within the MSC staff. We heard concerns voiced from a variety of staff members. Although the concerns were framed in different words, the key message was very clear and very consistent: Some staff feels very overworked, undervalued, and even overwhelmed at times. In our view those feelings are justified. Additionally, high turnover among entry level staff and low turnover among administrative/监督管理 staff signals an organizational concern. A general leadership model should be implemented throughout all levels of the organization. Some staff feels they are not being developed as leaders, and tend to be micro-managed. Initiative on the part of many staff members is felt not to be appreciated. There is a sense of too much management, not enough leadership.

2. The MSC should set measurable goals for continued and significant increases in both student involvement in program planning, execution, and in attendance. The Vision 2020 Imperative calls for 100% involvement. The development of a clear and comprehensive marketing plan and improved communication of a clear identity throughout the campus and community would do much to increase student participation in leadership opportunities, as well as programs.

3. The mission statement already strongly reflects as its core function the development and presentation of educational, social, recreational, and cultural programs for all members of the university community. The programs offered through the MSC need continual evaluation to assure that they are maximizing student participation and student interest. Some, perhaps many, MSC programs have outlived their usefulness, yet persist from year to year. Creative programming on the part of students is often lost. Students perceive this to be a result of staff that is committed to programs that no longer effectively appeal to the university community (e.g. SCONA).
4. There is an opportunity for the MSC to do much more in the arena of leadership development – for both students and staff. Student participation involving a logical progression of skills and experiences should be developed. This will result in both more effective leadership development, and the placement of more skilled people in positions of leadership.

a) The goals and description of the MSC leadership model should be simplified for students and staff. Indeed, while the "MSC leadership model" was a frequent topic of discussion among those we interviewed, we were unable to discern the key elements of that model. This indicates that it is either not fully conceptualized or not widely disseminated among MSC participants.

b) Leadership development efforts should be much more active – involving current leaders in an ongoing evaluation and mentoring of their leadership experiences and the experiences of their colleagues. The current approach teaches selective aspects of management, but not leadership. The MSC provides ongoing experiences that can be used to develop very strong leadership skills based on the actual experiences of current student leaders. A model that is closely tied to a shared vision of leadership needs to be developed and diffused throughout the organization. Positive examples of student actions that fit with the model need to be highlighted to spread leadership development lessons throughout the organization.

5. Organizational structure (council and committees) is a major concern. The structure seems to hinder the advancement of the MSC’s mission. The matrix model does not seem to be as effective as hoped. The entire organization is frequently characterized by participants as cumbersome, laden with “administrivia”, frozen in fear about risk management, unable to respond in a timely manner, and disconnected from programming committees. The expectations and responsibilities associated with the student/staff partnership needs to be more clearly defined and understood by students, staff, and administration.

6. While annual gifts are important (in some cases essential) to operations, increased emphasis should be placed on raising endowed gifts. The MSC should increase their partnership with the Student Affairs Development Office, and arm of the Texas A&M Foundation that specializes in endowment fund raising.

7. Perhaps a more fundamental approach to acting on the findings of the self study and the recommendations of the SRT would be to commission a representative group of staff and stakeholders to research and recommend leadership/organizational models that may be better suited for the students and staff who function in the collegiate programming environment and our rapidly changing culture. This should be an “in house” team, rather than outside consultation, to avoid a feeling that any resulting change is being superimposed on the organization. MSC staff and students should feel that the evaluation and resulting change are the result of internal initiatives.

There are noted authors, educators and professionals who describe models of leadership and organizations that involve little bureaucratic authority, positional power, hierarchical
relationships, etc. Rather, these models are depicted by concepts, such as value based organizations; common understanding of, shared commitment to, and mutual benefit from the organization’s purpose and mission; inclusive and shared leadership based on competencies and situations; influence relationships based upon mutual respect and support; collaboration; supportive environment; reciprocal care; shared responsibility; and competency based performance. A brief list of sources that better describe these more contemporary, collaborative styles is attached as Appendix C.

SECTION 4: THE SRT REPORT IN CONTEXT

This document is, at times, critical of the MSC, and some readers may conclude that it is unduly so. Further, some might conclude that, in the Team’s opinion, the MSC has outlived its usefulness. We wish to be very clear about the incorrectness of that conclusion. Regardless of the problems that we identified and have outlined in this document, everywhere we went we found dedicated and committed staff and students, and the value created by these persons is immense. Though reading our report may be unsettling to some MSC members, we hope it will be liberating to others. The ultimate intent of the report is to make the MSC better and, above all, not to harm the organization for which all of us have the greatest respect and admiration. Let us say it formally: We greatly respect and admire the MSC, its history, its work, the vision for which it stands, and the people involved in it. Our comments are entirely aimed at making a great organization better.
Appendix A

Site Review Team
Texas A&M University
Department of Memorial Student Center
Comprehensive Program Review
Site Review Team
October 13-16, 2002

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Site Review Team – Groups

Group A
Manda Rosser - Facilitator
Diane Gray
Charles Hermann
Patty Kelly
Archana Ramaswamy

Interviews:
Senior Staff
Support Staff / Associate Staff
MSC Student Leaders
Advisors of Traditions
Academic Colleagues
Bush Foundation / Assoc. of Former Students / A&M Foundation

Group B
Bobby Bisor – Facilitator
Bert Cannalla
Ann Wiatt
Laura Boren
Carl Jaedecke

Interviews:
Service Supervisors
Advisors of Resource Areas
MSC Committee Chairs
OPAS Staff
Campus Departments (Scheduling, Food Services, PTTS, Contracts & Grants
Public Schools, Arts Community

Group C
Christine Townsend – Facilitator
Kelli Hutka
Pat Alexander
Frank Muller
Gary Martin
Mike Ward

Interviews:
Staff of Accounting, Computer Operations, Box Office, Print ‘N Copy
Advisors of Program Council
University Student Leaders
Forsyth Gallery and L.T. Jordan Institute
MSC Committee Members
Other Departments of the Division of Student Affairs
Site Review Team – Groups

**Group A**

Manda Rosser - Facilitator  
Diane Gray  
Charles Hermann  
Patty Kelly  
Archana Ramaswamy

Interviews:  
Senior Staff  
Support Staff / Associate Staff  
MSC Student Leaders  
Advisors of Traditions  
Academic Colleagues  
Bush Foundation / Assoc. of Former Students / A&M Foundation

**Group B**

Bobby Bisor – Facilitator  
Bert Cannalla  
Ann Wiatt  
Laura Boren  
Carl Jaedecke

Interviews:  
Service Supervisors  
Advisors of Resource Areas  
MSC Committee Chairs  
OPAS Staff  
Campus Departments (Scheduling, Food Services, PTTS, Contracts & Grants)  
Public Schools, Arts Community

**Group C**

Christine Townsend – Facilitator  
Kelli Hutka  
Pat Alexander  
Frank Muller  
Gary Martin  
Mike Ward
Interviews:
  Staff of Accounting, Computer Operations, Box Office, Print 'N Copy
  Advisors of Program Council
  University Student Leaders
  Forsyth Gallery and L.T. Jordan Institute
  MSC Committee Members
  Other Departments of the Division of Student Affairs
Appendix B

Site Review Team Schedule
Texas A&M University  
Department of the Memorial Student Center  
Comprehensive Program Review  
Site Review Team Schedule  
October 13-16, 2002

Sunday, October 13

11:00am-11:30am  
Tom Keys arrives at Easterwood airport  
People Involved: Dr. Tom Keys, Luke Altendorf

1:00pm-3:00pm  
Diane Gray arriving at MSC Hotel

2:00pm-3:30pm  
Site Review Team Leaders meet with Associate Vice President for Student Affairs, Director of Memorial Student Center, Associate Director of Memorial Student Center, Director of Student Life Studies—Set scope and Parameters for visit  
People Involved: Dr. Tom Keys, Dr. Bill Kibler, Jim Reynolds, Bob Reinhardt, Luke Altendorf, Sandi Qsters, Katie Hanselka  
Location: MSC 216T

3:30pm-5:30pm  
Site Review Team Preparation Meeting  
Review Agenda, Questions and Make Assignments, Orientation to Office  
People Involved: Site Review Team only  
Location: MSC 216T

5:30pm-7:00pm  
DINNER  
Dinner at Dr. Malon Southerland’s house, Vice President for Student Affairs  
People Involved: Site Review team, Dr. Malon Southerland, Jim Reynolds, Sandi Osters, Dr. Bill Kibler  
Location: Dr. Southerland’s House  
Escort: Jim Reynolds

Monday, October 14

7:30am-8:00am  
BREAKFAST  
Continental Breakfast for Site Review Team and Self Study Team  
People Involved: Site Review Team, Self Study Team  
Location: MSC 216T  
Greeters: Penny Ditton, Jim Reynolds

8:00am-9:00am  
Site Review Team Tour of the MSC Facilities  
People Involved: Site Review Team, Bob Reinhardt, Luke Altendorf  
Location: Print ‘N Copy, Craft Center, Box Office, Browsing Library, SPO

9:00am-9:05am  
Transition Time
Monday, October 14

9:05am-10:05am
Site Review Team meets with
Group A meet with Senior Staff
  Site Review Team Facilitator: Manda Rosser
  Site Review Team Members: Diane Gray, Charles Hermann, Patty Kelley, Archana Ramaswamy
  Anne Black, and Rusty Thompson
  Location: MSC 223D
  Escort: Penny Ditton

Group B meet with Service Supervisors
  Site Review Team Facilitator: Bobby Bisor
  Site Review Team Members: Bert Cannella, Ann Wiatt, Laura Boren, Carl Jaedicke
  People Involved: Jim Lukeman, Jean Adam, Carol Chen, Aren Murray, Kathy McGlaun
  Location: MSC 216A
  Escort: Aren Murray

Group C meet with Accounting, Computer Operations, Box Office, Print ‘N Copy staff
  Site Review Team Facilitator: Christine Townsend
  Site Review Team Members: Kelli Hutka, Pat Alexander, Frank Muller, Gary Martin, Mike Ward
  People Involved: Betty Robinson, Carolyn Skopik, Kristina Barkmeyer, David Swanson, Emil Luza, Darlene Perkins, Sara Edwards, Connie McBroom, Darlene Ford, Dorothy Peters
  Location: MSC 216T
  Escort: Emil Luza

10:25am-10:35am
Dr. Tom Keys walk time to Rudder 10th floor

10:35am-11:40am
Dr. Tom Keys Only, Site Review Team Leader Meeting with Vice President Staff
  People Involved: Dr. Bill Kibler, Tom Keys
  Location: Dr. Kibler’s Office

10:05am-10:35am
Site Review Team Discussion Time
  People Involved: Site Review Team Only
  Location: MSC 216T

10:35am-10:50am
Site Review Team Break

10:50am-11:50am
Group A meet with Support Staff/Associate Staff
  Site Review Team Facilitator: Manda Rosser
  Site Review Team Members: Diane Gray, Charles Hermann, Patty Kelley, Archana Ramaswamy
  People Involved: Terri Becker, Sarah Nash, Elaine McClurkan, Gloria Koronka, Monica Davis, Kay Patton, Karen Dolliver, Jean Kuykendall, Kerri Glaspie, Cheryl Cox, Cory Arcak
  Location: MSC 216A
  Escort: Karen Dolliver

Group B meet with Advisors of Resource Areas
  Site Review Team Facilitator: Bobby Bisor
  Site Review Team Members: Bert Cannella, Ann Wiatt, Laura Boren, Carl Jaedicke
  People Involved: Karen Schiltz, Luke Altendorf, Rusty Thompson, Bob Reinhardt, and Jane Bailey
  Location: MSC 223D
  Escort: Luke Altendorf
Monday, October 14

Group C meet with Advisors of Program Councils
Site Review Team Facilitator: Christine Townsend
Site Review Team Members: Kelli Hutka, Pat Alexander, Frank Muller, Gary Martin, Mike Ward
People Involved: Anne Black, Penny Ditton, Deryle Richmond
Location: MSC 216T
Escort: Deryle Richmond

11:50am-11:55am
Site Review Team walk time to 216T

11:55am-12:25pm
Site Review Team Discussion Time
People Involved: Site Review Team Only
Location: MSC 216T

12:25pm-12:30pm
Transition time to Faculty Club for lunch

12:30pm-1:45pm
LUNCH, seated service
People Involved: Site Review Team
Location: Faculty Club
Escort: Luke Altendorf

1:45pm-1:50pm
Site Review Team walk time to MSC 216T

1:50pm-2:50pm
Site Review Team meeting with Advising Staff
People Involved: Site Review Team, Rusty Thompson, Deryle Richmond, Penny Ditton, Karen Schiltz, Anne Black, Beth Naser, Bob Abraham, Cliff Dugosh, Dave Salmon, Diego Garcia, Jane Preston, Jennifer Boyle, Katie Hanselka, Kelli Hollinger, Manuel Arredondo, Susan Speliopoulos
Location: MSC 224
Escort: Karen Schiltz

2:50pm-3:20pm
Site Review Team Discussion Time
People Involved: Site Review Only
Location: MSC 216T

3:20pm-3:25pm
Dr. Tom Keys walk time to Rudder 10th floor

3:25pm - 4:40pm
Dr. Tom Keys Only, Site Review Team Leader Meeting with Associate Vice President for Student Affairs
People Involved: Dr. Tom Keys and Dr. Bill Kibler
Location: Dr. Kibler's Office

3:20pm-3:30pm
Transition time from discussion to interviews

3:30pm – 4:30pm
Group A Site Review Team meets with MSC Student Leaders
Site Review Team Facilitator: Manda Rosser
Site Review Team Members: Diane Gray, Charles Hermann, Patty Kelley, Archana Ramaswamy
Location: MSC 223D

Group B Site Review Team meets with MSC Committee Chairs
Site Review Team Facilitator: Bobby Bisor
Site Review Team Members: Bert Cannella, Ann Wiatt, Laura Boren, Carl Jaedicke
Location: MSC 216T

Group C Site Review Team meets with University Student Leaders
Site Review Team Facilitator: Christine Townsend
Site Review Team Members: Kelli Hutka, Pat Alexander, Frank Muller, Gary Martin, Mike Ward
Location: MSC 216A
Monday, October 14

4:30-4:45
Break, Dr. Tom Keys walk time from Rudder to MSC 216T

4:45pm-6:15pm
Site Review Team Process Check
Evaluate programs reviewed that day
Discuss interviews scheduled for the next day
People Involved: Site Review Team only
Location: MSC 216T

6:15pm-6:45pm
Break

6:45pm-7:00pm
Drive to Café Excel

7:00pm – 8:00pm
DINNER
People Involved: Site Review Team members only
Transportation: Van Rental and Cell Phone
Location: Café Excel
Van Drivers: Bob Reinhardt, Luke Altendorf

Tuesday, October 15

7:30am-8:15am
BREAKFAST
People Involved: Site Review Team only
Location: MSC 216T
Greeters: Deryle Richmond, Jim Reynolds

8:15am-8:30am
Site Review Team walk to Rudder Tower 10th Floor Conference Room

8:30am –9:45am
Site Review Team meeting with Student Affairs Council (SAC) members
People Involved: SAC Committee minus staff mentioned above
Location: Rudder 10th floor Big Conference Room

9:45am-10:00am
Site Review Team divides up into three groups and walks to designated interview locations

10:00am – 11:00am
Group A: Site Review Team meets with advisors of traditions
People Involved: Rusty Thompson, Katie Hanselka, Patricia Wehner
Site Review Team Facilitator: Manda Rosser
Site Review Team Members: Diane Gray, Charles Hermann, Patty Kelley, Archana Ramaswamy
Location: MSC 216A
Escort: Katie Hanselka

Group B: Site Review Team meets with OPAS Staff
People Involved: Anne Black, Terri Becker, Sarah Nash, Elaine McClurkan
Site Review Team Facilitator: Bobby Bisor
Site Review Team Members: Bert Cannela, Ann Wiatt, Laura Boren, Carl Jaedicke
Location: MSC 216T
Escort: Anne Black

Group C: Site Review Team meets with Forsyth Gallery and L.T. Jordan Institute Staff
People Involved: Tim Novak, Cory Arcak, Kelli Hollinger, Diego Garcia, Gloria Koronka, Jane Preston
Site Review Team Facilitator: Christine Townsend
Site Review Team Members: Kelli Hutka, Pat Alexander, Frank Muller, Gary Martin, Mike Ward
Location: MSC 223D
Escort: Cory Arcak
Tuesday, October 15

11:00am-11:10am  Site Review Team break and walk time to Forsyth Gallery

11:10am – 11:30am  Tour of Forsyth Gallery and Visual Arts Gallery
People Involved: Site Review Team, Cory Arcak, Jim Reynolds

11:30am – 12:30pm  LUNCH
People Involved: Site Review Team, Jim Reynolds
Location: Visual Arts Gallery

12:30pm-1:15pm  Site Review Team conducts informal “on the street interviews with students”
People Involved: Site Review Team
Location: MSC Hallway and Flagroom

1:15pm-1:20pm  Transition time between interviews

1:20pm – 2:20pm  Group A: Site Review Team meets with academic colleagues
People Involved: Paul Parrish, Liz Miller, Alvin Larke, Frank Ashley
Site Review Team Facilitator: Manda Rosser
Site Review Team Members: Diane Gray, Charles Hermann, Patty Kelley, Archana Ramaswamy
Location: MSC 216A

Group B: Site Review Team meets with various departments across campus
People Involved: Millie Wright, Billy Bietanowicz, Dennis Busch, Sheran Riley, Doug Williams
Site Review Team Facilitator: Bobby Bisor
Site Review Team Members: Bert Cannella, Ann Wiatt, Laura Boren, Carl Jaedicke
Location: MSC 216T

Group C: Site Review Team meets with general MSC committee Members
People Involved: General MSC Committee Members
Site Review Team Facilitator: Christine Townsend
Site Review Team Members: Kelli Hutka, Pat Alexander, Frank Muller, Gary Martin, Mike Ward
Location: MSC 223D

2:20pm-2:30pm  Break Time

2:30pm-3:00pm  Site Review Team Discussion Time
People Included: Site Review Team Only
Location: MSC 216T

3:00pm-4:00pm  Group A: Site Review Team meets with external organizations
People Involved: Bush Foundation Representative, Association of Former Students Representative, A&M Foundation Representative
Site Review Team Facilitator: Manda Rosser
Site Review Team Members: Diane Gray, Charles Hermann, Patty Kelley, Archana Ramaswamy
Location: MSC 216A
**Tuesday, October 15**

**Group B:** Site Review Team meets with external organizations

*People Involved:* Public Schools Representatives, Arts Community Representatives

*Site Review Team Facilitator:* Bobby Bisor

*Site Review Team Members:* Bert Cannella, Ann Wiatt, Laura Boren, Carl Jaedicke

*Location:* MSC 216T

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**Group C:** Site Review Team meets with external organizations

*People Involved:* Representatives from other departments within the Division of Student Affairs

*Site Review Team Facilitator:* Christine Townsend

*Site Review Team Members:* Kelli Hutka, Pat Alexander, Frank Muller, Gary Martin, Mike Ward

*Location:* MSC 223D

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3:00pm-3:10pm  
*Dr. Tom Keys walk time to Rudder 10th floor (If desired by site team leader)*

3:10pm-3:50pm  
*Site Team Leader meeting with Associate Vice President*  
*People Involved:* Dr. Tom Keys and Dr. Bill Kibler

*Location:* Dr. Kibler's Office

3:50pm-4:00pm  
*Dr. Tom Keys walk time to 216T*

4:00pm-4:15pm  
*Break*

4:15 pm – 5:30pm  
*Site Review Team discusses evaluation and prepares for exit interview*  
*People Involved:* Site Review Team members only

*Location:* MSC 216T

5:30-6:00pm  
*Break*

6:00pm- 8:00pm  
*DINNER-Johnny Carinos*  
*People Involved:* Site Review Team members only

*Location:* MSC 216T

8:00pm-10:00pm  
*Final Preparation for Site Review Team (If Needed)*

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**Wednesday, October 16**

8:00am – 8:30am  
*BREAKFAST*  
*People Involved:* Site Review Team members only

*Location:* MSC 216T

8:00am-9:45am  
*Site Review Team Report Preparation Time*

9:45am-10:00am  
*Site Review Team Walk time to Rudder 10th Floor*

10:00am – noon  
*Site Review Team exit interview with Self Study Team*  
*People Involved:* Self Study Team, Dr. Bill Kibler, Dr. Malon Southerland, Sandi Osters

*Location:* Rudder 10th floor Big Conference Room

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Noon – 2:00pm  
*LUNCH*  
*Site Review Team Working Lunch-Jason's Deli*  
*People Involved:* Site Review Team

*Location:* MSC 216T

5:00pm  
*Tom Keys departs*  
*People Involved:* Dr. Tom Keys, Luke Altendorf
Appendix C

Leadership References
LEADERSHIP REFERENCES


Costa Rica Service Learning Trip

Date & Time: Sun Mar 11, 2012, 7:00am - Fri Mar 16, 2012, 8:00pm
Location: Not Specified
Sponsor(s): MSC Freshmen In Service and Hosting (FISH)
Status: Program proposal approved by PC
Publicize: OK

Description:
Costa Rica Service Learning trip is an opportunity for freshmen members of MSC FISH and freshmen from other Freshmen Leadership Organizations to travel to Costa Rica during Spring Break. During this trip they will be exposed to the Costa Rican culture through teaching opportunities, rainforest exploration, and physical service projects. The service learning aspect begins when accepted to this program and continues through evaluation, as attendees learn to organize projects and interact with peers, younger children, and members of a different culture.

Attendance Projection
This school year MSC Freshmen In Service and Hosting (FISH) has an expected audience of 2521 people for 8 approved events.

MSC Program Proposal

General Information

1. Program Type (select the type that best describes this event):
   Other

2. Topic(s):
   Exploration of current events, rainforest preservation, local teaching opportunities, and historical aspects that have shaped this culture.
3. Program Summary:
This program seeks to engage members in a hands-on experience that allows them to focus on cultural exposure, personal growth, the importance of education, diversity, and creativity. This trip offers members fun and unique opportunities for exploration and the development of leadership and teamwork skills by serving in a Costa Rican community.

Exploration: This trip offers students the opportunity to explore through new experiences. By stepping out of their comfort zone, students have the opportunity to explore their own beliefs and the reasons behind them.

Personal Growth: The challenges students face both in the planning and execution of the projects should force students to examine themselves in a new light.

Diversity: This trip will stress the importance of all forms of diversity. Students will be working with members of a diverse team and the trip will also include diverse opportunities for service.

Education: Learning will be a primary component of discussions held before, during, and after our service. Students will learn about the different levels of the social issues they are dealing with, from the hands-on, local level all the way to the global policy-making and theoretical levels.

Fun: We believe that service trips should be fun and unique experiences. This trip will offer a very unique experience for all members attending.

Leadership: Students will have ample opportunity to demonstrate and receive feedback on their leadership skills and will also take part in activities specifically designed to improve their leadership abilities. Their leadership begins long before the trip as they plan and make contacts for the experience.

Teamwork: Teamwork is essential to the success of every service trip and every student will be expected to develop their teamwork skills to ensure the quality of their trip.

Cultural Exposure: Students will have the opportunity to explore, question, and relate to a culture different than their own.

Intentional: We believe all aspects of a trip should be planned with these purposes in mind. By carefully planning and implementing a service trip, leaders can greatly increase the odds of success for the students attending.

Service: The main focus of this trip is to provide selfless service to the Costa Rican students, community, and their rainforest environment.

Reflection: While on the service-learning trip, members will have reflection time at the end of each day followed by discussion time. This is a very constructive part of the trip as it allows those members on the trip an opportunity to really sit down and think about their impact and what they're learning. It also gives the members a chance to hear what their peers think about the service and culture.

4. Define success for this program:
Success for this program can be seen in two distinct ways; First is the positive impact that we have on the Costa Rican people, community, and environment. Second, we seek to observe personal growth and development of leadership skills from all members that are involved in the planning, implementation, and participation of activities.

5. Why is this program being produced:
This program is being produced because of the success it has brought in the past three
years. We have since invited students from other Freshmen Leadership Organizations to participate in this program in efforts of fulfilling MSC FISH's mission of providing service and leadership opportunities to all of campus. The program began two years ago with this in mind:

Through the charge by President Murano for students to gain an international experience and education, MSC FISH has accepted this initiative and planned a trip to Costa Rica. The focus of the trip is for the FISH staff and members to gain a unique service learning experience that allows them to experience a different culture from their own and to spark interest in the global settings.

6. Speakers:
   There will be no official speakers but we will be heavily interacting with staff in Costa Rica.

7. Resources to be utilized:
   None

8. How will students be involved in the development & production of this program:
   Students will be in charge of committees designed to produce specific focuses on the trip. These include: safety, security, development, culture and current events, teaching, and service projects. Students will make contact with Costa Rican affiliates as well as create presentations to inform other students of their experience and raise awareness of culture beyond the United States. They will gain experience in public speaking as well as interaction with others who do not speak English.

Learning Outcomes

1. What skills or abilities will members gain or improve upon through production of this event?
   All members of this trip will gain the ability to work with people outside of their freshmen leadership organization as well as those outside of their culture. They will improve time management as they work to develop this trip, maintain schoolwork, and participate in their FLO's committee work. They will also increase their ability to speak in public as they share the experience with other members of MSC FISH and parent organizations of other attendees.

   Students should grow personally as they relate their own familial and cultural background to the others they work with. They should also leave with a stronger sense of service and global initiative, as well as the ability to verbalize these changes that have occurred.

   The Executive Members of MSC FISH will be able to analyze the elements/facts of a specific situation/problem and develop alternatives accordingly as well as be able to provide clear, nonjudgmental, and direct feedback by describing the situation, the behavior, and the impact. The Assistant Directors and Staff of the Costa Rica Service Learning Trip will be able to be able to determine, calculate and initiate tasks for the
group and successfully delegate projects and tasks to others. The freshmen members of the Costa Rica Service Learning Trip will be able to initiate the task and perform the tasks according to a specific timeline as well as be able to accurately convey the intent of their message when speaking.

2. What knowledge or behaviors demonstrate achievement of the program goal?
Achievement can be viewed through the general attitude of attendees and the physical resources they create in order to carry out all goals of the trip. We will do intentional planning with goal setting for each element of the trip from the service to the cultural encounters, and general travel experiences. Participants will journal and do both small and large group reflections at the end of each day. After the trip there will be extensive reflection of how each person has been affected by the opportunity to serve another culture.

3. How will improvements or changes be measured?
Improvements or changes will be measured by comparing our goals to the outcomes of the trip. Once we return from the trip we will ask our members to fill out a survey that asks for general feedback from those that attended the trip. This survey will focus mainly on what we could have done better and what we did well. Feedback will be utilized by next years Costa Rica Service Learning Trip Staff.

Risk Management

Please rank level of risk: LOW (minimal effect, warning or reprimand), MEDIUM (ineffective, moderate loss, extra work), HIGH (injury, loss, penalty and liability)

1. Is there physical risk to the student members participating?
High

2. If the physical risk to student members is MEDIUM or HIGH, explain:
Members will be traveling by plane to Costa Rica. Traveling always posses risks but we will instruct every member to pay close attention to the safety rules and regulations prior to take off. Traveling to another country where English is not spoken poses a risk of getting lost, or not being able to effectively communicate to locate a group member. To mitigate this we will always travel in groups larger than 3 people, no one will be allowed out alone at night (the only time we will go out at night is as an entire group); group leaders will carry cellular phones with international calling plans in order to ensure that at least one person is reachable at all times. Rainforest activities such as hiking, zip-lining, swimming, and preservation pose risks for injury. These will be mitigated through informed discussions of upcoming activities as well as the option for any member to not participate if they are uncomfortable about the safety. We will be with local Costa Rican guides through all of these activities who are well versed in the safety and protocol for the rainforest. A first aid kit will always be on hand stocked with insect bite remedies, antiseptic, gauze, and we will make sure to always know the nearest hospital and quickest route to get there in the event of something serious occurring.
3. Does this event risk the reputation (affect the public perceptions) of your committee/area, the MSC, or TAMU?  
   High

4. If the reputation risk is MEDIUM or HIGH, explain:  
   The members that are participating in this trip will not only be representing Texas A&M University but the United States as well. Our reputation could be potentially tarnished through communication, inappropriate behavior, or a variety of other things. To mitigate these risks students will undergo weekly preparations and trainings for behavior while in Costa Rica and traveling to and from.

5. Does this event pose strategic risks (affect the ability to achieve goals and objectives) for your committee/area, the MSC or TAMU?  
   High

6. If the strategic risk is MEDIUM or HIGH, explain:  
   This activity is one that poses risks not usually encountered by other MSC FISH activities and again the language barrier, potential for injury or illness, and cultural interaction are all issues that will be addressed prior to departure. Students chosen to attend this trip are those that have shown maturity and interest in learning about another culture while stretching their leadership potential through service which is MSC FISH’s ultimate goal through all programming. Another way that our goal potentially could not be met is if students outside of FISH choose not to apply or attend this trip. We will do our best to avoid this by encouraging involvement through speaking at other FLOs general committee meetings, recruiting through listservs, and making our leadership staff available for any questions that may arise to help applicants feel more comfortable about applying.

7. Does this activity offer compliance issues (conflicts with laws and regulations)?  
   High

8. If the compliance risk is MEDIUM or HIGH, explain:  
   We will be signing transportation contracts as well as housing and transportation contracts. We will read all aspects carefully and not sign any agreement that we cannot uphold. Any agreements made will be upheld in every way.

9. Does this event pose a financial risk (affecting assets, dollars, technology) for your committee/area or the MSC?  
   High

10. If the financial risk is MEDIUM or HIGH, explain:  
    This event is a very expensive endeavor and if attendees default on payment those costs will be incurred by MSC FISH as a committee. To avoid this strict payment plans will be implemented and students will be made aware of deadlines to commit when their funds will not be returned if they are to back out of the trip. If we do not generate enough interest, and therefore not enough funding to attend this trip we will not go. If there are students interested who are willing to pay an increased cost to make up for lack of
attendees this will be discussed and considered. We will do everything possible to find the best airfare, lodging, food, and activity prices to sustain us while in the region.

11. Is there physical risk to audience members? 
   Low

12. If the physical risk to audience members is MEDIUM or HIGH, explain: 
   N/A

**Marketing Plan**

1. Target Audience & How Identified (be specific!): 
The target audience for the Costa Rica Service Learning Trip is MSC FISH Staff and General Committee Members, as well as members of other Freshmen Leadership Organizations. Informational meetings will be held in early October to inform the target audience of this opportunity and clear explanation of goals and how to get involved including:

   Where we are going/Who we are working with
   Describe what will occur on the trip, the mission & purpose behind the trip
   Overview cultural, social, economic, and political conditions of Costa Rica
   Where we are staying, how meals work
   What days we are working and if there is a free day activity, tell them about it.
   Explain clearly the application process, payment plans, orientation requirements, and timeline

2. Check items to be used in your Marketing Plan: 
   presentations; brochure; email; web page; listservs; flyers

3. Market Vectors (check those that apply - this should be reflected in your marketing plan): 
   Appealing to a primary identity group (individuals will bring their friends)

**Financial Worksheet**

<table>
<thead>
<tr>
<th></th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Total Audience:</td>
<td>35</td>
</tr>
<tr>
<td>Breakeven Attendance:</td>
<td>34</td>
</tr>
<tr>
<td>Total Paying Audience:</td>
<td>34</td>
</tr>
<tr>
<td>Min Ticket Price:</td>
<td>900.00</td>
</tr>
<tr>
<td>Total Paying Students:</td>
<td>34</td>
</tr>
<tr>
<td>Max Ticket Price:</td>
<td>1100.00</td>
</tr>
<tr>
<td>Total Paying Non-Students:</td>
<td>0</td>
</tr>
<tr>
<td>Avg Ticket Cost:</td>
<td>925.00</td>
</tr>
<tr>
<td>Total Non-Paying Audience:</td>
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</tr>
<tr>
<td>SSF/Student:</td>
<td></td>
</tr>
<tr>
<td>Non-Paying Students:</td>
<td>0</td>
</tr>
<tr>
<td>Student % of Audience:</td>
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</tr>
<tr>
<td>Non-Paying Non-Students:</td>
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</tr>
<tr>
<td>Income</td>
<td>Budget</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Ticket Revenue:</td>
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<tr>
<td>Donations:</td>
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</tr>
<tr>
<td>Gifts subject to 5% fee:</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Service Fees:</td>
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</tr>
<tr>
<td>Transfers In:</td>
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<tr>
<td>Other:</td>
<td>3349.00</td>
</tr>
<tr>
<td><strong>Total Income:</strong></td>
<td>36810.00</td>
</tr>
<tr>
<td><strong>Profit:</strong></td>
<td></td>
</tr>
</tbody>
</table>

- If relying on "other" income, specify other source(s) of income:
  We have received $900 in MSC Allocations to support our Advisor's presence on the trip. In addition we have included $2449 that MSC FISH will raise by hosting and participating in fundraisers such as Reed Arena Cleanups, speaking to Aggie Moms Clubs and soliciting donations to cover the extra expenses for this trip.
Student Travel Rules
Student travel can often feel like a “disaster waiting to happen” but by participating in this training module, you can learn some valuable information to guide you in the process of planning successful travel with your students!
Departments, units, and/or student organizations may mandate additional standards as deemed necessary to address the unique requirements associated with a particular type of organized student travel. Departments or units should submit proposals for additional standards through the chain of command to the appropriate Vice President. Student organizations should consult with the organization’s advisor and the Department of Student Activities prior to implementing any additional standards.

1.1 Organized student travel may require use of various modes of transportation. Each form of transportation requires students to follow common and mode-specific safety precautions (e.g. seatbelts when available). In addition to following applicable international, federal and/or state laws and using sound judgment when traveling, students must follow the provisions of this procedure according to the specific mode of travel involved and travel conditions.

1.2 University employees who authorize students to drive vehicles leased from the University for organized student travel are responsible for ensuring that the students have a valid Texas, other state, or international driver's license and are approved to drive University vehicles in accordance with applicable procedures as determined by the Office of Transportation Services. (See also Standard Administrative Procedure 24.01.01.M0.01: Van Safety Procedures)

1.3 University employees who authorize students to drive non-university vehicles are responsible for ensuring that the students have appropriate licenses or other documentation required to drive these vehicles.
To better prepare you and your students for travel, the MSC has created procedures to assist you in your planning for the various trips that your committee may participate in.
Categories of Student Travel

Departments, units, and/or student organizations may mandate additional standards as deemed necessary to address the unique requirements associated with a particular type of organized student travel. The MSC has identified 3 categories of student travel:

- Student Business Trips
- Organizational Business Trips
- Committee Social Trips
Definition: Trips in which students will be traveling to conferences, site visits, scouting trips, or development trips. Advisors, with consultation with their supervisor, may accompany the students if necessary but are not always required to do so.
**Organizational Business Trips**

**Definition:** Trips in which students are traveling as members of their MSC Committee. This includes retreats or events that have a majority of the committee membership present. This also includes any trips that require the use of commercially rented vehicles. **Advisors are required to attend.**
Definition: Trips in which students are traveling for social purposes as members of their MSC Committee. This may also include trips that can be linked to the mission or purpose of the committee in which the traveling students are members (gallery visits, concerts, service projects, etc...). These trips are typically social in nature but directly linked to the membership of the organization. Advisors may, with consultation of their supervisor, accompany the students.
POP QUIZ

- Advisors are required to attend which type of trip?
  - Organizational Business Trip
  - Committee Social Trip
  - Student Business Trip

- Advisors may be asked to attend any travel with students after consultation from their supervisor.
Student Business Trips

Travel Procedures:

1. Trip itinerary or schedule of events must be submitted to advisor for approval at least 48 hours prior to travel.

   *If travel is part of an approved MSC Program this is NOT required.*

   *Note that the event has been approved through the PC when submitting CIRT Notification.*

2. Critical Incident Response Team (CIRT) Registration

   [https://studentactivities.tamu.edu/online/forms/cirt](https://studentactivities.tamu.edu/online/forms/cirt)

   CIRT will send a confirmation email to the advisor which should be forwarded to cirtnotification@msc.tamu.edu
Organizational Business Trips
Travel Procedures:

1. Trip itinerary or schedule of events must be submitted to advisor for approval at least 48 hours prior to travel.
   
   *If travel is part of an approved MSC Program this is NOT required. Note that the event has been approved through the PC when submitting CIRT Notification.*

2. Critical Incident Response Team (CIRT) Registration
   
   https://studentactivities.tamu.edu/online/forms/cirt
   
   CIRT will send a confirmation email to the advisor which should be forwarded to cirtnotification@msc.tamu.edu
Committee Social Trip Travel Procedures:

1. **Travel Planning Form** *(J:\Staff\MSC-SOP\Forms and Templates)*

   Originals will be kept in the MSC SPO file office and copies can be provided upon request.

   *If travel is part of an approved MSC Program the travel planning form is NOT required. Note that the event has been approved through the PC when submitting CIRT Notification.*

2. **Critical Incident Response Team (CIRT) Registration**

   [http://studentactivities.tamu.edu/online/forms/cirt](http://studentactivities.tamu.edu/online/forms/cirt)

   CIRT will send a confirmation email to the advisor which should be forwarded to cirtnotification@msc.tamu.edu
Who should receive email notification of CIRT?

- cirtnotification@msc.tamu.edu

- Advisors will receive an email from CIRT notifying that a committee has registered travel; you should forward that email to the address above.
Student Travel Procedures:
(To be completed for all trip categories)

3. Students shall fill out the MSC release form prior to any travel.
   - If students are not 18 years of age, the form must then be signed by a legal guardian.
   - Release forms can be accessed online. Provide students with the following instructions:
     - Log onto http://www.msc.tamu.edu/spo/apply/
     - Click on "release form" located in bottom right corner
     - PLEASE TYPE ALL INFORMATION
     - Print out form and SIGN WHERE SIGNATURE IS REQUIRED!! ** Note, if you are under 18, you MUST have your parents’ signature!! **
   - Supplemental release forms may be necessary for trips with higher risk or trips with extended stay.
   - Release forms shall be submitted upon acceptance to committee to the Associate Director of Programs (Deryle Richmond) log.
   - Original copies are maintained in the SPO Drive (K:\Release Forms) and will be provided upon request.
Student Travel Procedures:
(To be completed for all trip categories)

4. **Copies** of release forms shall accompany students on trip!!

- Travel Packets for each vehicle should be prepared by advisor prior to travel and shall include release forms of all participants.
- Trip leaders may check out travel packets from the advisor the day before the trip and promptly return copies the first business day upon arrival.
- Travel packets are to remain sealed and in each respective vehicle.
- If an accident or emergency occurs, open envelope ONLY to retrieve information of student(s) involved.
- Emergency response protocol/CIRT notification instructions will be provided with envelope.

It may be a good idea to keep something valuable of your student(s) to ensure a timely return of the release packet!!
5. Driver's Agreements to Advisor

- If Rental Vehicles will be used for trip, all student drivers must complete a driving record request and follow appropriate university policies.
  - Requests can be made through the MSC Accounting Office by emailing Crystal Artis (crystal@msc.tamu.edu).
  - The Accounting Office will maintain electronic copies of requests.
- Students must remain passengers in the same vehicle for the duration of the trip.
- Senior Office Associate will maintain all drivers' forms for students who travel in their own vehicle on MSC business. Forms will be kept for the current year +2. **NOTE:** If personal vehicles are not being used Driver Agreements should not be completed.

6. Directions to the nearest hospital of destination city shall accompany students on trip.

Driver record requests may take up to six weeks to process…PLAN IN ADVANCE! If you know that your committee will need to use rental vehicles throughout the year, complete this at the beginning of the year!! For out of state record checks, budget accordingly because these cost money!

For Organizational Business or Student Business trips, it is the STUDENT’S best interest to rent a vehicle. In the event of an accident in a personal vehicle, the driver is covered through personal insurance only. The driver IS covered by TAMU when using an agency such as Enterprise!!
Student Travel Procedures:
(To be completed for all trip categories)

• All procedures must be completed within specific time frames for each category of trip:
  • 48 hours prior to travel for student business trips
  • 48 hours prior to travel for organizational business trips
  • timeframe established by committee leadership for all committee social trips

• If organizational business trip is within 25 mile radius of TAMU, driver agreements and travel planning form SHOULD NOT be used.

• Any exceptions to these procedures will be made pending the approval of the advisor’s immediate supervisor or MSC Director.
Where are release forms logged?
- Associate Director of Programs (Deryle Richmond) log

Where are release forms kept?
- Student Programs Office File Room
Preparing for Travel

How do I access travel planning forms?

(J:\Staff\MSC-SOP\Forms and Templates)
Step 1

Step 2

Step 3

Step 4
Students travelling should complete this form PRIOR to meeting with their advisor. This form should be reviewed by the committee chair and advisor to ensure that travelling students are well prepared for their trip!

DO NOT save over this template! SAVE a COPY in a place that you and your students can access. THEN save the form and changes accordingly!

What alternate plan do you have if this trip cannot take place due to circumstances such as weather or cancellation of housing?
Preparing for Travel

How do I register for CIRT?

http://studentactivities.tamu.edu/online/forms/cirt
If you are entering information for the **1st time**, select “an academic or other University-affiliated group” because we do not have SOFC accounts.

If you are **updating** information, enter your password here.
<table>
<thead>
<tr>
<th>Purpose of travel:</th>
<th>Be detailed when completing this section. Why is this travel happening? Is it an annual event? Who is involved? Is it mandatory? Has it been approved through the PC?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of scheduled stops:</td>
<td>What stops are scheduled and why? Are students/staff driving or are you utilizing a 3rd party?</td>
</tr>
<tr>
<td>Description of travel route:</td>
<td>Be detailed in this section...use road names, directions, etc...</td>
</tr>
</tbody>
</table>
This option is usually easier and quicker to use. Create a spreadsheet at the beginning of the year with the emergency contact information of each student that you can reference with ease.

ONLY list passengers with completed release forms on file...students without an approved MSC Release Form SHOULD NOT travel!!

Also if students can no longer attend, be sure to update CIRT accordingly.
FOR LIFE-THREATENING EMERGENCIES

- Call 911
- Call University Police (979) 845-2345
- Tell them who you are & that you are with MSC ________________
- Ask them to page the Critical Incident Response Team
- AFTER you have spoken with CIRT:
  - Call Advisor

FOR OTHER EMERGENCIES (i.e. someone goes to the hospital, your initial reaction is to go to the hospital but person refuses, minor car accident)

- Call Advisor
FOR LIFE-THREATENING EMERGENCIES

- AFTER you have spoken with Student:
- Call Direct Supervisor – explain situation and nature of incident
- Supervisor then contacts Associate Director
- Call Committee Chair (optional)

FOR OTHER EMERGENCIES (i.e. someone goes to the hospital, your initial reaction is to go to the hospital but person refuses, minor car accident)

- AFTER you have spoken with Student:
- Call Direct Supervisor – explain situation and nature of incident
  ○ Supervisor then contacts Associate Director (if needed)
- Call Committee Chair (optional)
POP QUIZ

- Who should be listed as staff on CIRT?
  - TAMU Staff only!!

- What passengers should be listed on CIRT?
  - Only passengers that have a release form on file and are attending the trip
Where do I download release forms?

www.msc.tamu.edu/spo/apply
Apply to Get Involved!

The Memorial Student Center offers many wonderful opportunities for involvement and personal development in its committees and council resource areas and affiliate programs. Regardless of which opportunity you wish to pursue, the road begins here!

Open Positions & Application Forms

Steps for applying:

1. Obtain an application from an MSC committee. If the form is not available online, you may call 845-1515 for information or check out MSC Open House.

2. Enter your personal contact information online, print the page that results, and sign and attach one copy as a cover page on the printed application.

3. Submit your application by the deadline to the location indicated on the committee application. The MSC Student Programs Office is located on the second floor over the TAMU Bookstore.

4. The committee application will indicate how you may be contacted regarding subsequent steps as your application is considered during the application process.

Privacy Policy for MSC Membership Management

A Release Form must be submitted by each MSC student each year.
Stress the following to students:

1. All information needs to be typed
2. Include City, State and Zip Code on address
3. Provide area codes for phone numbers
4. Mark “None” if no insurance or allergies
5. If part of more than one committee, indicate names (only one form is required)
6. Print document then sign!
Preparing for Travel

Where do I access driver agreements?

(J:\Staff\MSC-SOP\Forms and Templates)
For trips that require students to be in more than one vehicle throughout the duration of travel, a complete list of potential passengers in each approved vehicle is accepted instead of signed driver agreements.
International Travel

- Follow University Foreign Travel Rule 25.02.01.M1

- Follow all procedures set by Study Abroad Office (SAO/International Programs Office) for international travel

- CIRT is facilitated by SAO
  - Email travel list required by Study Abroad Office to cirtnotification@msc.tamu.edu.
Many times our student employees are required to travel as part of their duties. For those that supervise these students the following procedures should be followed:

1. Release form should be completed at hire date
   - If a student is also a member of a committee then only ONE release form is needed for our files

2. CIRT notification should be submitted for any trip beyond 25 miles of TAMU
   - CIRT will send a confirmation email to the advisor which should be forwarded to cirtnotification@msc.tamu.edu
By following these travel procedures, and with intentional conversations, we can teach our students to be ready for the road!
Questions?!?

EMAIL KATY AT KATY@MSC.TAMU.EDU
MSC Programming Council
Assessment Questions

Which PC are you on?
Arts & Entertainment       Educational Exploration       Leadership Development & Service

What is your position within the PC?
Committee Chair             Resource Area Director

Circle the number that bests applies to you based on your role within your MSC PC to each statement.
(1) Strongly Disagree    (2) Disagree    (3) Neutral    (4) Agree    (5) Strongly Agree

• I consistently attend and arrive on time for PC meetings.
• I participate in PC meetings by asking questions and sharing ideas.
• I come to PC meetings prepared by reading the agenda and reviewing the program proposals in advance.
• I encourage and support all members of the PC to ask questions and share ideas.
• I consistently am attentive to others when they speak during PC meetings.
• I consistently follow the rules or Parliamentary Procedures throughout PC meetings.
• I am comfortable answering questions when related to my committee or resource area.
• I ask a question when I don’t understand what is being discussed at PC meetings.
• I can identify a broad range of implications and consequences when reviewing program proposals, budgets, or policies.
• I can articulate the PC’s mission and purpose.
• I can articulate the MSC’s mission and purpose.
• When presenting at PC, I have a clear and appropriate message.
• I am comfortable presenting and answering questions at PC.
• When speaking at PC, I am easy to hear, enunciate well, make eye contact with others, and don’t show nervous habits.
• I can gather necessary information needed to make an educated vote during PC meetings.
• I can identify the positives and negatives and how it may affect others when voting during PC meetings.
• I understand basic fiscal policies and procedures to address concerns with program proposals and budgets.
• I understand how to you a variety of resources for the benefit of MSC programs.
• I share feelings, information, or thoughts with those from differing perspectives.
• I value the differences others bring to a group.
• I demonstrate respect for others’ viewpoints.
• I support decisions that the team makes without me.
• I feel comfortable representing my committee or resource area at PC meetings.
• I can easily step outside of my committee or resource area during PC meetings to represent the MSC.
MSC Diversity Plan
March 24, 2011

Section 1: Background and Overview
Section 2: Commitment Statement
Section 3: MSC Mission and Vision, TAMU Diversity Goals
Section 4: Definitions
Section 5: MSC Diversity Objectives
Section 6: Implementation Strategies
Section 7: Summary of Implementation Strategies & Timeline

Section 1: Background and Overview

At the request of the MSC Director, staff workgroups were created in the summer of 2010 to identify ways to improve our department. The workgroups were specifically charged to review the areas of communication and professional development. The final recommendations from both workgroups identified diversity as an area that the Memorial Student Center should strive for improvement.

After reviewing the recommendations, the MSC Director agreed to add Diversity as a Core Value of the Memorial Student Center. Additionally, the MSC Director charged the MSC VP of Diversity, MSC Diversity advisor, and the MSC Chief Administrative Officer with the task of creating an official MSC Diversity Plan, which is outlined below.

In order to remain transparent and obtain adequate student feedback, the MSC VP of Diversity sought input from the MSC Diversity resource area and from a group of student leaders representing the committees within the MSC also known as the MSC Unity Team. MSC Diversity is a resource area housed in the Administrative Team of the MSC whose primary focus is to advance the inclusivity and diverse environment within the MSC. The MSC Unity Team was a concept initially created to have a diversity representative on each committee’s executive team who would be well trained in diversity and would serve as the liaison between their particular committee and the Diversity resource area. Their feedback and suggestions have been vital in the creation of the implementation strategies that are included in the following plan. Upon implementation of the Diversity Plan, the MSC Unity Team will play an integral role in the monitoring and advancement of many aspects of the plan.

Diversity should be an integral component in student and staff interactions. The Division of Student Affairs has increased their efforts to encourage and promote inclusivity amongst its staff members as well as student members. On a larger scale, Texas A&M has created the Texas A&M Diversity Strategic Plan in order to advance the accountability, climate, and equity of this university and to provide guideline as to the measures needed to promote Diversity at Texas A&M. The Memorial Student Center understands the importance of this matter and has therefore drafted this Diversity Plan that will improve all areas and operations of our MSC.

The following will detail the strategic planning and implementation steps of the MSC Diversity Plan. The plan outlines three primary goals.
1. **Accountability**: Ensure that MSC Committees, Resource Areas, and staff members actively consider TAMU Diversity initiatives in all of their efforts.

2. **Climate**: Ensure that the MSC provides a welcoming environment for all students, staff, faculty, former students, and guests.

3. **Equity**: Ensure that all students and staff in the MSC are treated equitably.

**Section 2: Commitment Statement**

The Memorial Student Center and its members value and respect the aspects that make every individual unique and commits to creating a culture of inclusivity that embraces every student, former student, employee, and guest.

**Section 3: MSC Mission and Vision, TAMU Diversity Goals**

An imperative of the MSC Diversity Plan is that the proposed initiatives align directly with the University’s Diversity Plan, the Division of Student Affairs Strategic Plan 2011-2015, as well as the Mission and Vision of the Department.

- **MSC Mission**
  The Memorial Student Center is the gateway linking tradition and tomorrow, a place for the Aggie family to connect with the past, experience the present, and prepare for the future. We enhance the lives of students and others by promoting continuous growth through campus-wide programs, services and leadership development opportunities offered in a vibrant physical environment.

- **MSC Vision**
  Setting the standard for college and university unions. The department will achieve this overarching vision by:
  1. Anticipating the needs of the unique populations we serve;
  2. Leveraging resources and capabilities to fulfill the needs of the evolving campus community;
  3. Continuously evaluating the quality of our services;
  4. Providing state of the art technology and facilities allowing global interaction;
  5. Helping those we serve enhance their skill sets to better prepare them for the future.

In addition, the MSC aims to provide diverse programming and leadership opportunities for the entire campus. We will provide an environment that welcomes, includes, and respects every student, former student, and guest. To enhance the experience of both staff and student, we will embrace and reflect the diversity of the university and the state.

- **Texas A&M University Diversity Goals**
  In 2009, the Office of the Vice President and Associate Provost for Diversity created a diversity plan that outlines three primary goals for Texas A&M University.

  1. **Accountability**: Establish structures, processes, and policies that hold all units accountable, and reward units and individuals for demonstrating their current standing, plans, and progress in
creating an environment where the diversity of individual identities and ideas are treated equitably in a climate that fosters success and achievement by all.

2. **Climate**: Promote a positive and supportive climate by identifying aspects in the climate of individual units and the University which foster and/or impede a working and learning environment that fully recognizes, values, and integrates diversity in the pursuit of academic excellence.

3. **Equity**: Integrate into the mission and goals for the University and units assurance that students, staff, and faculty (tenure and non-tenure track), regardless of identity, are all treated equitably.

### Section 4: Definitions

- **Diversity**
  Diversity is the inclusion of ideally all identities and perspectives within a prescribed environment, such as an organization, program, or workplace. This word most commonly refers to differences between cultural groups, but difference exists in every aspect of our identity that makes us unique (e.g., age, background, citizenship, disability, ethnicity, family status, gender, gender identity and expression, geographical location, language, military experience, political views, race, religion, sexual orientation, socioeconomic status, work experience, etc.). Diversity accepts and respects cultural differences by recognizing that no one culture is intrinsically superior to another.
  *Adapted from* [http://diversity.tamu.edu/WhatsDiversity/Definition.aspx](http://diversity.tamu.edu/WhatsDiversity/Definition.aspx)

- **Identity**
  The integration of one's past, present, and future into a cohesive, unified sense of self.

  *Who you are (or say you are) is the product of a number of different factors. What has my social context been? Was I surrounded by people like myself or was I part of a minority in my community? Did I live in a rural county, an urban neighborhood, or sprawling suburb? The answers to these questions and so many others shape our identities, defining who we are.*


- **Culture**
  Aspects of a social environment that are used to communicate values such as what is considered good and desirable, right and wrong, normal, different, appropriate, or attractive. The means through which society creates context from which individuals derive meaning and prescriptions for successful living within that culture (language and speech patterns, orientation toward time, standards of beauty holidays that are celebrated, images of a "normal family").
  *http://diversity.tamu.edu/Dictionary/DisplayAllTerms.aspx*
Section 5: MSC Diversity Objectives

The Memorial Student Center (MSC) will:

1. **Exhibit diversity in the content, creation, and execution of campus-wide programs**
   a. Incorporate questions on diversity in program proposals and evaluations
   b. Co-Program with organizations internal and external to the MSC
   c. Develop programs that appeal to diverse audiences
   d. Intentionally produce programs that do not duplicate content or target the same audience as another within the same time frame.
   e. Diversify base of speakers and guests at programs

2. **Encourage a sense of community among the students and staff involved in the MSC**
   a. Create an environment that is supportive and welcoming to all students and staff
   b. Actively address inappropriate behavior and language within the department
   c. Maintain respect for others during meetings and all MSC functions

3. **Reach across campus to recruit a diverse membership of students**
   a. Utilize diverse marketing strategies that include a variety of marketing materials and methods, and target the widest possible range of students during recruitment
   b. Advertise in multiple locations around campus and in functions that promote diversity
   c. Strive to develop relationships with new groups and areas of campus

4. **Provide training opportunities to both students and staff in the MSC on diversity and respect**
   a. Expose students and staff to various cultures both national and international, current issues, and perspectives.
   b. Create a diversity workshop for all MSC students
   c. Empower the members of MSC Diversity to lead presentations on inclusivity and respect at MSC functions

5. **Assess the climate of the department and seek areas to improve inclusivity**
   a. Survey students and staff to track attitudes towards climate
   b. Maintain opportunities to provide feedback and encourage open dialogue
   c. Utilize the MSC Unity Team to address individual and collective climate of the MSC

6. **Ensure that all individuals, regardless of identity, are treated equitably**
   a. Promote equitable treatment of committees within and across Programming Councils
   b. Ensure consistency and equitable treatment of all departmental employees
Section 6: Implementation Strategies

1. Climate Assessment
   - In order to gain a qualitative and quantitative assessment of the climate of the MSC, a formal survey must be administered. MSC Diversity will work with Student Life Studies to create the best possible assessment method to accurately measure our climate both internally and externally.
     - After conducting and receiving the results from the assessment, we will highlight the areas that we see need improvement in alignment with our goals to be inclusive and address those accordingly. Assessment results will be used to determine training provided to both students and staff. This survey will also serve as our benchmark (our starting point) and will be used in comparison to following assessments to gauge our progress.

Method to Assess: Assessment results from the first survey will be used as a benchmark to gauge how we compare to the University Campus Climate Survey and to be a point of reference in subsequent studies.

Subsequent assessment results will gauge progress and drive training efforts for the following year

Timeline: 1st Assessment administered in fall of 2011

Subsequent Assessments administered every 2 years

2. Intensive Training Process
   - It is essential for the MSC to improve our current diversity efforts and continuously strive to remain at the forefront of the University’s diversity initiatives. Therefore, required trainings will be necessary for all student members at the council levels (CEO, CAO, COO, VP’S, Directors & Chairs) and departmental staff within the MSC. Local intensive training for students will be organized by MSC Diversity. Local intensive trainings for staff will be organized by the MSC Diversity advisor. A facilitator will be brought in to conduct training on specific diversity issues.

*The student trainings will be required by every MSC Officer, and this requirement will be explicitly stated in the council application.

- Staff Training – Diversity training for MSC staff members will be held in conjunction with monthly all-staff meetings. At least two times per calendar year a professionally trained facilitator will be scheduled to present on various aspects of diversity. The diversity topics should be determined based on results of the climate study conducted by
Student Life Studies. The department should also consider allowing brief presentations at every all-staff meeting that would highlight certain aspects of diversity. These presentations could be given by current MSC staff members on a voluntary basis and would serve to educate staff on different aspects of diversity. It would also serve as a reminder that diversity must become part of our daily lives as professionals.

Method to Assess: Climate Assessment results will be used to measure improvements in areas that training was provided for both MSC students and staff members.

Timeline: 2011 – 2013 (ongoing)

3. MSC Structural, Procedural, and Selection Assessment

- In order to ensure that we are remaining accountable and contributing to the inclusivity of the MSC we must assess all procedures and processes that directly affect selection of members and creation of programs.
  
  • Structural Assessment

  The MSC Unity Team and MSC Diversity will review the student officer leadership structure to identify any areas that might impede the advancement of TAMU Diversity initiatives, as well as identify ways to potentially improve our ability to forward those initiatives. These can include but are not limited to the creation or restructuring of the positions aforementioned. Any recommendations will be vetted upwards through the MSC officer organizational structure and to the MSC Board of Directors.

  • Selections Process

  MSC committees and resource areas will review language and questions within applications and interviews, as well as marketing strategies and materials to ensure inclusivity within all recruitment and selection processes. MSC committees are strongly encouraged to consult the MSC Diversity resource area to ensure that their applications, interview questions, and selection criteria do not impede on the efforts stated in TAMU Diversity initiatives and provide every student with an equitable experience.

  MSC Committees will take into consideration the cost of participation (dues, t-shirts, etc.) to ensure such costs do not inhibit students from applying.

Method to Assess: Yearly reviews of committee and resource area recruitment marketing strategies, applications, interview questions/methods, and selections assistance will be handled by the MSC Unity Team.

Timeline: 2011-2012 (ongoing)

- Program Approval Process
The Programs Team will incorporate inclusivity question(s) into the MSC Program Proposal Form to ensure that all programs remain respectful and contribute to the MSC’s Core Value of Diversity that is:

-We value and respect the aspects that make every individual unique and commit to a culture of inclusivity that embraces every student, former student, employee, and guest.

Method to Assess: Committee and Resource Area evaluations

Timeline: 2013

4. Diversity in Programming
- To encourage inclusiveness and to add to all members’ knowledge of diverse issues, MSC Diversity will work with the Programs Team to create incentives that reward committees for being intentionally inclusive in all program planning. This will aim to ensure we are making an active effort in promoting diversity.
  - MSC Diversity will apply for the grant offered by the Office of the Vice President and Associate Provost for Diversity and use these funds as an incentive for committees that exemplify TAMU Diversity initiatives.
  - In the case that funding is not received, MSC Diversity will work with MSC Unity Team to create an incentive program that will motivate and promote diversity in committee programming

Method to Assess: Committee evaluations, Programs Team review of programs, and MSC Unity Team review of programs

Timeline: 2011-2012 (ongoing)

5. Respect and Civility:
- In order to remain steadfast in the efforts of the MSC to promote an inclusive environment and recognize each individual’s right to respect, all students and staff will be expected to be aware of the following:
  - Every individual should be mindful of his or her expressions and language (written and verbal), and strive to exhibit behavior that is welcoming, inclusive, and respectful of every student, staff member, former student, and guest.
  - We encourage all MSC students and staff members who witness explicitly offensive or insensitive behavior to address the situation immediately in an effort to better educate others regarding how such behavior creates an undesirable environment contrary to the core values of the MSC.

Method to Assess: Climate Assessment results

Timeline: 2011-2013 (ongoing)
### Section 6: Summary of Implementation Strategies

<table>
<thead>
<tr>
<th>Implementation Strategy</th>
<th>Objectives Hit</th>
<th>Assessment Method</th>
<th>Timeline/Completion</th>
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</thead>
<tbody>
<tr>
<td><strong>Climate Assessment</strong></td>
<td>2, 5, 6</td>
<td>Survey</td>
<td>• First assessment in fall 2011</td>
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<td>MSC Diversity will work with</td>
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<td><strong>Intensive Training Process</strong></td>
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<td>• Fall 2011 (ongoing)</td>
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<td>organize trainings for staff.</td>
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<td><strong>MSC Procedural and Selection</strong></td>
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<td>Annual Review/Update of</td>
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<td><strong>Program Approval Process</strong></td>
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<td>P-Team will incorporate</td>
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Appendix 10

Comprehensive Standard 3.9.3
Qualified Staff: Students Affairs and Services

Name of Institution: TAMU MSC

Date Form Completed: 12/20/11

Instructions: If your institution offers instructions for 50% of a degree program at more than one location, please complete one template that represents a summary for the entire institution including all of its locations where 50% of a degree program may also be earned. Also complete a separate form for each of the locations where 50% of a degree program may be earned (form follows).

Column One: List each professional staff member.
Column Two: Indicate the title of each person listed.
Column Three: Describe the individual’s primary responsibilities in providing students support services.
Column Four: Indicate the staff member’s academic qualifications pertaining to his or her responsibilities in providing the institutions student support services.
Column Five: Describe the staff member’s professional experience in the areas of student support service that qualify the individual to carry out his or her responsibilities.

Summary Institutional Form

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Educational Qualifications</th>
<th>Professional Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amber Acosta</td>
<td>Student Development Specialist III</td>
<td>Advisor to sophomore leadership programming committee (LEAD). Supervise committee responsible for implementing sophomore leadership programs and outreach programs located in the Rio Grande Valley schools targeting underrepresented potential students with interactive content planned and executed by approx. 64 TAMU student leaders. Advise leadership committee in developing freshman programs and leadership skills in 6 subcommittees with the freshman members (A LOT). Assist in generating all-campus programs, including SLOT high school conference offering interactive seminars for 200 prospective students.</td>
<td>B.A. Organizational Communication/Public Relations, University of Texas at El Paso M.S. Higher Educational Administration, Texas A&amp;M University</td>
<td>Program Advisor – 3 years Graduate Assistant – 2 years Undergraduate Aide- 4 years</td>
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<td>Name</td>
<td>Position</td>
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<tr>
<td>Luke Altendorf</td>
<td>Director</td>
<td>The responsibilities of this position include leading and managing a student union with direct supervision of programming and some services of the MSC including the MSC Board of Directors and related committees, MSC fundraising and donor stewardship, a Print N Copy center, the MSC box office and shared supervision of art galleries. Serves as a senior member of the Division's leadership, and is involved in Division and/or University level initiatives and serves on various division and university committees.</td>
<td>M.S. Counseling and Student Personnel Administration</td>
<td>Served in the profession for 24 years and has progressively moved up through the organizations at Texas A&amp;M university and Oklahoma State University</td>
</tr>
<tr>
<td>Crystal Artis</td>
<td>Business Associate II</td>
<td>Reconcile payment card cardholder statements each month. Work with cardholders with any transaction problems on their statements. Assist when the reconciler finds outstanding payment card transactions in the monthly reconciliation of the FAMIS account to the in-house accounting system. Enters and reviews vouchers and requisitions; assists with monitoring and reconciling of multiple, complex accounts; investigates errors on transactions and recommends appropriate corrective action; responds to inquiries from vendors and the Financial Management Services Department; prepares complex purchasing specifications and documents; serves as liaison with the Financial Management Services Department. Serve as unit backup for the Cashier position; Cash Handling/Cashier for Operating areas to process the deposits, balance monies and prepare IDT’s.</td>
<td>H.S. Diploma</td>
<td>Accounting – 10 years</td>
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<td>Cash Handling – 5 years</td>
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<td>Jane Bailey</td>
<td>Development Relations Coordinator</td>
<td>Operates independently to coordinate and support all development activities and cultivating events, including donor</td>
<td>H.S. Diploma</td>
<td>Student Affairs- 25 years</td>
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<td>Other business/ entrepreneurial</td>
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<td>Terri Becker</td>
<td>Business Coordinator II</td>
<td>Coordinates administrative support functions related to contract preparation, financial procedures and reporting, contractual settlement requirements, and University policy and procedures. Interfaces with personnel in other areas with respect to fiscal, operational and managerial aspects of OPAS. Coordinate with OPAS student directors and committee members on student development activities, performance operations/house management and fundraising procedures.</td>
<td>H.S. Diploma, Texas A&amp;M University - 2 years</td>
<td>Mississippi – 3 years experience - 20+ years</td>
</tr>
<tr>
<td>Michelle Billings</td>
<td>Business Coordinator III</td>
<td>Serves as the primary HR, Budget &amp; Assessment and Finance contact for the Memorial Student Center. In addition, this position is the primary fixed asset manager for the MSCN department. In addition to being responsible for process assessment, budgetary analysis and financial reconciliation for all business units within the MSC, this position is also the advisor to the Assessment and Finance Resource Area for Student Programs.</td>
<td>M.S. -Recreation, Park and Tourism Sciences, Texas A&amp;M University, B.S. -Recreation, Park and Tourism Sciences, Texas A&amp;M University</td>
<td>HR/Payroll – 4 years, Advising – 3 years, Hotel Manager – 1 year, Management/Supervisory – 6 years, Financial/ Cash Handling – 9 years, Training – 6 years, Graduate Assistant – 2 years</td>
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<tr>
<td>Name</td>
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<tr>
<td>Anne Black</td>
<td>Associate Director</td>
<td>Provides administrative direction to the OPAS Board Executive committee and administrative direction to the forty member OPAS Board of Directors and standing committee chairs. Supervises manager of the MSC Box Office. Is responsible for seeking and scheduling artists, negotiating their contracts and supervising the preparation and execution of the contracts. Participates in the formulation of rules and procedures, budgets, and short and long range goals of the MSC. Performs upper level administrative duties such as preparing annual reports and analysis and participating in administrative decision making processes.</td>
<td>H.S. Diploma</td>
<td>Arts Administration- 35 years</td>
</tr>
<tr>
<td>Eric Blodgett</td>
<td>Communications Coordinator</td>
<td>Provides direct assistance to the Memorial Student Center in the areas of public relations and public communications, marketing, and advertising. As project manager, collaborates with the graphic designer and staff to prepare printed and graphic material for distribution, publication, and presentation. Advises staff and students in the area of marketing and communications</td>
<td>M.A. English - Rhetoric and Composition</td>
<td>Communications for non-profit -3 years Corporate communications – 4 years Student affairs communication – 4 years</td>
</tr>
<tr>
<td>Jan Bradfield</td>
<td>Graphics Designer</td>
<td>Serves as a graphics designer for all organizations affiliated with the MSC. Creates and design layouts for publications that serve to promote the MSC and its committees, internal organizations, and activities. Provides assistance to the Communications Coordinator and student committees in developing and producing presentations, posters, newsletters, brochures, reports, outreach and conference materials, informational graphics, banners, and custom illustrations. Serves as the advisor, with the Communications Coordinator, to the Marketing Resource Area of the MSC.</td>
<td>M.F.A. - Graphic Design</td>
<td>Teaching graphic design and managing graphic design program – 14 years Corporate communications – 9 years</td>
</tr>
<tr>
<td>Andrew Carruth</td>
<td>Student Development Specialist II</td>
<td>Serve as the primary advisor for Freshman Leadership International (FLI), a committee that promotes international leadership opportunities for freshman students. Designed</td>
<td>M.A.-College Student Development from Appalachian State University</td>
<td>Student Activities/Event Planning-3 Years Leadership Development-3 Years</td>
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<tr>
<td>Cheryl Cox</td>
<td>Senior Office Associate</td>
<td>B.S. Interdisciplinary Studies-Human Resource Development, Texas A&amp;M University</td>
<td>Academic Advising-1 Year, New Student Programs/Orientation-1 Year</td>
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<td>Nan Curtis</td>
<td>Associate Director</td>
<td>Some college</td>
<td>Professor Art History- 1 year, Gallery Director- 3 years (2 with MSC)</td>
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<td>Graduate Student Instructor - 1 year, Curator- 5 years, Cataloger- 1 year, Graduate Assistant -1 year</td>
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<td>Name</td>
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<tr>
<td>Karen Dolliver</td>
<td>Administrative Coordinator</td>
<td>Provides complex administrative assistance to a team of staff and student leaders directed by Associate Director. Provides administrative support such as: contracts, payment processing, and other daily office responsibilities. Act as Office Manager and supervision and assist with the daily operations of the MSC SPO Services Office. Is primary Advisor to Vice President and Director of MSC Services and Facilities Resource Area.</td>
<td>H. S. Diploma</td>
<td>MSC- 27 years</td>
</tr>
<tr>
<td>Amanda Dyer</td>
<td>Collection Manager</td>
<td>Responsible for all collections management and registration aspects for the Runyon Collections, Class of 1985 Collection, and other collections and all other objects lent or donated to the Galleries. Oversees all security aspects for the Galleries, including the training and supervision of personnel and maintenance of security systems. The Galleries' chief administrator in the absence of the senior administrator, and assists in personnel management, and other critical areas.</td>
<td>B.A. History,</td>
<td>Historian, 2 years, 9 months</td>
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<td>Southwest Texas State University</td>
<td>M.A. Museum Science, Texas Tech University</td>
<td>Curator, 5 years, 6 months</td>
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<td>Project Archivist, 6 months</td>
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<tr>
<td>Darlene Ford</td>
<td>Business Associate II</td>
<td>Processes daily deposits for MSC Box Office, and the various MSC committees/areas; create IDTs for deposits, allocating to the various committees and sub accounts. Balance the monies (cash, checks, credit cards) against the deposit slips and the IDTs before creating the final deposits to the bank. Prepare initial deposits and daily cash report. Run reports of IDTs to be distributed to the advisors and a copy given to the accounting office to balance to the accounting system and post.</td>
<td>B.B.A. Finance,</td>
<td>Bookkeeping – 8 years</td>
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<td>Enters and reviews vouchers and requisitions</td>
<td>Prairie View A&amp;M</td>
<td>Accounting – 8 years</td>
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<td>Customer Service – 2 years</td>
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| Debbie Franklin | Senior Office Associate | Types all correspondence, both technical and confidential for the Director and the MSCC Council Board of Directors (3) (i.e. General correspondence, AFS Funding Report, Annual Reports. Minutes, Director's Speeches and brochures when needed. Handle phone calls and mail for the Director and Assistant to the Director and other staff and student officers. Maintains office files for easy access of information by the Director, Assistant to the Director, Associate Directors, students and staff Coordinates the travel arrangements for the Director and processes Director's travel reimbursement; and MSCC Council, Board of Directors student officers Compile and routes data for Student travel Forms and Director's travel Forms Assists with the compilation of staff and MSCC Council contact information Coordinates ordering of supplies and office furniture for the Director's Office Coordinates the Contract Review work flow process and assures timely and accurate routing and return of contracts; and trains MSCC support staff regarding contact processing Receives and processes invoices and other financial documents for the Director's Office. Coordinates telephone services and equipment repairs and maintenance for the Director's Office. | H.S. Diploma          | Owner/Manager restaurant – 7 years  
Small business office manager – 5 years  
Assistant to department head – 11 years  
General office experience - 30 years |
| Carol Galjour       | Senior Office Associate | Provides expert administrative support to an Assistant Director at the L.T. Jordan Institute, and SDS II from the MSC Freshman Leadership International; managing daily office operations including routine clerical and administrative matters; producing | H.S. Diploma            | General Office – 10 years  
Some college  
Accounting – 1 year |
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<th>Name</th>
<th>Position</th>
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<tr>
<td>Diego Garcia</td>
<td>Assistant Director</td>
<td>Advises and administers the major international programming areas of the MSC. Manages the distribution of the MSC Overseas Loan Fund and the L.T. Jordan Fellowship Program. Manages the Internship and Living Abroad Programs and the International Service Programs in several Countries.</td>
<td>B.A. Economics&lt;br&gt;M.S. Finance&lt;br&gt;M.A. Agricultural Economics&lt;br&gt;Advisor in student affairs - 10 years</td>
</tr>
<tr>
<td>Katie Giordano</td>
<td>Business Coordinator I</td>
<td>Supervises accounts receivable area including travel / cashier positions and cash handling. Processes Foundation vouchers and donations, general accounting duties and processes. Provides leadership and direction to the accounting area of the MSC. Ensures training is presented to insure compliance with applicable policies, procedures and regulations.</td>
<td>B.S. University of Texas – Interior Design&lt;br&gt;Supervisory/Accounting &amp; Office Management - 15 years&lt;br&gt;Cash Handling -15 Years</td>
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<tr>
<td>Valeta Jones</td>
<td>Customer Service</td>
<td>Processes customer orders, group sales;</td>
<td>Business Management, Customer Service Associate – 1 year</td>
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<td>Name</td>
<td>Position</td>
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<tr>
<td>Associate</td>
<td>supervises student workers; resolves customer complaints; works with vendors, presenters, accounting office, etc.</td>
<td>Southwest Texas State Call Center Supervisor- 5 years Quality Assurance Supervisor – 2 years Training and Support Supervisor – 5 years</td>
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<tr>
<td>Katy King</td>
<td>Program Coordinator</td>
<td>Serve as an advisor to a Freshman programming committee (FISH) that focuses on service, hosting, and social programs. This committee provides freshmen at Texas A&amp;M University an opportunity to gain leadership experience by organizing and producing service projects for the local community. Serve as the primary advisor for MSC Hospitality. Ensure effective and clear communication between University officials and members of the Official Host and Service Organization of Texas A&amp;M University.</td>
<td>M.S. SAAHE, Texas A&amp;M University B.B.A.- Marketing Program Coordinator- 3 years Student Development Specialist II – 3 years Graduate Assistant – 1 year</td>
</tr>
<tr>
<td>Lynn McDaniel</td>
<td>Communications Specialist</td>
<td>Provides direct assistance to the Forsyth Center Galleries in areas of public relations and public communications. Writes, edits and assists in the production and design of informational and promotional materials, presentations and special events for publications and web content.</td>
<td>Associate – Speech/Drama Blinn College Enrolled – Sam Houston State University Board of Directors – 13 years</td>
</tr>
<tr>
<td>Aren Murray</td>
<td>Assistant Director</td>
<td>Responsible for all aspects of marketing functions as well as maintaining ongoing communications with clients who utilize the services of the MSC Box Office. Responsible for all operations relating to the MSC Box Office, a $1.2 million grossing business sell tickets for events at Texas A&amp;M University as well as the surrounding community. Also responsible for all front-end accounting, customer service, supervision of employees, cash controls, ticket controls, purchasing, budget development and strategic planning for the Box Office operation.</td>
<td>Bachelors Degree Ticketing experience- 10 years Managerial experience- 20 years</td>
</tr>
<tr>
<td>Darlene Perkins</td>
<td>Business Associate I</td>
<td>Prepares daily deposit of ticketing funds, communicates with the accounting office in</td>
<td>H.S. Diploma Student Development – 39 years</td>
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<tr>
<td>Lyndon Pryor</td>
<td>Student Development Specialist III</td>
<td>Provides professional and specialized skills for planning, developing, implementing, and managing student development programs, activities, and/or services, utilizing maximum campus and community resources and opportunities.</td>
<td>B.S. Political Science</td>
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<td>M.S. Higher Education Administration</td>
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<tr>
<td>Michelle Quezada</td>
<td>Senior Office Associate</td>
<td>Assists in the supervision of the Student Programs Office service and information desk in its daily operation, providing general information to campus and community, assistance in resolution of routine queries. Prepares purchase authorizations, receives and reconciles invoices and submits to accounting for processing. Maintains files for each committee to enable research and resolution of problems or outstanding items. Creates reviews and reconciles committee and sub-committee accounting records for FISH, LEAF, CAMAC and Hospitality. Processes paperwork necessary for all advisor conference travel and professional organization memberships. Works with accounting staff to resolve discrepancies or disputed items. Reconciles pro-card statement logs for professional staff members', submits to accounting and inputs information into Pathway Net. Reconciles working funds and submits to Cashier for processing.</td>
<td>Associate Degree in Business and Accounting, Blinn College</td>
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<td>Name</td>
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<tr>
<td>Deryle Richmond</td>
<td>Associate Director</td>
<td>Serves as a personal assistant to 3 professional staff members of the Memorial Student Center (MSC) Student Programs Office (SPO) staff to provide overall administrative and program support for at least 4 student run committees and sub-committees and 1 MSC Programming Council. This position serves as the primary advisor to the Chief Operating Officer and the Programs Team, advising and administering the Educational Exploration Program Council - an organization of the MSC Board of Directors comprised of five committees - as well as directly advises and administers the Wiley Lecture Series. In addition, the position supervises staff in the lectures and cultural work unit and provides input into the day-to-day decision making and long term direction of the MSC organization.</td>
<td>M.A. Student Personnel Administration in Higher Education, Ball State University</td>
</tr>
<tr>
<td>Betty Robinson</td>
<td>Business Coordinator I</td>
<td>Serves as primary staff member responsible for preparation of documents and reports for year-end and new year startup activities related to Payroll functions; investigates errors on personnel related transactions and recommends appropriate corrective action; responds to inquiries from employees and the Human Resources Department; serves as liaison with the Human Resources Department; prepares new employee payroll and personnel documents; provides personnel information to unit and consults with the Human Resources Department on complex cases.</td>
<td>B.A.</td>
</tr>
<tr>
<td>Dave Salmon</td>
<td>Associate Director</td>
<td>Director advisory assignment relative to complex MSC committee and resource area activities; will supervise a Program Coordinator, and an Administrative Coordinator; will function as a member of the</td>
<td>B.S. Agricultural Science, Illinois State University: Two (2) years in</td>
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<tr>
<td>Name</td>
<td>Position</td>
<td>MSC Director's Advisory Team (i.e. budget, strategic planning, staffing patterns, assessment, etc.). Primary advisor to MSC Diversity, MSC Town Hall, MSC Arts &amp; Entertainment Programming Council, Supervision of Program Coordinator and Administrative Coordinator</td>
<td>Master’s Degree program in Communication (no degree - completed all but thesis)</td>
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<tr>
<td>Carolyn Skopik</td>
<td>Business Associate III</td>
<td>Enters and reviews vouchers and requisitions; Process travel vouchers, reallocate the CBA payment card transactions in Pathway Net and balance the cardholder statements; rents university vehicles for staff members and process travel advances when needed; assists with monitoring and reconciling of multiple, complex accounts; prepares standardized financial statements for unit administrators; prepares documents and reports for year-end and new year start-up activities; investigates errors on transactions and recommends appropriate corrective action; responds to inquiries from vendors and the Financial Management Services Department; prepares complex purchasing specifications and documents; serves as liaison with the Financial Management Services Department.</td>
<td>Blinn College – 1 year</td>
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<td>Raye Leigh Stone</td>
<td>Program Coordinator</td>
<td>Serves as primary advisor to MSC SCONA and primary advisor to MSC Fall Leadership Conference and MSC Spring Leadership Conference and other advising duties as assigned. In addition, the position participates in standing committees of the Memorial Student Center and the University.</td>
<td>B.A. – Texas A&amp;M University</td>
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<td>Master of Education – James Madison University</td>
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<tr>
<td>Doug Sweet</td>
<td>Business Manager</td>
<td>Serves as the chief administrative services officer of the MSC. The areas of accounting and personnel are included areas of responsibility. Serves as the chief financial officer and advises the MSC director on the financial management of the MSC by supervising the development of annual budgets, strategic plans and organizational assessment efforts. Initiates procedural,</td>
<td>MBA - University of Central Oklahoma</td>
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<td>B.S. - Finance - Oklahoma State University</td>
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personnel, and financial internal audits to be conducted on MSC operations to insure compliance with Texas A&M University policies and procedures.

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Responsibilities</th>
<th>Education/Experience</th>
<th>Years</th>
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</thead>
</table>
| Sarah Cortell Vandersypen | Program Coordinator  | Primary Advisor to MSC Visual Arts Committee and MSC Aggie Cinema - a film programming committee, responsible for programming the Arthouse Film Series, Blockbuster Film Series, and Sneak Preview Films as well as incorporating new initiatives such as Science Fiction Series and Women in Film to enhance the film programming offered on campus and increase the depth and scope of events for students. Developing student leaders in the practice of arts and events management. Administrative coordination of art exhibitions and film programs. | M.A., Arts Policy and Administration  
The Ohio State University  
B.A., Art History  
Boston University | Non-profit Consultant  
Self-Employed - 4 months  
Graduate Admin. Associate, - 10 months  
Teacher Programs Intern - 3 months  
Membership Assistant- 9 months  
Graduate Teaching Associate, Art Education - 10 months  
Collections Intern Smithsonian Institution - 3 months  
Development Assistant - 12 months  
Marketing Intern - 3 months  
Development Intern - 3 months |
| Renae Vargo           | Senior Office Associate | Prepares purchase authorizations and reconciles invoices and submits to accounting in a timely manner for processing; Enters financial data which includes assisting in the reconciliation of procurement card account information. Schedules appointments, answers telephone lines, opens mail, may take minutes, and acts as a receptionist for work unit; performs advanced word processing desk top publishing, presentation, and data management activities and assists work unit with the use of these applications; types, proofreads, edits, and in some case - composes reports; handles general | H.S. Diploma  
Art/ History, Texas Woman’s University – 2 years | General Office Support – 9 years  
Desktop Publishing – 5 years  
Supervising – 3 years |
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<th>Name</th>
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<tr>
<td>Becky Wade</td>
<td>Program Coordinator</td>
<td>Responsible for all marketing, advertising and public relations serving as the primary liaison to the marketing and promotion firm with which OPAS contracts. Includes managing the sale of playbill and web banner advertising and distribution/maintenance of media partnership agreements. Also responsible for the solicitation of program and donor lounge sponsors; coordinating special events for annual donors and sponsors; preparing and maintaining sponsorship agreements; endowment gift agreements and collaboration with the TAMU Foundation representative relative to prospective donors.</td>
<td>H.S. Diploma</td>
<td>Sales &amp; marketing, private sector – 8 years Marketing &amp; development - 6.5 years</td>
</tr>
<tr>
<td>Melanie Weiser</td>
<td>MSC Women's Leadership Committee - Leadership &amp; Empowerment of Aggie Females (LEAF)</td>
<td>Advises student leadership in committee on formulating a leadership structure and identifying conceptual themes and programs/program formats, securing sites, and assists the students in planning financial strategies. Works with students through MSC PERT in probationary status. Advising student leadership of committee in planning, implementation, marketing, and evaluation of cultural awareness programs for all-campus audience including a major Hispanic leaders conference, Cinco de Mayo celebration, and other related programs. Trains and teaches student leadership skills that will assist them in accomplishing their committee goals. Monitors committee financial development and implementation with special attention to budget planning, identifying alternative funding sources, and fund-raising activities.</td>
<td>B.S. Communication, University of Kansas M.S. Communications and Leadership, Gonzaga</td>
<td>Student Union – 1 year Admissions and Financial Aid – 3 years Student Development – 4 years Event planning/programming – 5 years Customer Service – 2 years</td>
</tr>
<tr>
<td>Shanna Wright</td>
<td>Administrative</td>
<td>Serves as primary administrative support to</td>
<td>B.B.A. Management,</td>
<td>Home based business owner- 4 years</td>
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<tr>
<td>Role</td>
<td>Experience and Responsibilities</td>
<td>Institution</td>
<td>Additional Information</td>
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<tr>
<td>Assistant</td>
<td>the OPAS Executive Director (associate director). Serves as office manager and supervises the efforts of clerical support staff and student workers. Serves as the primary contact and interface relative to marketing, advertising, publicity and sponsorships.</td>
<td>Texas A&amp;M University</td>
<td>Manager of car rental company - 1.5 years</td>
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<td>Ran summer program for 5-10 year olds - 3 summers</td>
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MSC Program Evaluation

Costa Rica Service Learning Trip
Sat Mar 12, 2011, 7:00am - Thu Mar 17, 2011, 8:00pm
MSC Freshmen In Service and Hosting (FISH)

Description: Costa Rica Service Learning trip is an opportunity for freshmen members of MSC FISH and freshmen from other Freshmen Leadership Organizations to travel to Costa Rica during Spring Break. During this trip they will be exposed to the Costa Rican culture through teaching opportunities, rainforest exploration, and physical service projects. The service learning aspect begins when accepted to this program and continues through evaluation, as attendees learn to organize projects and interact with peers, younger children, and members of a different culture.

Chair: Tyler Stewart  Location: Not Specified
Advisor: Katy King  Number of Students Involved: 30
Person in Charge: Jessica Licarione  Speaker/Guest(s): N/A

Address all applicable points:

Content: How did the program incorporate the mission and goal of your committee and the MSC? Please address the goals submitted in the program approval form.

It was MSC FISH’s goal to grow leaders focused on service and intentional understanding of the world around them in the planning stages and throughout the actual trip. Students began their learning months before the trip actually took place as they created materials to teach all trip participants about their respective focuses. Each student played a large role both before the trip and while actually in Costa Rica as we taught English, marked rainforest trails around the center, interacted with local people and culture, and reflected each evening. During this reflection students began to vocalize the things they were accomplishing and further solidified the experience to be applied to their future leadership roles.

Content: How did the speaker/performer compare with the contractual expectations? If there were other opportunities for interaction (e.g. reception, dinner, or workshop), describe the quality of that interaction.

N/A

Audience: What was the statistical composition of the audience by age, gender, ethnicity, and college? Explain the difference between the actual and projected attendance. What was the audience response to the program?

Our audience was both MSC FISH members as well as members of other FLOs. We had 2 Juniors, 2 Sophomores, and 15 Freshmen that were all current members of FISH. We had 2 Sophomores that were previous members of the trip that served on staff (one was not previously from MSC FISH and the other was not in FISH this year) as well as 8 freshmen that were members of other FLOs. We worked very hard to meet our goal of offering this trip beyond the MSC and felt we were successful at this goal. Their participation was very valuable and our members really enjoyed getting to know these students and we were a team of trip participants and not FISH and Other. We were accompanied by Lyndon Pryor and his knowledge of the
MSC and other resources were great assets to the trip and our students enjoyed getting to know him. Our final team member was one student from the Academy of Future International Leaders who developed and implemented a program aimed to spread knowledge of technology to the students we were already working with by partnering with one of our Junior members to accomplish this while we were other there. Overall the response to the trip was overwhelmingly positive. Students were so impressed by the Costa Rican culture and vocalized their expanded world view and great understanding of self. We were able use supplies from the center to build more stable soccer goals for the school we worked with, as well as bring 2 suitcases full of school supplies and games for the people we served to keep after we left. We had 13 boys and 18 girls involved in this trip from various ethnicities and colleges.

**Leadership Development**: Evaluate the students’ leadership development involved in the production and planning of the program. How much responsibility did students have? What were the noticeable improvements in the abilities of the students involved since the last program?

Students had the responsibility of researching and creating materials relating to one of these six areas: Safety and Security, Current Events/History/Culture, School Liaison, Communication, Development, and Rainforest Preservation. We as a group compiled these learning materials to make a guidebook that was used throughout the trip. Students helped create English learning games and were the primary teachers during their time at the school. Prior to the trip students gained leadership skills through presentations to the group as a whole regarding their area of focus. Students took on great responsibility and organization in regards to this program and were overall very impressive in their preparedness and maturity in interactions on this trip.

**Assessment**: In the proposal for this program "success" was defined as:

> Success for this program can be seen in two different ways. The positive impact we have within the Costa Rican society is one aspect of the trip that we hope to fulfill. We also want to observe successful growth of all students involved in the planning, implementation, and participation of planned activities. 1. A positive impact would be observable through our help in rainforest preservation, teaching the local children English at their school, providing physical supplies for the center we work in to use all year round, and leaving the people with whom we interact with a positive view of Americans. 2. Students attending this trip will have opportunities to lead teams focused on preservation, culture and current events, teaching, development, and safety. Each member will have an active roll in designing the different aspects of the trip and will be able to find ownership through teamwork and exploration. Students will be able to leave the trip with a deeper understanding of the culture as well as a respect for countries other than the United States.

According to this definition in conjunction with the stated goals of Texas A&M, the MSC and your committee, was this program a success? Please explain why this program was or was not a success.

Yes this program was a success. Students created professional and educational materials in preparation for the trip and did a wonderful job representing themselves, A&M and the US during this experience. Each student spent a morning marking trails throughout the rainforest around the Center under the guidance of Soltis Center staff. They learned about the importance of Eco Tourism and respecting and understanding the physical relationship of Costa Ricans to their environment. Each student was an active member in teams that worked with the local children in English education through simple games and conversation. The activity was very rewarding from both sides of involvement (our students and theirs) and our students learned a lot about truly interacting with a different culture and how communication is key everywhere. The last day we
were privileged to construct soccer goals for the school and clear rocks from their field. This was extremely rewarding to our students and impactful to the Costa Rican children because soccer is such a pervasive activity in Costa Rica and our students truly felt like they were leaving a gift. We also left about $200 worth of school supplies and games for the children to utilize all year. In every way this trip met our learning goals and outcome expectations. Each student put their own mark on the trip and our discussions each night were focused and showed phenomenal understanding and a shift in world view and culture acceptance. Each student felt an ownership over the trip and were extremely respectful of safety and shifting plans as we accommodated the culture we were immersed in.

**Assessment** : Evaluate the student / staff relationship involved in this program.

The student staff relationship was a positive one from the beginning of planning to execution to evaluation. Katy was an excellent resource in contract construction and in providing focus as reflection times, and specific activities were planned. Due to personal reasons Katy did not actually attend our trip and Lyndon Pryor acted as our staff participant on the trip. The great part of this trip, as with most things in FISH, this was a completely student propelled initiative and execution. Throughout the trip Lyndon provided insight and suggestions but ultimately decisions were made by our student leaders as far as what would be most beneficial to the group and what would best accomplish our mission. In some situations persistence and continued discussion and brainstorming were made necessary but ultimately the decision was palatable to both sides and interaction was amiable and acceptable.

**Marketing** : Describe the overall marketing and publicity strategy. Who were the target groups? How well were the marketing goals met? What were the most/least effective publicity forms?

Marketing was focused on MSC FISH members and freshmen members of other Freshmen Leadership Organizations. We utilized listservs, connections within the Freshmen Leadership Advisory Council, an informational we invited each FLO to, and discussions in Programs Council. We had great response from within FISH, and 8 freshmen apply from 5 other FLOs. This was very encouraging to us and I know we will continue to improve that number in the future. The idea is to branch outside of just FISH and offer an international experience to more students. It will continue to be a challenge to market this as not just for FISH because we have so many interested members but it is a challenge worth taking on and succeeding at.

**Operations** : Evaluate the operations of the program. Please attach a schedule after the financial section below. Describe all unanticipated problems and how they were handled. What can be done to avoid these problems in the future?

Operations ran very smoothly due to our detailed scheduling and adjustments were made in a timely and efficient way.

**Overall** : Give overall assessment of strengths and weaknesses. What changes would the committee make in programs of this type in the future?

Overall every aspect of this trip went as planned and we ran into minimal issues. I was so impressed by the work and dedication each member put into planning this trip and the excitement they brought with them and carried throughout the trip. Students both on and off staff stepped up constantly throughout the trip to ensure everything was being done and although many students had to reach outside of their comfort zone at times, by the end of the week everyone was fully
confident in themselves and their reasons for being there. Through the reflections we were able to hear how students were taking aspects of their culture and life to heart and what this trip has made them realize about what their life goals are. There were very few, if any, weaknesses about the trip because we were fortunate enough to have all but one of our staff members be previous members of the trip which helped the planning and evaluation stages of the trip. We gave out pre and post assessments to ensure all members felt prepared and we revisited the subjects where people mentioned they would like to refresh.

**Co-Program**: If this was a co-program, evaluate the contributions of the co-programmer(s) and list any problems.

| N/A |

**Resources**: Does this program impact the physical resources of the committee (equipment, PAs, etc.) and what is the cost to the committee?

| N/A |

**Logistics**: Where there any equipment, logistical, location, or scheduling problems associated with this event?

| N/A |

**Risk Management**: How effective was the Risk Management and how can it be improved for this program?

The risk management was very effective. Issues from this risk management as well as the general safety protocol was thoroughly explained in pre-orientation meetings and all students felt secure before we departed. Staff especially focused on ensuring safety was being considered at all times during the trip and all members had the safety protocol and phone numbers in their guidebook which they carried at all times.

**Other**: Please include any other information you feel is relevant:

| N/A |
# Attendance

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paying Students</td>
<td>34</td>
<td>30</td>
</tr>
<tr>
<td>Paying Non-Students</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Paying Students</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Paying Non-Students</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total Audience</td>
<td>35</td>
<td>0</td>
</tr>
</tbody>
</table>

How were the attendance numbers reached? (headcount, clicker, card swipe, ticket sales, other)

## Revenue

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tickets</td>
<td>31450.00</td>
<td></td>
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<tr>
<td>Donations</td>
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<tr>
<td>5% Development Fee</td>
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<tr>
<td>Student Service Fee</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Transfers In</td>
<td>2011.00</td>
<td></td>
</tr>
<tr>
<td>Other Revenue</td>
<td>3349.00</td>
<td></td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>36810.00</strong></td>
<td><strong>0.00</strong></td>
</tr>
</tbody>
</table>

## Expenses

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reproduction</td>
<td>80.00</td>
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</tr>
<tr>
<td>Advertising</td>
<td>0.00</td>
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<tr>
<td>Professional Fees</td>
<td>26580.00</td>
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<tr>
<td>Location Costs</td>
<td>9625.00</td>
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<tr>
<td>Equipment Costs</td>
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<tr>
<td>Food</td>
<td>525.00</td>
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<tr>
<td>Other Expenses</td>
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<td></td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>36810.00</strong></td>
<td><strong>0.00</strong></td>
</tr>
</tbody>
</table>

Please explain any “Other Expenses”:

## Ratios

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Audience who are students</td>
<td>97.14%</td>
<td>0.00%</td>
</tr>
<tr>
<td>SSF/Student Ratio</td>
<td>$0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Please attach any supplemental information here (schedule, etc.):

MSC FISH Service-Learning Trip Itinerary
La Fortuna, Costa Rica

Group Leaders: Lyndon Pryor, MSC Staff; Jessica Licarione, MSC FISH Chair
Monday, March 14, 2011

Students will be responsible for own transportation to George Bush Intercontinental Airport (IAH).
6:00am: Meet at IAH
9:10am: Flight departs (Continental Flight #1528 Terminal E)
11:50am: Arrive at SJO
1:30pm: Group departs San Jose
6:00 pm: Arrive at TAMU Soltis Research Center
          Dinner at Center
7:00pm: Welcome and Orientation Meeting with Dr. Eugenio Gonzalez
8:30pm: Orientation/Prepare for next day
10:00pm: Night Hike at Center
10:30pm: Reflection time

Tuesday, March 15, 2011

7:00-8:00am: Breakfast at TAMU Center
8:00am: Groups depart for service projects (Group B will work at TAMU Center and
          Group A will facilitate English Camp at local school)
9:30am-12:30pm: Service Projects
12:30-1:30pm: Lunch at Center
1:30-2:00pm: Travel
2:00-6:00pm: Guided visit to Arenal Volcano
6:00-6:30pm: Travel
6:30pm: Dinner at Center
8:00pm: Reflection/Prepare for next day

Wednesday, March 16, 2011

7:00-8:00am: Breakfast at TAMU Center
8:00am: Groups depart for service projects (Group A will work at TAMU Center and
          Group B will facilitate English Camp at local school)
8:30am-12:30pm: Service Projects
12:30-1:30pm: Lunch at TAMU Center
1:30-2:00pm: Travel provided by TAMU Research Center
2:00-7:00pm: Ziplining/ Dinner in city
9:00pm: Reflection/Prepare for next day

Thursday, March 17, 2011

7:00-8:00am: Breakfast at TAMU Center
8:00am: Groups depart for service projects at school; both groups will do one final day at
          local school
8:30am-12:30pm: Service Projects
12:30-1:30pm: Lunch at TAMU Center
Pack bags and prepare to leave for San Jose

1:30-2:00pm: Travel
2:00-4:00pm: La Fortuna
4:00pm: Depart for San Jose
6:00pm: Dinner in route
8:00pm: Check in at hotel (Holiday Inn Express in San Jose)
8:30pm: Reflection/Prepare for next day

**Friday, March 18, 2011**

6:00-7:00am: Breakfast at hotel
8:00am: Shuttle to airport
8:30am: Arrive at SJO Airport
          Check-in for Flight/ Lunch at airport
11:45am: Depart SJP (Continental Flight #1415)
4:41pm: Arrive at IAH

Students are responsible for transportation from IAH to respective homes. Trip ends once we land at airport.

** Each morning students will be allowed free time prior to breakfast to explore the area surrounding the center. They can use this time to reflect on the service project or to get acquainted with local surroundings. Students must be in groups of 3 or more at all times. **
Advisors - Committee Consolidation and Reduction Evaluation
annual percentage of time spent working with students for each committee assigned

Abbott 43%
Aggie Cinema 35%
ALOT 45%
Aggie Nights 45%
Champe Fitzhugh 7%
CAMAC 61%
FISH 40%
FLC 25%
FLI 43%
Hospitality 40%
Jordan 35%
LEAD 45%
LEAF 45%
OPAS 50%
SCONA 37%
Spencer 35%
SLT 10%
Stark NE Trip 5%
Town Hall 40%
Visual Arts 45%
Wiley 40%
Woodson 35%

red = position description based
Luke's estimate for 2 people
Myiesha's per Dave
### 3 Year Average Stats by Committee for only those programs recurring in FY12

<table>
<thead>
<tr>
<th>PC Name</th>
<th>(All)</th>
<th>Program name</th>
<th>(All)</th>
<th>Recurring in FY12? (Yes or No)</th>
<th>yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALOT</td>
<td>127</td>
<td>37</td>
<td>$1,642</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td>CAMAC</td>
<td>47</td>
<td>18</td>
<td>$3,569</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td>CHAMPE FITZHUGH</td>
<td>0</td>
<td>4</td>
<td>$159,063</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td>FISH</td>
<td>116</td>
<td>47</td>
<td>$2,681</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td>GLC</td>
<td>9</td>
<td>0</td>
<td>$21,160</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td>FU</td>
<td>36</td>
<td>6</td>
<td>$2,220</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td>LT JORDAN</td>
<td>43</td>
<td>4</td>
<td>$20,136</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td>LEAD</td>
<td>111</td>
<td>24</td>
<td>$2,703</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td>LEAF</td>
<td>20</td>
<td>13</td>
<td>$4,913</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td>SPENCER</td>
<td>39</td>
<td>9</td>
<td>$11,204</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td>SLT</td>
<td>4</td>
<td>6</td>
<td>$9,847</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td>NORTHEAST TRIP</td>
<td>20</td>
<td>4</td>
<td>$28,100</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td>TOWN HALL</td>
<td>120</td>
<td>25</td>
<td>$1,626</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td>VAC</td>
<td>19</td>
<td>6</td>
<td>$6,390</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td>WBAC</td>
<td>38</td>
<td>22</td>
<td>$3,840</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td>WILEY</td>
<td>40</td>
<td>34</td>
<td>$9,921</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td>AGGIE CINEMA</td>
<td>27</td>
<td>17</td>
<td>$1,824</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td>HOSPITALITY</td>
<td>150</td>
<td>35</td>
<td>$9,603</td>
<td>(All)</td>
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</tr>
<tr>
<td>GRAND TOTAL</td>
<td>83</td>
<td>27</td>
<td>$9,603</td>
<td>(All)</td>
<td></td>
</tr>
</tbody>
</table>

### 3 Year Average Stats by Committee for only those programs recurring in FY12

<table>
<thead>
<tr>
<th>PC Name</th>
<th>(All)</th>
<th>Program name</th>
<th>(All)</th>
<th>Average of Committee Size</th>
<th>Average of Number of Student Volunteers</th>
<th>Average of $ Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALOT</td>
<td>127</td>
<td>37</td>
<td>$1,642</td>
<td>20</td>
<td>5</td>
<td>$2,006</td>
</tr>
<tr>
<td>CAMAC</td>
<td>47</td>
<td>18</td>
<td>$3,569</td>
<td>47</td>
<td>13</td>
<td>$4,913</td>
</tr>
<tr>
<td>CHAMPE FITZHUGH</td>
<td>0</td>
<td>4</td>
<td>$159,063</td>
<td>116</td>
<td>47</td>
<td>$2,681</td>
</tr>
<tr>
<td>FISH</td>
<td>116</td>
<td>47</td>
<td>$2,681</td>
<td>9</td>
<td>0</td>
<td>$21,160</td>
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<tr>
<td>GLC</td>
<td>9</td>
<td>0</td>
<td>$21,160</td>
<td>36</td>
<td>6</td>
<td>$2,220</td>
</tr>
<tr>
<td>FU</td>
<td>36</td>
<td>6</td>
<td>$2,220</td>
<td>43</td>
<td>4</td>
<td>$14,497</td>
</tr>
<tr>
<td>LT JORDAN</td>
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<td>4</td>
<td>$20,136</td>
<td>111</td>
<td>24</td>
<td>$2,703</td>
</tr>
<tr>
<td>LEAD</td>
<td>111</td>
<td>24</td>
<td>$2,703</td>
<td>20</td>
<td>13</td>
<td>$4,913</td>
</tr>
<tr>
<td>LEAF</td>
<td>20</td>
<td>13</td>
<td>$4,913</td>
<td>39</td>
<td>9</td>
<td>$11,204</td>
</tr>
<tr>
<td>SPENCER</td>
<td>39</td>
<td>9</td>
<td>$11,204</td>
<td>6</td>
<td>6</td>
<td>$9,847</td>
</tr>
<tr>
<td>SLT</td>
<td>4</td>
<td>6</td>
<td>$9,847</td>
<td>4</td>
<td>6</td>
<td>$28,100</td>
</tr>
<tr>
<td>NORTHEAST TRIP</td>
<td>20</td>
<td>4</td>
<td>$28,100</td>
<td>120</td>
<td>25</td>
<td>$1,626</td>
</tr>
<tr>
<td>TOWN HALL</td>
<td>120</td>
<td>25</td>
<td>$1,626</td>
<td>19</td>
<td>6</td>
<td>$6,390</td>
</tr>
<tr>
<td>VAC</td>
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<td>$6,390</td>
<td>38</td>
<td>22</td>
<td>$3,840</td>
</tr>
<tr>
<td>WBAC</td>
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<td>22</td>
<td>$3,840</td>
<td>38</td>
<td>32</td>
<td>$6,296</td>
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<td>$9,921</td>
<td>27</td>
<td>17</td>
<td>$1,824</td>
</tr>
<tr>
<td>AGGIE CINEMA</td>
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<td>17</td>
<td>$1,824</td>
<td>150</td>
<td>35</td>
<td>$9,603</td>
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<tr>
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<td>56</td>
<td>47</td>
<td>$62,033</td>
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</tbody>
</table>

**Grand Total**: 83, 27 $6,083
## MSC Committee Evaluation DATA Analysis

### 2008-2010: Total Impacted, Advisor Workload % & Efficiency

A note of caution this data relies on # impact as reported

Advisor efficiency is calculated as # impacted/Advisor workload %

(Note: LLM excluded 500,000 non-TAMU student impact # that VAC reported in 2008, but kept 56,000 for TAMU impact)

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Values</th>
<th>Sum of Total Number Impacted</th>
<th>Average of Advisor Perceived workload</th>
<th>Sum of Advisor Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABBOTT</td>
<td>444</td>
<td>43%</td>
<td>1033</td>
<td></td>
</tr>
<tr>
<td>AGGIE CINEMA</td>
<td>15783</td>
<td>35%</td>
<td>45094</td>
<td></td>
</tr>
<tr>
<td>ALOT</td>
<td>12237</td>
<td>40%</td>
<td>30593</td>
<td></td>
</tr>
<tr>
<td>CAMAC</td>
<td>6329</td>
<td>61%</td>
<td>10375</td>
<td></td>
</tr>
<tr>
<td>CHAMPE FITZHUGH</td>
<td>40</td>
<td>7%</td>
<td>571</td>
<td></td>
</tr>
<tr>
<td>FISH</td>
<td>31938</td>
<td>40%</td>
<td>79845</td>
<td></td>
</tr>
<tr>
<td>FLIC</td>
<td>288</td>
<td>25%</td>
<td>1152</td>
<td></td>
</tr>
<tr>
<td>FLI</td>
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<td>43%</td>
<td>1247</td>
<td></td>
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<td>HOSPITALITY</td>
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<td>48308</td>
<td></td>
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<td>L T JORDAN</td>
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<td>35%</td>
<td>7554</td>
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<tr>
<td>LEAD</td>
<td>8796</td>
<td>40%</td>
<td>21990</td>
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<tr>
<td>LEAF</td>
<td>435</td>
<td>45%</td>
<td>967</td>
<td></td>
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<td>NORTHEAST TRIP</td>
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<td>5%</td>
<td>400</td>
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<tr>
<td>OPAS</td>
<td>86479</td>
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<td>172958</td>
<td></td>
</tr>
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<td>SCONA</td>
<td>1812</td>
<td>37%</td>
<td>4897</td>
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</tr>
<tr>
<td>SLT</td>
<td>203</td>
<td>10%</td>
<td>2030</td>
<td></td>
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<tr>
<td>SPENCER</td>
<td>118</td>
<td>35%</td>
<td>337</td>
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</tr>
<tr>
<td>TOWN HALL</td>
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<td>40%</td>
<td>62420</td>
<td></td>
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<tr>
<td>VAC</td>
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<td>45%</td>
<td>226524</td>
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<td>WBAC</td>
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<td>50%</td>
<td>14036</td>
<td></td>
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<tr>
<td>WILEY</td>
<td>16908</td>
<td>40%</td>
<td>42270</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>338255</strong></td>
<td><strong>42%</strong></td>
<td><strong>774601</strong></td>
<td></td>
</tr>
</tbody>
</table>
## MSC Committee Evaluation DATA Analysis

### 2008-2010: Sum of Student/Non-TAMU Student Impact by year

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Advisor Perceived \ Fiscal Year (2008, 21 Impacted)</th>
<th>Sum of Number of TAMU Students Impacted</th>
<th>Sum of Number of non-TAMU Students Impacted (includes TAMU faculty/staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ABBOTT</strong></td>
<td>2008: 140 2009: 140 2010: 140</td>
<td>140</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABBOTT Total</td>
<td>420</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td><strong>AGGIE CINEMA</strong></td>
<td>2008: 3617 2009: 3905 2010: 6768</td>
<td>3905</td>
<td>448</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGGIE CINEMA Total</td>
<td>14290</td>
<td></td>
<td>1493</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALOT Total</td>
<td>10054</td>
<td></td>
<td>2183</td>
</tr>
<tr>
<td><strong>CAMAC</strong></td>
<td>2008: 1934 2009: 2789 2010: 842</td>
<td>2789</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAMAC Total</td>
<td>5565</td>
<td></td>
<td>764</td>
</tr>
<tr>
<td><strong>CHAMPE FITZHUGH</strong></td>
<td>2010: 40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHAMPE FITZHUGH Total</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FISH</strong></td>
<td>2008: 3442 2009: 5370 2010: 7084</td>
<td>5370</td>
<td>4092</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FISH Total</td>
<td>15896</td>
<td></td>
<td>16042</td>
</tr>
<tr>
<td><strong>FLC</strong></td>
<td>2008: 94 2009: 84 2010: 110</td>
<td>84</td>
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</tr>
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<td>FLI Total</td>
<td>511</td>
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<tr>
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<td>2008: 2813 2009: 3415 2010: 2550</td>
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<td>8778</td>
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<tr>
<td><strong>LT JORDAN</strong></td>
<td>2008: 641 2009: 532 2010: 460</td>
<td>532</td>
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</tr>
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<tr>
<td>LT JORDAN Total</td>
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<tr>
<td><strong>LEAD</strong></td>
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V:\Art Resources\MSC\Marketing\2011-2012\CPR\2011 CPR folder\Appendices\Append DOCs\FY10 MSC Committee Consolidation & Elimination Data
<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Total</th>
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<td>540</td>
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</tr>
<tr>
<td>OPAS</td>
<td>50%</td>
<td>8366</td>
<td>23562</td>
<td>23562</td>
<td>67040</td>
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<td>SCONA</td>
<td>37%</td>
<td>205</td>
<td>445</td>
<td>445</td>
<td>1065</td>
</tr>
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<td>SLT</td>
<td>10%</td>
<td>34</td>
<td>31</td>
<td>31</td>
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<td>1500</td>
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<td>1833</td>
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## 2008-2010: Committee growth rate

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<th>PC Name</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABBOTT</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>ALOT</td>
<td>125</td>
<td>131</td>
<td>125</td>
</tr>
<tr>
<td>CAMAC</td>
<td>40</td>
<td>49</td>
<td>59</td>
</tr>
<tr>
<td>CHAMPE FITZ Hugh</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>FISH</td>
<td>88</td>
<td>97</td>
<td>152</td>
</tr>
<tr>
<td>FLC</td>
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<td>9</td>
<td>9</td>
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<tr>
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<td>25</td>
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<td>44</td>
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<tr>
<td>L T JORDAN</td>
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<tr>
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</tr>
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<td>39</td>
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<td>AGGIE CINEMA</td>
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<td>OPAS</td>
<td>80</td>
<td>70</td>
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## MSC Committee Evaluation DATA Analysis

### 2008-2010: Number of Programs by type by committee

<table>
<thead>
<tr>
<th>PC Name</th>
<th>Number of Student Volu</th>
<th>Recurring in FY12? (Yes)</th>
<th>Committee Size</th>
<th>$ Spent</th>
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<tbody>
<tr>
<td>(All)</td>
<td>(All)</td>
<td>(All)</td>
<td>(All)</td>
<td>(All)</td>
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</table>

<table>
<thead>
<tr>
<th>Count of Program name</th>
<th>Program Type: Campus-wide</th>
<th>Fiscal Year (2008, 2009, 2010)</th>
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<tbody>
<tr>
<td>Committee Name</td>
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<td>2009</td>
</tr>
<tr>
<td>ABBOTT</td>
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<tr>
<td></td>
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<td>Campus-wide</td>
<td>7</td>
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<td>CAMAC</td>
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<tr>
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<td></td>
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</tr>
</tbody>
</table>

V:\Art\Resources\MSC\Marketing\2011-2012\CPR\2011 CPR folder\Appendices\Append DOCs\FY10 MSC Committee Consolidation & Elimination Data
CONFIDENTIALITY STATEMENT

I understand that I occupy a security-sensitive position and that, in the course of a business day, I might become privy to information of a sensitive, personal, or highly confidential nature. As such, I will not discuss such matters with, or provide such information to, other individuals, unless that discussion is necessary in order to fulfill my job responsibilities.

I will also consult with my Supervisor prior to releasing any information considered to be in the public domain.

____________________  ____________________
Employee's Name (printed)  MSCC Work Area

____________________
Employee's Signature

____________________  ____________________
Supervisor's Name (printed)  Date

____________________
Supervisor's Signature

____________________  ____________________
Date
Goal:
The goal of this rubric is to help student leaders understand their role in a student council setting or in a shared governance environment.

Context:
This rubric is intended for use with student leaders who serve on some type of programming or student council.

Outcomes:
• Student leaders will improve their skills in the following areas:
  o Critical thinking – analyzing elements/facts, gathering relevant information, constructing well-reasoned solutions/conclusions
  o Speaking in public – effectively communicate verbally, maintain self confidence when speaking, accurately convey the intent of their message, exhibit behaviors and mannerisms associated with successful presentations, and field questions
  o Solving problems – identify a problem, analyze and gather necessary facts and information, predict implications and consequences, support and communicate conclusions
  o Making decisions that often impact others – identify concerns for a variety of individuals or groups, analyze and gather necessary facts and information, clarify assumptions, predict implications and consequences for a variety of individuals or groups, support and communicate conclusions

• Student leaders will represent their committee or organization to a larger council or governance

• Student leaders will gain an understanding of working within a larger organization

• Student leaders will effectively evaluation and vote on relevant topics and concerns

Related Rubrics:
Citizenship, Communication, Critical Thinking, Effective Meetings, Project Management, Risk Management, Risk Management Event Planning, and Teams and Groups
MSC Leadership Model

**Corporate Leadership Model**

- Skills Development
- Structure and Processes
- Progressive Leadership - Knowledge based leadership progression
- Our model is customized to fit our business needs – It is not modeled after a particular company

**Experiential Learning**

*Programs/ Resource areas and Processes/Student learning*

**Kolb’s Experiential Leadership Model** - In the early 1970s, Kolb and Ron Fry (now both at the Weatherhead School of Management) developed the Experiential Learning Model (ELM),[1] composed of four elements:

- concrete experience,
- observation of and reflection on that experience,
- formation of abstract concepts based upon the reflection,
- testing the new concepts,
- (repeat).

These four elements are the essence of a spiral of learning that can begin with any one of the four elements, but typically begins with a concrete experience. He named his model to emphasize its links to ideas from John Dewey, Jean Piaget, Kurt Lewin, and other writers of the experiential learning paradigm. His model was developed predominantly for use with adult education, but has found widespread pedagogical implications in higher education.

- Program Process *(PC's, learning/program outcomes, execution of programs and assessment)*
- Resource Area Processes
- Student/Staff Partnership
- We use many theories with regards how we approach our students
- Situational Leadership

**Intentional Outcomes**

**Leadership Development and Loyalty**

- Leadership Development – a process over time – Denny Roberts
- Leadership Development – a process over time – Denny Roberts, former President of ACPA
- Loyalty to continue with leadership experiences in the organization
- Loyalty to the MSC and Committees/Resource Areas because the experiences gained
- Experiences and Personal Relationships and wanting to give back
MSC Leadership Model

Corporate Leadership Model

Experiential Learning

Intentional Outcomes

Leadership Development

Loyalty
Background
The Memorial Student Center (MSC) at Texas A&M University has been the student union since 1951. It is a building, department in the Division of Student Affairs, and a student organization with many components. The department keeps track of many former students who were involved in the many MSC committees and leadership opportunities. The current staff wanted to understand the impact of the MSC leadership experience on alumni.

Method and Sample
The survey was developed using Vovici®, survey design software that creates web-based forms and databases. The data was analyzed using SPSS®, a statistical software package, and Microsoft Word®.

The MSC provided Student Life Studies with a list of 816 names and email addresses. Some people had more than one email address, so the total number of unique individuals was lower than that. In addition, some e-mail addresses were incorrect, but several additional people were added to the list while the survey was running. In the end, 794 people were invited to take the survey from May 26, 2010 through June 23, 2010. Non-respondents were sent up to four reminders to participate in the survey. The Director of the Memorial Student Center also sent a reminder to non-respondents in the middle of June. Of the 794 people invited, 244 responded to at least part of the survey, which is a 31% response rate.

Results
Results will be reported as means, standard deviations (sd), and frequency percentages for the number of people (n) who responded to the question. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Tables are in descending mean or frequency order, unless otherwise specified. Qualitative themes are reported here; the entire list can be found in a separate document.

Respondents were asked what year they graduated. The dates ranged from 1967 to 2009. The mean (average) was 1993 (sd=9.45, n=231), although the mode (the most frequent response) was 1992 (n=13), and the median (the middle point of the distribution) was 1994. In terms of decades, graduates in the 1960s represent 2% of the respondents, while the 1970s graduates represent 5%, 1980s graduates are 26%, the 1990s graduates represent 40% and the 2000s graduates are 29% of the respondents.

Some of the responses were examined by decade of graduation to see if there were any statistical differences using cross-tabulations and $p$-values. Cross-tabulations are comparisons made between data sets to determine differences in how certain groups responded. The $p$-values explain the probability of obtaining the same results by chance. A smaller $p$-value (i.e., $p<.001$ vs. $p<.05$) indicates that it is more unlikely the differences happened by chance. For the few questions that showed a potential difference, it looks like the Not Applicable responses from those who graduated before 1980 and their small group size could have caused the statistical significance. The practical significance may not be meaningful.
Alumni were then asked to indicate how many years they actively participated in the MSC committees. Table 1, in year involvement order, shows that most former students were typically involved three or more years in the organization.

<table>
<thead>
<tr>
<th>How many years did you actively participate in MSC committees?</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>3%</td>
</tr>
<tr>
<td>1 year</td>
<td>5%</td>
</tr>
<tr>
<td>2 years</td>
<td>13%</td>
</tr>
<tr>
<td>3 years</td>
<td>28%</td>
</tr>
<tr>
<td>4 years</td>
<td>39%</td>
</tr>
<tr>
<td>5 years</td>
<td>10%</td>
</tr>
<tr>
<td>More than 5 years</td>
<td>3%</td>
</tr>
</tbody>
</table>

Table 1—Years of Involvement in MSC Committees (n=244)

The MSC is composed of many committees, some of which have been in existence for a long time, while others have come and gone based on student needs and interest. Alumni were asked about their leadership positions in a check all that applied format. Table 2, on the following page, indicates that Fall Leadership Conference was the most common, followed by Hospitality, Political Forum, and SCONA. The “Other” responses included the MSC Council, MBA/Law Society, Cap and Gown/Mortarboard, Pageant, Class Council, Stark Northeast Trip, All Night Fair, Executive Lecture Series, and College Bowl. Several people mentioned organizations that were not in the MSC, and one respondent was a staff member and advised committees. About 16% of the respondents were not involved in any upper level leadership position.
<table>
<thead>
<tr>
<th>Committee</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>19%</td>
</tr>
<tr>
<td>Fall Leadership Conference (FLC)</td>
<td>16%</td>
</tr>
<tr>
<td>Hospitality</td>
<td>11%</td>
</tr>
<tr>
<td>Political Forum</td>
<td>11%</td>
</tr>
<tr>
<td>Student Conference on National Affairs (SCONA)</td>
<td>11%</td>
</tr>
<tr>
<td>Opera and Performing Arts Society (OPAS)</td>
<td>9%</td>
</tr>
<tr>
<td>Wiley Lecture Series</td>
<td>9%</td>
</tr>
<tr>
<td>Spring Leadership Trip (SLT)</td>
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</tr>
<tr>
<td>Woodson Black Awareness Committee (WBAC)</td>
<td>8%</td>
</tr>
<tr>
<td>L.T. Jordan Institute for International Awareness</td>
<td>7%</td>
</tr>
<tr>
<td>Aggie Leaders of Tomorrow (ALOT)</td>
<td>6%</td>
</tr>
<tr>
<td>Town Hall</td>
<td>5%</td>
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<tr>
<td>Abbott Family Leadership Conference (AFLC)</td>
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<tr>
<td>Great Issues</td>
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<td>MSC LEAD</td>
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<td>Committee for the Awareness of Mexican American Culture (CAMAC)</td>
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<tr>
<td>Current Issues Awareness (CIA)</td>
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<tr>
<td>Aggie Cinema/Film Society</td>
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<td>Aggie Nights</td>
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<tr>
<td>NOVA</td>
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<tr>
<td>Spencer Leadership Conference</td>
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</tr>
<tr>
<td>Visual Arts Committee (VAC)</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Freshmen In Service and Hosting (FISH)</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Amateur Radio</td>
<td>0%</td>
</tr>
<tr>
<td>Host Committee</td>
<td>0%</td>
</tr>
<tr>
<td>ICONS</td>
<td>0%</td>
</tr>
<tr>
<td>Leadership and Empowerment of Aggie Females (LEAF)</td>
<td>0%</td>
</tr>
<tr>
<td>Literacy Arts</td>
<td>0%</td>
</tr>
<tr>
<td>MSC Asian Cultures Education (not just ACE)</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 2—Leadership Positions in MSC Committees (n=244)
Respondents were also asked to indicate all of the resource areas in which they held leadership positions. Table 3 illustrates that Programs was the most common response. About 37% of the respondents did not check any of the resource areas.

<table>
<thead>
<tr>
<th>In what resource areas did you actively hold Upper Level Student Leadership Positions?</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
<td>30%</td>
</tr>
<tr>
<td>Development</td>
<td>16%</td>
</tr>
<tr>
<td>Marketing</td>
<td>13%</td>
</tr>
<tr>
<td>Assessment and Finance</td>
<td>10%</td>
</tr>
<tr>
<td>Other</td>
<td>9%</td>
</tr>
<tr>
<td>Human Resources</td>
<td>6%</td>
</tr>
<tr>
<td>Services and Facilities</td>
<td>5%</td>
</tr>
<tr>
<td>Diversity</td>
<td>3%</td>
</tr>
</tbody>
</table>

Table 3—Leadership Positions in Resource Areas (n=244)

Alumni were asked to list every leadership position they held. Some of the people could not remember, but other listed positions such as President, Vice President, Chair, Director, member, etc.

In addition, former students were asked why they decided to join an MSC committee. For some, it was a chance to get involved in something that interested them, while others listened to friends and mentors encourage them. Also, students were interested in the social aspects of meeting others and making friends, and still others wanted leadership experience.

When alumni were asked how they learned about opportunities to participate in MSC committees, they mentioned friends, family, upperclassmen, Fish Camp, MSC Open House, other organizations, and publicity such as flyers and *The Battalion*.

About 84% of the respondents indicated they were also involved in other activities outside of the MSC. Former students listed large student organizations such as the Corps of Cadets (and Aggie Band), Student Government/Student Senate, Residence Hall Association (RHA), Student Engineer’s Council, Fish Camp, etc. But, they also listed specific academic and service organizations, sororities/fraternities, diversity-related organizations (MEDALS, Whoopstock, Students Against Apartheid, etc.), honor societies, etc. Several people mentioned church or community groups and employment positions. The positions ranged from just being a member to being student body president, president of their organization, peer advisor, chair, etc.

Alumni were asked to state their current job (title/company). The positions ranged from attorneys to faculty to directors to presidents in all different kinds of fields. Several people indicated they were stay at home parents.

When asked if the MSC influenced their career, 81% said yes. All respondents were asked to explain their response. The responses included personal attributes (confidence, passion, self-awareness, responsibility) as well as professional skills (public speaking, problem solving, running meetings, developing a budget, marketing. Some people gave examples of how they applied those lessons in particular settings (business, military service), while others mentioned graduate/law school. The 16 people who indicated that it did not influence their careers talked about already knowing what they wanted to do, indicating that involvement was more about fun/interest/service. On the other hand,
several of those people also indicated they developed leadership skills. Two people indicated that they were not that involved in the MSC.

When asked if their MSC experience encouraged them to pursue leadership positions/opportunities within their current job, 70% said yes. All respondents were asked to explain their response. Most of them talked about developing leadership skills in the MSC that they could naturally apply in the job setting. The 35 people who responded no talked about pursuing opportunities no matter their involvement, not having those opportunities with what they are doing currently, and not wanting to pursue leadership positions.

Table 4 indicates that respondents’ involvement in the MSC helped many of them set career priorities, but it did not necessarily have a strong influence on where they went after graduation. The “not applicable” response was removed from the analysis.

<table>
<thead>
<tr>
<th>My involvement in the MSC helped me set priorities in my professional career plans</th>
<th>Strongly Agree (4)</th>
<th>Agree (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
<th>Mean (sd)</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>32% 56% 9% 3% 3.17 (.72)</td>
<td>175</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| My involvement in the MSC helped me decide where I wanted to work/live after graduation | 15% 38% 34% 13% 2.55 (.91) |
|                                                                                         | 151                |

Table 4—Impact of MSC Involvement on Plans after Graduation

Alumni were asked to rate the importance of several job skills they use in their current position. The Not Applicable responses were removed from analysis. Table 5, on the following page, illustrates that communicating with others, time management, critical thinking, and self-starting were very important, while budgeting, delegating, and managing meetings were less important. When looking at the respondents by decade, younger graduates place less importance on creating and/or implementing budgets ($p=.046$, $n=186$).
<table>
<thead>
<tr>
<th>Please indicate the importance of each of the following skills in your current job position</th>
<th>Very Important (4)</th>
<th>Important (3)</th>
<th>Somewhat Important (2)</th>
<th>Not Very Important (1)</th>
<th>Mean (sd)</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating with others</td>
<td>92%</td>
<td>8%</td>
<td>1%</td>
<td>--</td>
<td>3.91 (31)</td>
<td>189</td>
</tr>
<tr>
<td>Managing time</td>
<td>80%</td>
<td>18%</td>
<td>1%</td>
<td>1%</td>
<td>3.78 (47)</td>
<td>189</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>79%</td>
<td>19%</td>
<td>2%</td>
<td>--</td>
<td>3.77 (47)</td>
<td>188</td>
</tr>
<tr>
<td>Self-starting</td>
<td>81%</td>
<td>15%</td>
<td>3%</td>
<td>1%</td>
<td>3.76 (55)</td>
<td>189</td>
</tr>
<tr>
<td>Working with diverse individuals</td>
<td>63%</td>
<td>26%</td>
<td>9%</td>
<td>2%</td>
<td>3.50 (75)</td>
<td>187</td>
</tr>
<tr>
<td>Writing skills</td>
<td>62%</td>
<td>24%</td>
<td>12%</td>
<td>2%</td>
<td>3.45 (79)</td>
<td>187</td>
</tr>
<tr>
<td>Goal setting</td>
<td>57%</td>
<td>30%</td>
<td>11%</td>
<td>2%</td>
<td>3.43 (75)</td>
<td>189</td>
</tr>
<tr>
<td>Creative thinking</td>
<td>52%</td>
<td>40%</td>
<td>10%</td>
<td>2%</td>
<td>3.38 (75)</td>
<td>186</td>
</tr>
<tr>
<td>Giving feedback</td>
<td>52%</td>
<td>31%</td>
<td>13%</td>
<td>4%</td>
<td>3.32 (84)</td>
<td>189</td>
</tr>
<tr>
<td>Working in small groups</td>
<td>51%</td>
<td>34%</td>
<td>11%</td>
<td>4%</td>
<td>3.31 (84)</td>
<td>188</td>
</tr>
<tr>
<td>Setting agendas</td>
<td>49%</td>
<td>35%</td>
<td>11%</td>
<td>5%</td>
<td>3.27 (86)</td>
<td>185</td>
</tr>
<tr>
<td>Resolving conflict</td>
<td>51%</td>
<td>27%</td>
<td>16%</td>
<td>7%</td>
<td>3.21 (95)</td>
<td>187</td>
</tr>
<tr>
<td>Receiving feedback</td>
<td>44%</td>
<td>37%</td>
<td>14%</td>
<td>5%</td>
<td>3.21 (86)</td>
<td>187</td>
</tr>
<tr>
<td>Evaluating programs/ work/others</td>
<td>46%</td>
<td>32%</td>
<td>16%</td>
<td>6%</td>
<td>3.18 (91)</td>
<td>186</td>
</tr>
<tr>
<td>Negotiating</td>
<td>49%</td>
<td>28%</td>
<td>15%</td>
<td>9%</td>
<td>3.17 (98)</td>
<td>186</td>
</tr>
<tr>
<td>Navigating internal political issues</td>
<td>46%</td>
<td>30%</td>
<td>15%</td>
<td>10%</td>
<td>3.12 (99)</td>
<td>185</td>
</tr>
<tr>
<td>Managing meetings</td>
<td>43%</td>
<td>29%</td>
<td>19%</td>
<td>9%</td>
<td>3.06 (99)</td>
<td>181</td>
</tr>
<tr>
<td>Delegating</td>
<td>41%</td>
<td>32%</td>
<td>18%</td>
<td>10%</td>
<td>3.03 (99)</td>
<td>182</td>
</tr>
<tr>
<td>Creating and/or implementing budgets</td>
<td>33%</td>
<td>30%</td>
<td>24%</td>
<td>13%</td>
<td>2.82 (103)</td>
<td>177</td>
</tr>
</tbody>
</table>

Table 5—Importance of Job Skills in Current Position

Respondents were asked if there were any other important job skills in their positions, not listed above. Forty people provided feedback. Responses varied, but included public speaking/presenting, building relationships/dealing with (difficult) people, computer/technology skills, sales/marketing, diversity/globalization, influencing/motivating others, vision, problem solving, prioritizing, lifelong learning, self-knowledge, and project management.
Similarly, respondents were asked if their experience in the MSC helped hone each skill. Table 6 shows that communication and time management rated high (similar to Table 5), while writing skills rated lowest. While managing meetings rated high as a skill developed in the MSC, it rated fairly low in importance in respondents’ current position. Older graduates may feel that they did not hone their meeting management skills as much as other graduates \( (p=.020, n=178) \).

<table>
<thead>
<tr>
<th>Skill</th>
<th>Strongly Agree (4)</th>
<th>Agree (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
<th>Mean (sd)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating with others</td>
<td>67%</td>
<td>33%</td>
<td>--</td>
<td>1%</td>
<td>3.65 (.51)</td>
</tr>
<tr>
<td>Managing time</td>
<td>65%</td>
<td>30%</td>
<td>4%</td>
<td>1%</td>
<td>3.60 (.60)</td>
</tr>
<tr>
<td>Managing meetings</td>
<td>63%</td>
<td>34%</td>
<td>2%</td>
<td>1%</td>
<td>3.60 (.57)</td>
</tr>
<tr>
<td>Working in small groups</td>
<td>57%</td>
<td>41%</td>
<td>2%</td>
<td>1%</td>
<td>3.54 (.36)</td>
</tr>
<tr>
<td>Goal setting</td>
<td>53%</td>
<td>41%</td>
<td>5%</td>
<td>1%</td>
<td>3.47 (.63)</td>
</tr>
<tr>
<td>Working with diverse individuals</td>
<td>55%</td>
<td>38%</td>
<td>5%</td>
<td>2%</td>
<td>3.46 (.68)</td>
</tr>
<tr>
<td>Self-starting</td>
<td>53%</td>
<td>40%</td>
<td>5%</td>
<td>1%</td>
<td>3.46 (.65)</td>
</tr>
<tr>
<td>Setting agendas</td>
<td>52%</td>
<td>43%</td>
<td>5%</td>
<td>1%</td>
<td>3.46 (.62)</td>
</tr>
<tr>
<td>Delegating</td>
<td>49%</td>
<td>45%</td>
<td>5%</td>
<td>1%</td>
<td>3.44 (.61)</td>
</tr>
<tr>
<td>Navigating internal political issues</td>
<td>47%</td>
<td>43%</td>
<td>10%</td>
<td>1%</td>
<td>3.36 (.68)</td>
</tr>
<tr>
<td>Evaluating programs/ work/others</td>
<td>41%</td>
<td>54%</td>
<td>4%</td>
<td>1%</td>
<td>3.36 (.59)</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>40%</td>
<td>53%</td>
<td>7%</td>
<td>1%</td>
<td>3.32 (.63)</td>
</tr>
<tr>
<td>Giving feedback</td>
<td>40%</td>
<td>52%</td>
<td>8%</td>
<td>1%</td>
<td>3.31 (.64)</td>
</tr>
<tr>
<td>Creative thinking</td>
<td>38%</td>
<td>55%</td>
<td>6%</td>
<td>1%</td>
<td>3.31 (.61)</td>
</tr>
<tr>
<td>Resolving conflict</td>
<td>43%</td>
<td>45%</td>
<td>12%</td>
<td>1%</td>
<td>3.30 (.69)</td>
</tr>
<tr>
<td>Receiving feedback</td>
<td>38%</td>
<td>53%</td>
<td>9%</td>
<td>1%</td>
<td>3.28 (.64)</td>
</tr>
<tr>
<td>Creating and/or implementing budgets</td>
<td>35%</td>
<td>52%</td>
<td>12%</td>
<td>1%</td>
<td>3.22 (.67)</td>
</tr>
<tr>
<td>Negotiating</td>
<td>33%</td>
<td>46%</td>
<td>19%</td>
<td>2%</td>
<td>3.11 (.76)</td>
</tr>
<tr>
<td>Writing skills</td>
<td>28%</td>
<td>47%</td>
<td>23%</td>
<td>3%</td>
<td>3.01 (.78)</td>
</tr>
</tbody>
</table>

Table 6—Experience with the MSC to Develop Skill

Alumni were asked what skills they developed at the MSC, have not used yet, but will be beneficial as they move up the career ladder. For some respondents, they have progressed in their careers and used
skills they used in the MSC, including delegating, negotiating, and resolving conflict. For more recent graduates, managing/leading meetings and managing others will come at a later point. Respondents were asked if there were any skills they needed in their positions that they did not learn through their MSC involvement. The list was in a check all that applied format. Table 7 indicates that writing is an important skill that respondents use in their positions now, but may not have learned while at Texas A&M.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing skills</td>
<td>12%</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>7%</td>
</tr>
<tr>
<td>Navigating internal political issues</td>
<td>7%</td>
</tr>
<tr>
<td>Negotiating</td>
<td>7%</td>
</tr>
<tr>
<td>Creative thinking</td>
<td>6%</td>
</tr>
<tr>
<td>Resolving conflict</td>
<td>6%</td>
</tr>
<tr>
<td>Creating and/or implementing budgets</td>
<td>5%</td>
</tr>
<tr>
<td>Evaluating programs/work/others</td>
<td>5%</td>
</tr>
<tr>
<td>Giving feedback</td>
<td>5%</td>
</tr>
<tr>
<td>Managing time</td>
<td>4%</td>
</tr>
<tr>
<td>Communicating with others</td>
<td>3%</td>
</tr>
<tr>
<td>Goal setting</td>
<td>3%</td>
</tr>
<tr>
<td>Managing meetings</td>
<td>3%</td>
</tr>
<tr>
<td>Receiving feedback</td>
<td>3%</td>
</tr>
<tr>
<td>Self-starting</td>
<td>3%</td>
</tr>
<tr>
<td>Working with diverse individuals</td>
<td>3%</td>
</tr>
<tr>
<td>Delegating</td>
<td>2%</td>
</tr>
<tr>
<td>Setting agendas</td>
<td>2%</td>
</tr>
<tr>
<td>Working in small groups</td>
<td>2%</td>
</tr>
</tbody>
</table>

Table 7—Skills Needed Today not Developed in the MSC (n=194)

Eighteen people responded to the question, “If there are additional job skills that you feel you need, but did not develop at the MSC, please list them here.” While there was not necessarily a common theme, alumni mentioned skills including lifelong learning, self-reflection, balance, resilience, technology, entrepreneurship, team building, recognition, sales, managing up, consensus building, public speaking, finance, organizational politics, and diversity.

Nearly all (94%) said they felt essential skills for the professional career were enhanced through MSC participation. When asked to explain, people said that it gave them the opportunity to practice the skills they needed in a safe environment and work with groups of people. Some respondents mentioned specific skills and specific careers/jobs. Four people responded “no”; three were not particularly involved in the MSC and one person said his/her coursework had more of an impact.

The programs and committees in the MSC have full-time advisors working with students. Alumni were asked to respond to questions about their primary advisor. Table 8, on the following page, shows responses about advisor relationships. Most alumni indicated a strong relationship with their advisor. On the other hand, advisors may not have been a resource for students about other departments on campus. Older alumni may have had different experiences with their advisors based on resources available at the time and career expectations. For example, 90-100% of alumni who graduated before
1980 marked Not Applicable for questions about Career Center, the Study Abroad Office, the Recreation Center, and Academic Advising Offices.

<table>
<thead>
<tr>
<th>For this section, please answer using the MSC advisor you utilized the most.</th>
<th>Strongly Agree (4)</th>
<th>Agree (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
<th>Mean (sd)</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had a strong relationship with my advisor</td>
<td>62%</td>
<td>29%</td>
<td>7%</td>
<td>3%</td>
<td>3.49 (.75)</td>
<td>168</td>
</tr>
<tr>
<td>I could approach my advisor with issues outside of my committee</td>
<td>54%</td>
<td>35%</td>
<td>9%</td>
<td>2%</td>
<td>3.41 (.75)</td>
<td>164</td>
</tr>
<tr>
<td>My advisor opened me to experiences that broadened my perspectives and skill sets</td>
<td>49%</td>
<td>40%</td>
<td>8%</td>
<td>2%</td>
<td>3.36 (.74)</td>
<td>166</td>
</tr>
<tr>
<td>My advisor helped me process issues and evaluate them</td>
<td>42%</td>
<td>47%</td>
<td>9%</td>
<td>2%</td>
<td>3.29 (.71)</td>
<td>160</td>
</tr>
<tr>
<td>My advisor helped me with making decisions</td>
<td>39%</td>
<td>49%</td>
<td>10%</td>
<td>2%</td>
<td>3.26 (.71)</td>
<td>163</td>
</tr>
<tr>
<td>My advisor helped me find ways to develop my strengths</td>
<td>41%</td>
<td>44%</td>
<td>13%</td>
<td>2%</td>
<td>3.23 (.75)</td>
<td>158</td>
</tr>
<tr>
<td>My advisor taught me how to evaluate my own strengths</td>
<td>32%</td>
<td>47%</td>
<td>17%</td>
<td>3%</td>
<td>3.08 (.79)</td>
<td>155</td>
</tr>
<tr>
<td>My advisor helped me stay focused on my academics while managing time as a student leader in the MSC</td>
<td>25%</td>
<td>47%</td>
<td>25%</td>
<td>4%</td>
<td>2.92 (.81)</td>
<td>143</td>
</tr>
<tr>
<td>My advisor helped me prepare for job searches by writing letters of recommendation</td>
<td>34%</td>
<td>30%</td>
<td>29%</td>
<td>7%</td>
<td>2.91 (.95)</td>
<td>136</td>
</tr>
<tr>
<td>My advisor helped me stay focused on my academics while managing time as a student leader</td>
<td>24%</td>
<td>46%</td>
<td>27%</td>
<td>4%</td>
<td>2.90 (.80)</td>
<td>135</td>
</tr>
<tr>
<td>My advisor helped me prepare for job searches by reviewing my résumé</td>
<td>22%</td>
<td>27%</td>
<td>44%</td>
<td>8%</td>
<td>2.63 (.91)</td>
<td>132</td>
</tr>
<tr>
<td>My advisor helped locate resources for me at the Study Abroad Office</td>
<td>9%</td>
<td>19%</td>
<td>57%</td>
<td>15%</td>
<td>2.22 (.81)</td>
<td>93</td>
</tr>
<tr>
<td>My advisor helped locate resources for me at the Career Center</td>
<td>9%</td>
<td>16%</td>
<td>63%</td>
<td>12%</td>
<td>2.21 (.77)</td>
<td>105</td>
</tr>
<tr>
<td>My advisor helped me prepare for job searches by conducting mock interviews</td>
<td>6%</td>
<td>20%</td>
<td>63%</td>
<td>12%</td>
<td>2.20 (.72)</td>
<td>113</td>
</tr>
<tr>
<td>I had minimal contact with my advisor until I was in an upper level position</td>
<td>7%</td>
<td>24%</td>
<td>39%</td>
<td>30%</td>
<td>2.06 (.90)</td>
<td>155</td>
</tr>
<tr>
<td>My advisor helped locate resources for me at the Academic Advising Offices</td>
<td>1%</td>
<td>13%</td>
<td>70%</td>
<td>16%</td>
<td>2.00 (.58)</td>
<td>83</td>
</tr>
<tr>
<td>My advisor helped locate resources for me at the Recreation Center</td>
<td>--</td>
<td>9%</td>
<td>73%</td>
<td>18%</td>
<td>1.91 (.51)</td>
<td>78</td>
</tr>
</tbody>
</table>

Table 8—Advisor Relationships
Alumni were asked about their experiences in the MSC. Table 9 indicates that students learn how to work in a team, utilize their strengths, and manage their time. While still positive, respondents did not necessarily see the MSC building skill in the budget area or managing disappointment.

<table>
<thead>
<tr>
<th>My experiences in the MSC…</th>
<th>Strongly Agree (4)</th>
<th>Agree (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
<th>Mean (sd)</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught me how to work well in a team setting</td>
<td>62%</td>
<td>35%</td>
<td>3%</td>
<td>1%</td>
<td>3.58 (.58)</td>
<td>177</td>
</tr>
<tr>
<td>Allowed me to develop my strengths</td>
<td>56%</td>
<td>41%</td>
<td>2%</td>
<td>1%</td>
<td>3.53 (.57)</td>
<td>174</td>
</tr>
<tr>
<td>Taught me how to manage my time effectively</td>
<td>47%</td>
<td>42%</td>
<td>10%</td>
<td>1%</td>
<td>3.35 (.69)</td>
<td>173</td>
</tr>
<tr>
<td>Taught me how to balance personal relationships with personal and academic responsibilities</td>
<td>42%</td>
<td>47%</td>
<td>10%</td>
<td>1%</td>
<td>3.30 (.69)</td>
<td>173</td>
</tr>
<tr>
<td>Taught me how to utilize criticisms for my personal growth</td>
<td>38%</td>
<td>50%</td>
<td>11%</td>
<td>1%</td>
<td>3.25 (.69)</td>
<td>170</td>
</tr>
<tr>
<td>Helped me learn how to deal emotionally with conflict in a healthy manner</td>
<td>36%</td>
<td>52%</td>
<td>11%</td>
<td>2%</td>
<td>3.21 (.70)</td>
<td>172</td>
</tr>
<tr>
<td>Gave me a more optimistic approach to life</td>
<td>33%</td>
<td>53%</td>
<td>13%</td>
<td>1%</td>
<td>3.18 (.70)</td>
<td>160</td>
</tr>
<tr>
<td>Taught me how to manage disappointment</td>
<td>34%</td>
<td>50%</td>
<td>15%</td>
<td>1%</td>
<td>3.16 (.72)</td>
<td>170</td>
</tr>
<tr>
<td>Taught me how to plan and/or implement a budget</td>
<td>34%</td>
<td>48%</td>
<td>16%</td>
<td>2%</td>
<td>3.14 (.75)</td>
<td>161</td>
</tr>
</tbody>
</table>

Table 9—Experiences in the MSC

Alumni were asked about the environment within the MSC. Table 10 illustrates that most students had a very positive experience and developed relationships with others.

<table>
<thead>
<tr>
<th>I cultivated strong friendships with other people in the MSC</th>
<th>Strongly Agree (4)</th>
<th>Agree (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
<th>Mean (sd)</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Memorial Student Center helped make A&amp;M feel smaller</td>
<td>71%</td>
<td>27%</td>
<td>2%</td>
<td>--</td>
<td>3.69 (.51)</td>
<td>180</td>
</tr>
<tr>
<td>The MSC environment provided a platform to share ideas</td>
<td>56%</td>
<td>43%</td>
<td>1%</td>
<td>--</td>
<td>3.55 (.51)</td>
<td>182</td>
</tr>
<tr>
<td>I had the ability to openly share my beliefs, ideas and opinions</td>
<td>51%</td>
<td>48%</td>
<td>1%</td>
<td>--</td>
<td>3.50 (.51)</td>
<td>181</td>
</tr>
<tr>
<td>The MSC provided a welcoming atmosphere for diverse students</td>
<td>46%</td>
<td>51%</td>
<td>3%</td>
<td>1%</td>
<td>3.42 (.52)</td>
<td>180</td>
</tr>
<tr>
<td>The organizational structure of the MSC was a good example to the realities of the workplace in which I have worked in</td>
<td>43%</td>
<td>48%</td>
<td>8%</td>
<td>1%</td>
<td>3.34 (.65)</td>
<td>169</td>
</tr>
</tbody>
</table>

Table 10—MSC Environment
Respondents were asked to describe the similarities of the organizational structure of their current position compared to the MSC. Many of the responses described the hierarchical structure and bureaucratic nature of their current employment. Other concepts included working with others, budgeting, goal setting, and organizational politics. Some respondents provided specific examples, while others made more general comments.

Along the same lines, respondents were asked to describe differences in organizational structure in their current position. Some people thought their current position was more bureaucratic, while others stated it was less. Some felt more flexibility and some felt less. Several people thought their current environment was similar to the MSC.

Alumni were asked if their experience in the MSC prepared them for their professional career and to explain their response. Many people indicated they already responded to previous similar questions. Other people reiterated their ability to work with people, in complex organizations, and to complete large projects.

When asked to think of skills they currently use that could be attributed to other Texas A&M experiences besides the MSC, some people listed other areas: the Corps, the Band, lab courses, residence halls, church, academic organizations and majors, Greek organizations, student employment, Student Government, The Battalion, and Fish Camp. Others described specific skills and characteristics: public speaking, writing, creative/critical thinking, resilience, listening, planning, passion, focus, wellness, professionalism, time management, team building, and conflict resolution.

The last question asked for any additional feedback that could benefit MSC student leaders. Some respondents provided “words of wisdom” to students while others suggested more logistical. The philosophical comments encouraged students to get involved, challenge themselves, build relationships, study/travel abroad, practice public speaking, work with advisors, use campus resources, and continually learn. The more task-oriented comments included bringing former students back to talk to/mentor students, display the Rountree Student Award winners in a public place, continue to offer hands-on leadership opportunities, and expose students to various career paths.

Conclusions and Recommendations
The alumni who responded to the survey generally reported a very positive experience. Their time in the MSC developed skills for the workforce and even impacted career choice for some. The alumni recalled developing communication and time management skills, which they deemed important in their work lives, although budgeting skills were not seen as important and/or were not emphasized in the MSC. Students typically had a good relationship with their advisor and valued their student experiences.

The sample provided to Student Life Studies may not have included all alumni that were supposed to receive the survey; in addition, people who indicated little or no involvement in the MSC (or were staff) also responded to the survey. There were some people who responded to the survey, which had a heavy focus on career skills, who were not in the workforce (retirement, staying home to raise children, etc.). Their responses may be different because they do not have a “workplace” to consistently apply some skills.

The response rate to the later questions decreased by about 60 people, indicating that the survey may have been too long. In reviewing the questions, they may have seemed repetitive, asking for the same
information in a slightly different way or a different format. Before a similar survey is implemented in the future, it may be beneficial to review the questions for uniqueness and value.

In addition, the respondents’ graduation years ranged 40 years. During that time, many processes and structure may have changed. The student body also changed over that period. It may be difficult for people who graduated 30–40 years ago specifically recall involvement and impact of the MSC itself when compared to someone who graduated a year ago. The “recency effect” would suggest that people are more likely to accurately remember recent events than those farther back. Future surveys could focus more on generations of students, particularly recent graduates, if looking for accurate information.
Professional development is a mutually beneficial endeavor. It is an integral part of our success as a department and the individual success of our students and staff members. In the pursuit of excellence, continual improvement and lifelong learning are expectations of every member of this department.
The following outlines a timetable and system for the necessary professional growth and development of EVERY MSC staff member including senior, mid-level, entry-level, associate staff, and Graduate Assistants in the areas of Departmental Education, Diversity Training and Development, Managerial/Supervisory Development, and Technical/Job Essential Skills Development. The professional development of each staff member is not limited to the opportunities listed, but believe the following provides a firm foundation for the standards of excellence this department seeks to uphold. Using the tables provided, meet with your supervisor and plan out your professional learning calendar.

Note: This document details training that the MSC administers and/or mandates. There may be other trainings required by the institution that staff members must also complete in addition to those listed here.

### Departmental Education and Training

<table>
<thead>
<tr>
<th></th>
<th>Advisors</th>
<th>Student Employee Supervisors</th>
<th>Non-advising Associate Staff</th>
<th>All Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AggieBuy Training</strong></td>
<td></td>
<td></td>
<td></td>
<td>As Needed Based on Role with AggieBuy</td>
</tr>
<tr>
<td><strong>Compass Training</strong></td>
<td>Optional</td>
<td>Optional</td>
<td></td>
<td>Within First Year (advising Associate staff)</td>
</tr>
<tr>
<td><strong>Conflict Management Skills for Supervisors</strong></td>
<td></td>
<td></td>
<td></td>
<td>Within First 2 Years</td>
</tr>
<tr>
<td><strong>Contract Training</strong>*</td>
<td>Annually</td>
<td>Within First 3 Years</td>
<td>Annually (advising Associate staff)</td>
<td></td>
</tr>
<tr>
<td><strong>Facilitation Training</strong></td>
<td>Within First 2 Years</td>
<td>Within First 2 Years</td>
<td>Optional</td>
<td></td>
</tr>
<tr>
<td><strong>FAMIS Training</strong></td>
<td>Optional</td>
<td>Optional</td>
<td>As Needed Based on Position</td>
<td></td>
</tr>
<tr>
<td><strong>Green Book</strong>*</td>
<td></td>
<td></td>
<td></td>
<td>Annually</td>
</tr>
</tbody>
</table>

Page 2 of 16
### MSC Professional Learning Matrix

**Updated: 8/5/10**

<table>
<thead>
<tr>
<th>Training Type</th>
<th>Advisors</th>
<th>Student Employee Supervisors</th>
<th>Non-advising Associate Staff</th>
<th>All Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mediation Training</td>
<td>Within First 3 Years</td>
<td>Within First 3 Years</td>
<td>Optional</td>
<td></td>
</tr>
<tr>
<td>Pathway Net Training</td>
<td>As Needed</td>
<td>As Needed</td>
<td>Within First 3 Months</td>
<td>Within First 3 Months (if needed) and Every 2 Years Thereafter</td>
</tr>
<tr>
<td>Payment Card Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QPR Gatekeeper Training (Student Counseling Services)</td>
<td></td>
<td></td>
<td></td>
<td>Within First 6 Months at Every 3 Years Thereafter</td>
</tr>
<tr>
<td>Student Travel*</td>
<td>Annually</td>
<td>Within First 3 Years</td>
<td>Annually (advising Associate staff)</td>
<td></td>
</tr>
<tr>
<td>Travel Card Training</td>
<td></td>
<td></td>
<td></td>
<td>Within First 3 Months (if needed) and Every 2 Years Thereafter</td>
</tr>
<tr>
<td>Cash Handling Training</td>
<td></td>
<td></td>
<td></td>
<td>As Needed Based on Position</td>
</tr>
<tr>
<td>Raiser’s Edge Training*</td>
<td></td>
<td></td>
<td></td>
<td>As Needed Based on Position</td>
</tr>
</tbody>
</table>

*These trainings will be provided for you internally by the MSC.

### AggieBuy Training

AggieBuy is the new Internet-based marketplace where Texas A&M University faculty and staff can go to purchase everything from office and scientific supplies to computers and furniture. AggieBuy is an easy to use one-stop "shopping-cart" system to purchase a full range of products and services. AggieBuy is also integrated with our financial system known as FAMIS. Many of the ways you use to make purchases, e.g. via a supplier’s website or by placing delegated orders or creating requisitions through FAMIS, will soon be accomplished through AggieBuy. There are four roles within the AggieBuy system – shopper, allocator, approver, and receiver. Each role requires a separate training session except for shopper. The individual role each staff member has will determine which training sessions will necessary to complete. Information about AggieBuy training can be found at [http://aggiebuy.tamu.edu/training.asp](http://aggiebuy.tamu.edu/training.asp).
Compass Training
Compass is the student information system at Texas A&M University. The new system, purchased from SunGard Higher Education, is web-based, and includes the university's three campuses in College Station, Galveston and Qatar. Specific training sessions are determined based on how an individual staff member would use Compass. Information about Compass training can be found at [http://eis.tamu.edu/Compass/Compass_Training.php](http://eis.tamu.edu/Compass/Compass_Training.php).

Conflict Management Skills for Supervisors
This workshop discusses the Tomas-Kilman Conflict Mode Instrument (TKI) to identify personal conflict styles and review how this conflict style influences conflict resolution. This workshop also includes a review of the impact of unresolved conflict in the workplace and strategies supervisors can use to intervene with employees in conflict. Information about this workshop can be found at [http://eodinfo.tamu.edu/training/professionalDev/pdWorkshops.aspx](http://eodinfo.tamu.edu/training/professionalDev/pdWorkshops.aspx).

Contract Training*
The purpose of this training session is to properly prepare all advisors and associate staff members involved with contracts regarding our department’s processes and procedures for all contracts.

Facilitation Training
The purpose of facilitation training is to assist staff members with a key function of their job in working with student groups and student employees. A key resource for developing facilitation skills is Merna Jacobson in the Women’s Resource Center; Merna is extremely talented in this area.

FAMIS Training
Training & FAMIS Security is responsible for the training and security of several accounting related computing systems utilized by Texas A&M University and Division of Finance employees. These systems include FAMIS, USAS, the Division of Finance Imaging System, EPA (Employee Payroll Action) among other internal systems. Specific training sessions are determined based on the needs of each individual staff member’s position. Information about this training can be found at [http://finance.tamu.edu/fmo/ts/default.asp](http://finance.tamu.edu/fmo/ts/default.asp).

Green Book*
Green Book training is done by the accounting office for all MSC staff members and covers all financial aspects related to the department. This is a general overview training for everything involving money or financial aspects.
Mediation Training
Faculty and administrators rarely assume their positions knowing how to frame and manage conflict. Leaders spend over 40% of their workday managing and resolving conflict. Conflict exists in many institutions of higher education. Texas A&M University is no exception. Many individuals would be hard pressed to deny that they have encountered some level of conflict in their personal and/or professional lives. A commonly held assumption and image are that conflict is a negative force. In fact, many people work to ignore or avoid conflict. However, research has shown that conflict can lead to positive outcomes when it is assessed and managed well (Algert, 2002). If you are interested in learning more about mediation training please contact Dean of Faculties Office at 845-4274 or e-mail them: dof@tamu.edu.

Pathway NET Training
Pathway Net is a web-based data management and reporting program for the Payment Card. Before registration for a training class can be completed, you must obtain authorization to attend this class. First, you must fill out the “User/Supervisor Statement of Responsibility” form and send the original document to the Payment and Travel Card Office. Second, you must complete either the Individual and Departmental Payment Card Training or the Departmental/CBA Travel Card Training prior to attending the classroom training. This form is located at http://finance.tamu.edu/fmo/pc/forms/softwareaccess.pdf.

Payment Card Training
Training is required for new cardholders and must be retaken every two years. The event registration system tracks this and notifies the cardholder when the recertification is necessary. Failure to complete the training will result in the suspension of the card until training is completed. Information about this training can be found at http://finance.tamu.edu/fmo/pc/dytraining.asp.

QPR Gatekeeper Training (Student Counseling Services)
QPR stands for Question, Persuade, & Refer, the three skills you learn as a QPR Gatekeeper. Two hours of certified QPR Gatekeeper Training teaches you how to recognize the signs that someone may be at risk for suicide; what to do or say (or not do or say) if you think someone might be at risk for suicide; where and how refer someone who is depressed or considering suicide. Information about QPR training can be found at http://www.scs.tamu.edu/personal/QPR.asp.

Student Travel*
The purpose of this training session is to properly prepare all appropriate MSC staff members regarding our departments’ processes and procedures for all travel involving students.

Travel Card Training
Training is required for new card administrators and must be retaken every two years. The event registration system tracks this and notifies the cardholder when the recertification is necessary. Failure to complete the training will result in the suspension of the card until training is completed. Information about this training can be found at http://finance.tamu.edu/fmo/pc/dytraining.asp.
Cash Handling Training
This training covers basic cash handling practices and reviews the TAMU System regulations and requirements. It covers best practices in cash handling, receipting, custody of funds and deposits. It also covers guidelines on writing procedures for cash handling. Information about this training can be found at http://finance.tamu.edu/fmo/sales/dytraining.asp.

Raiser's Edge Training*
This training is done on an individual bases for all appropriate MSC staff members regarding the departments system for tracking donations.

Diversity Training and Development

<table>
<thead>
<tr>
<th></th>
<th>Advisors</th>
<th>Student Employee Supervisors</th>
<th>Non-advising Associate Staff</th>
<th>All Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Intensive Training</td>
<td></td>
<td></td>
<td></td>
<td>Once Every 2 Years</td>
</tr>
<tr>
<td>Local Training</td>
<td></td>
<td></td>
<td></td>
<td>Quarterly</td>
</tr>
<tr>
<td>National Training</td>
<td></td>
<td></td>
<td></td>
<td>Once Every 2 Years</td>
</tr>
<tr>
<td>Professional Exposure</td>
<td></td>
<td></td>
<td></td>
<td>Once Every 3 Years</td>
</tr>
</tbody>
</table>

Local Intensive Training
Local intensive trainings will be organized by the department. A facilitator will be brought in and conduct a training on a specific diversity or social justice issue. Every staff person in the department is required to attend.
Local Training
There are a handful of trainings already offered on campus. These include the Diversity Training Institute, and GLBTQA ALLY Training, and there may be others. The department will work to coordinate trainings or workshops for staff internally. Additionally, the department should advocate that the division and other departments make trainings more readily available. Other trainings could include ALLY Training for disabled students, students of color, etc., workshops on undocumented students, and more.

National Training
This refers to trainings that are offered around the country. This may include webinars, workshops, or institutes on a variety of different diversity and social justice topics. Some examples include: Social Justice Training Institute (SJTI), Institute for Social Justice Ally Development, etc, People’s Institute, StirFry Berkeley Workshops, and the Institute for Social Justice Ally Development.

Professional Exposure through Conferences
Professional exposure to diversity training and education can come in a number of ways. Each staff person is asked to work with their supervisor to come up with various opportunities. Some opportunities may come through normal exposure at professional conferences. There are conference that deal exclusively with issues of diversity and social justice (i.e. NCORE, White Privilege Conf, etc), but conferences like NASPA, NACA, ACUI, etc, usually also have opportunities to engage in learning around these topics.

Managerial/Supervisory Training

<table>
<thead>
<tr>
<th></th>
<th>Advisors</th>
<th>Student Employee Supervisors</th>
<th>Non-advising Associate Staff</th>
<th>All Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching</td>
<td>Once in the First 3 Years</td>
<td>Once in the First 3 Years</td>
<td>Optional</td>
<td></td>
</tr>
<tr>
<td>Communication for Managers</td>
<td></td>
<td></td>
<td></td>
<td>Once in the First 3 Years</td>
</tr>
<tr>
<td>Introduction to Supervision</td>
<td></td>
<td></td>
<td></td>
<td>Once in the First 2 Years</td>
</tr>
<tr>
<td>Performance Development Process</td>
<td></td>
<td></td>
<td></td>
<td>Once in the First 3 Years</td>
</tr>
</tbody>
</table>
### MSC Professional Learning Matrix

**Positive Performance Management (PPM)/Refresher**
- **Advisors**
- **Student Employee Supervisors**
- **Non-advising Associate Staff**
- **All Staff**
  - Annually

### Principles of Supervision and Management (PSM) Program
- Once in the First 3 Years
- Once in the First 3 Years
- Once in the First 3 Years

### Total Quality Management or Equivalent
- Once Every 2 Years

### Coaching
Having the ability to effectively coach employees is essential to being a successful manager or leader. This workshop will focus on the role of a manager as a coach and includes an introduction to coaching as well as providing tools to help enhance coaching skills. Information about this training can be found at [http://eodinfo.tamu.edu/](http://eodinfo.tamu.edu/).

### Communication for Managers
The ability to effectively communicate is an important skill for anyone to have; however, as a supervisor or a manager this skill becomes even more critical because what we say or do has wider implications. Whether you are someone who supervises a group of employees or manages projects, the “Communication Skills for Managers” workshop is designed for your role as a manager at Texas A&M. In this workshop you will learn about key communication competencies such as listening, feedback, etc. You will learn about the role of non-verbal cues, attitude, personality and other key factors that affect communication. You will also have the opportunity to use some behavioral assessment tools and apply some of the skills in class. Information about this training can be found at [http://eodinfo.tamu.edu/](http://eodinfo.tamu.edu/).

### Introduction to Supervision
This is an awareness level course, designed to train individuals who are new supervisors, or those who will soon become supervisors. It will provide basic, foundational information to get new supervisors off to a good start. Upon successful completion of this course, the participant will be able to describe the role of supervisor and the four key practices new supervisors must use to achieve success, as well as identify the expectations TAMU has of supervisors and find out about additional supervisory training that will help new supervisors succeed. Information about this training can be found at [http://eodinfo.tamu.edu/](http://eodinfo.tamu.edu/).
**Performance Development Process**
This workshop addresses the procedures and techniques for completing the TAMU evaluation form for non-faculty employees. The workshop includes discussion important elements of the evaluation and the process of goal-setting. Information about this training can be found at [http://eodinfo.tamu.edu/](http://eodinfo.tamu.edu/).

**Positive Performance Management (PPM)**
This course is designed to provide supervisors with the necessary background and practice to effectively administer the full PPM system in their workplaces. All and newly promoted supervisors in departments which have adopted PPM are required to attend this course one time. Check with your manager or ES Liaison to ensure your department is under PPM. The 10-hour Positive Performance Management training course is taught by The Employee Services - Employee Relations Office. All course materials will be provided. Information about this training can be found at [http://eodinfo.tamu.edu/](http://eodinfo.tamu.edu/).

**Positive Performance Management (PPM) Refresher**
This is a refresher of the PPM program. Information about this training can be found at [http://eodinfo.tamu.edu/](http://eodinfo.tamu.edu/).

**Principles of Supervision and Management (PSM) Program**
This certificate program focuses on how the behavior of managers and supervisors is impacted by laws, policies, regulations, rules and procedures. This program designed for supervisory and management personnel. However, any TAMU employee interested in learning more about the interaction of laws and policy with management practices may enroll in the program. Information about this training can be found at [http://eodinfo.tamu.edu/](http://eodinfo.tamu.edu/).

**Total Quality Management (Dr. Bryan Cole) or Center for Executive Development (Dr. Ben Welch)**
Comprehensive workshops on Leadership, Total Quality Management (TQM), and their subsequent iterations like Continuous Improvement.

**Technical Skills Training** *(Based on employees skill level not all technical training may be needed; discussion between the supervisor and employee will determine what technical training will be necessary for staff members.)*

<table>
<thead>
<tr>
<th></th>
<th>Advisors</th>
<th>Student Employee Supervisors</th>
<th>Non-advising Associate Staff</th>
<th>All Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating PDFs</td>
<td>Within First 2 Years</td>
<td>Within First 2 Years</td>
<td>Within First 6 Months</td>
<td></td>
</tr>
<tr>
<td>Microsoft Access - Essentials</td>
<td>Within First 2 Years</td>
<td>Within First 2 Years</td>
<td>Within First 6 Months and Every 2 Years After</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Advisors</td>
<td>Student Employee Supervisors</td>
<td>Non-advising Associate Staff</td>
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</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------</td>
<td>-----------------------------</td>
<td>------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>Microsoft Excel - Essentials</strong></td>
<td>Within First 2 Years</td>
<td>Within First 2 Years</td>
<td>Within First 6 Months and Every 2 Years After</td>
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</tr>
<tr>
<td><strong>Microsoft Excel - Formatting Data</strong></td>
<td>Within First 2 Years</td>
<td>Within First 2 Years</td>
<td>Within First 6 Months and Every 2 Years After</td>
<td></td>
</tr>
<tr>
<td><strong>Microsoft Excel - Managing Formulas and Spreadsheets</strong></td>
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<td>Within First 2 Years</td>
<td>Within First 6 Months</td>
<td></td>
</tr>
<tr>
<td><strong>Microsoft Outlook - Essentials</strong></td>
<td>Within First 6 Months</td>
<td>Within First 6 Months</td>
<td>Within First 6 Months and Every 2 Years After</td>
<td></td>
</tr>
<tr>
<td><strong>Microsoft Word - Document Formatting</strong></td>
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<td>Within First 2 Years</td>
<td>Within First 6 Months and Every 2 Years After</td>
<td></td>
</tr>
<tr>
<td><strong>Microsoft Word - Essentials</strong></td>
<td>Within First 2 Years</td>
<td>Within First 2 Years</td>
<td>Within First 6 Months and Every 2 Years After</td>
<td></td>
</tr>
<tr>
<td><strong>Microsoft Word - Mail Merge</strong></td>
<td>Within First 2 Years</td>
<td>Within First 2 Years</td>
<td>Within First 6 Months</td>
<td></td>
</tr>
</tbody>
</table>

Information for all technical skills training courses can be found at [https://training.tamu.edu/courses.php#compbasics](https://training.tamu.edu/courses.php#compbasics).

**Creating PDFs**
Learn the basics of creating and manipulating Portable Document Format (PDF) files. PDFs can be viewed and printed on any computer platform in exactly the format that you created it. Learn how to recognize scanned text using the Optical Character Recognition (OCR). Find out how to move, extract, insert and delete pages in your PDF documents. Discover how to create headers and footers, bookmarks, and links.

**Microsoft Access - Essentials**
Discover the essentials of creating and working with Access databases. Learn what a relational database is and what it can do for you. Find out how to create and edit tables, set field properties, create relationships and use simple queries, as well as how to create basic forms and basic reports.

**Microsoft Excel - Essentials**
Learn the essentials of Microsoft Excel and spreadsheets to create and save workbooks, format text and numbers, select ranges and use cut, copy and paste. Learn how to use formulas, and explore printing options for worksheets and workbooks.
Microsoft Excel - Formatting Data
Discover how to format spreadsheet data by utilizing the advanced formatting features of Microsoft Excel. Learn how to sort data, find and replace data and work with AutoFilter. Find out how to create new and edit existing tables and sort tabled data. See how to create templates, apply automatic formatting and styles, add and modify outlines and create and review comments. Learn to use text and number filters, as well as create custom error messages and validate data using lists.

Microsoft Excel - Managing Formulas and Spreadsheets
Learn how to use Excel formulas and functions, including 3D calculations. Manage large amounts of data by storing information in multiple worksheets and multiple workbooks. Discover how range names and labels can improve your efficiency and how to use lookup and other advanced functions. Find out how to insert and delete extra worksheets, and freeze and unfreeze panes to work with data. See how to copy and move worksheets, as well as how to protect worksheets and add and remove passwords. Learn how to open multiple workbook windows, save workspaces and link workbooks.

Microsoft Outlook - Essentials
Learn how to use Outlook email features to send, receive, reply to and forward email messages. Find out how to format, track messages and create auto-signatures. Learn to utilize the office clipboard, attach files to messages and open and save attached files. Discover the calendar feature, manage contacts, and work with tasks.

Microsoft Word - Document Formatting
Discover a broad range of Word features to improve the appearance of your documents. In this class, you will learn how to create, apply and modify styles to speed up your document formatting process, as well as how to create manual page breaks, change document properties such as paper size, vertical alignments and page orientations. Find out how to add newsletter style columns to your document, work in outline view as well as how to work with new document themes. Learn how to create block, first line, and hanging indents, insert tab stops and create bookmarks. Utilize Find and Replace to edit your document more quickly and work with a number of Word-specific controls such as AutoFormat and AutoCorrect. Discover how to create and use Master documents to better organize and rearrange long documents.

Microsoft Word - Essentials
Learn the basics of Microsoft Word and word processing. Create and save a document, use cut, copy and paste and apply character and paragraph formatting. Find out how to use spell check, create bulleted and numbered lists, work with document views and learn how to make the most of online help.

Microsoft Word - Mail Merge
Discover how to use the features of Microsoft Word to send the same letter to a large number of recipients. Find out how to identify the document you will be sending and how to create a recipient list. Learn how to create merge fields, preview your merged data, how to print or email your merged documents and how set options for mailing labels. Find out how to customize numbered and bulleted lists as well as how to use, create and modify templates.
Other Professional Development Opportunities

Professional Development has been identified as opportunities for growth for an employee that increases their skill set while enhancing their contribution to the department. While the opportunities for professional development are plenteous, utilization of a professional development plan of many components will allow employee and supervisor to tailor their experience to their unique specifications. In order to create a mutually beneficial plan for the development of employees the department, an assessment was made to determine present needs, proposed plan and how it may benefit constituents.

Methods: The areas in which additional professional development opportunities might be available. Depending on the specifics of your position, other areas of opportunity may be available.

Resources: These are known and suggested opportunities for development. Employees are not limited to the options provided.

Expectations: Should you choose to take advantage of an opportunity, this section outlines some of what might be asked of you. Work with your supervisor to further define the expectations of your professional development.

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<thead>
<tr>
<th>Methods</th>
<th>Resources/Options</th>
<th>Expectations</th>
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</thead>
<tbody>
<tr>
<td>College Classes</td>
<td>• Texas A&amp;M allows staff members to register for courses for academic credit consistent with state law (up to 3 hours per week).</td>
<td>• The classes taken should build knowledge and relate to the profession&lt;br&gt;• Employee will share his/her expertise with peers in the form of presentations or handouts&lt;br&gt;• Employee will become a resource to peers in the studied area&lt;br&gt;• Employee will also be responsible for including this information in the monthly report</td>
</tr>
<tr>
<td>Networking</td>
<td>• Join workgroups and listservs according to affinity group&lt;br&gt;• Attend outside department and division functions&lt;br&gt;• Attend city/community events and engagements</td>
<td>• Employees should seek out potential collaborations with colleagues at other institutions&lt;br&gt;• Employees should share correspondence with colleagues regarding best practices, industry standards and other opportunities&lt;br&gt;• Employees should share relevant contacts with other MSC employees</td>
</tr>
</tbody>
</table>

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<tr>
<th>Methods</th>
<th>Resources/Options</th>
<th>Expectations</th>
</tr>
</thead>
</table>
| **On-the-Job-Training/Special Projects or Initiatives** | ▪ Cross-training  
▪ Intentional expansion of job duties in order to facilitate growth  
▪ Seeking new methods for achieving work objectives  
▪ Seeking new opportunities for collaboration with a variety of departments, organizations and individuals | ▪ Employee and department will benefit from greater versa and increased skill or knowledge that results  
▪ Projects or initiatives will fill a departmental need or will enhance the department’s ability to fulfill its mission  
▪ Employee development through this method can be both planned and spontaneous; employees should reflect or as their work experiences frequently |
| **Presentations and Facilitation** | ▪ See Resources for Professional Conference and Professional Organizations  
▪ Fall Leadership Conference (FLC) Focus Group Leader | ▪ Employees who present should be willing to share content with staff  
▪ Employees should include their department and title in the presentation  
▪ Employee will also be responsible for including this information in the monthly report |
| **Professional Conferences** | ▪ MSC will provide professional development funds up in order to supplement the cost of attending trainings, though many of these are offered at minimal costs.  
▪ Additional time to attend trainings can be decided upon with your supervisor  
▪ Association of College Unions International (ACUI)  
▪ National Association for Campus Activities (NACA)  
▪ National Association of Student Personnel Administrators (NASPA)  
▪ National American College Personnel Association (ACPA)  
▪ The Texas Association of College and University Student Personnel Administrators (TACUSPA)  
▪ South by Southwest Music and Media Conference  
▪ Pollstar Concert Consortium  
▪ Association of Performing Arts Presenters Annual Conference  
▪ Texas Commission on Arts/Cultural Connections  
▪ Texas A&M University Professional Support Staff (TAPSS) Development Conference, etc. | ▪ If possible, employee should seek opportunities to contribute to the conference, such as presenting, leading a small group discussion, volunteering, participating in conference opt-in activities, etc.  
▪ Employee is expected to network with other colleagues at the conference  
▪ Upon returning from conference, employee will provide a presentation on relevant resources or knowledge gained to the appropriate audience  
▪ Employee will also be responsible for including this information in the monthly report |
<table>
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<tr>
<th>Methods</th>
<th>Resources/Options</th>
<th>Expectations</th>
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</table>
| Professional Organizations | ▪ See Resources for Professional Conference and Professional Organizations  
▪ Board of Directors for the American Collegiate Talent Showcase  
▪ Leadership Academy Coordinator, etc | ▪ Employees should seek leadership roles on the executive board, regional, and national planning committees, etc.  
▪ Employees should seek to connect the MSC, its programs resources to those of the organization whenever possible  
▪ Employees should share news, updates, and best practice when possible  
▪ Employee will also be responsible for including this information in the monthly report |
| Readings         | ▪ Summer Reading Project  
▪ ACUI Bulletin  
▪ About Campus  
▪ Chronicle of Higher Education  
▪ Diverse Issues in Higher Education  
▪ Hispanic Outlook in Higher Education Magazine  
▪ Journal of Higher Education  
▪ New Directions for Higher Education  
▪ Women in Higher Education, etc | ▪ Employees should seek out articles and information that will enhance their job knowledge and competence  
▪ Employees should share research, contemporary issues, a relevant information with other staff members  
▪ Employee will also be responsible for including this information in the monthly report |
| Teaching         | ▪ First Year Seminar course offered through the Undergraduate Studies Office allows instructors to develop courses  
▪ Center for Teaching Excellence on campus offers courses and workshops to improve teaching skills  
▪ Additional time to attend trainings can be decided upon with your supervisor | ▪ Employee will be encouraged to participate in teaching courses, workshops, classes to foster academic integration and enhance public speaking skills  
▪ Employee will have the opportunity to combine theory with practice in the classroom  
▪ Employee will also be responsible for including this information in the monthly report  
▪ Employees should include their department and title in their introduction |
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<tr>
<td>University, Division, and Other Committees</td>
<td>▪ <a href="http://committees.tamu.edu">http://committees.tamu.edu</a></td>
<td>▪ Employee will gain increased knowledge of campus community</td>
</tr>
<tr>
<td></td>
<td>▪ Student Leader Learning Outcomes (SLLO)</td>
<td>▪ Employee will be an active contributor to the university</td>
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<tr>
<td></td>
<td>▪ Freshman Convocation Committee</td>
<td>▪ Employee will be able to implement skills that could assist their job-function</td>
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<td></td>
<td>▪ FISH Camp Support Staff</td>
<td>▪ Employee will be able to network and build relationships with colleagues in other departments</td>
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<tr>
<td></td>
<td></td>
<td>▪ Employee will also be responsible for including this information in the monthly report</td>
</tr>
<tr>
<td>Visit Institutions</td>
<td>▪ Take trips to other institutions as a group</td>
<td>▪ Employee will obtain valuable resources and identify opportunities for collaboration</td>
</tr>
<tr>
<td></td>
<td>▪ MSC will provide professional development funds up in order to supplement the cost of attending trainings, though many of these are offered at minimal costs.</td>
<td>▪ Employee will evaluate the standards and practice of other institutions and develop partnerships</td>
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<td></td>
<td></td>
<td>▪ Employee will also be responsible for including this information in the monthly report</td>
</tr>
<tr>
<td>Webinars</td>
<td>▪ Chronicle of Higher Education offers webinars at affordable rates</td>
<td>▪ Employee will be able to participate in an intensified learning experience</td>
</tr>
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<td></td>
<td></td>
<td>▪ Employee will be encouraged to discuss the information learned with peers during meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Employee will also be responsible for including this information in the monthly report</td>
</tr>
<tr>
<td>Methods</td>
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<td>Expectations</td>
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<td>---------------------------------------------</td>
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</table>
| **TAMU HR, Employee Development Workshops, and other Trainings** | ▪ See Required Training and Job Essential Education of this document  
▪ MSC will provide professional development funds up in order to supplement the cost of attending trainings, though many of these are offered at minimal costs.  
▪ Additional time to attend trainings can be decided upon with your supervisor  
▪ [http://eodinfo.tamu.edu/](http://eodinfo.tamu.edu/)  
▪ Other opportunities include: Group Leadership Forum, Big 12 workshop on Late Night/Alternative Programming, Fundraising for Non-Profit Organizations, Forum on Volunteerism, Service and Learning, Grant Writing Workshop, Leadership Institute, etc. | ▪ Employees should remain up-to-date with current information or attend refresher courses on previously learned skills  
▪ Employee is expected to network with other colleagues at trainings  
▪ Upon returning from any TAMU trainings, employee will provide presentation on relevant resources or knowledge gained to the appropriate audience  
▪ Employee will also be responsible for including this information in the monthly report  
▪ If possible, employee will seek opportunities to facilitate workshops or training for MSC employees, and potentially division colleagues |
| **Writing and Publishing**                  | ▪ See Readings section of this document for some opportunities for publishing  
▪ Other opportunities include: StudentAffairs.com, NASPA Journal, Journal of Higher Education, etc | ▪ Employees who publish should be willing to share content with staff  
▪ Employees should include their department and title in the presentation  
▪ Employee will also be responsible for including this information in the monthly report |
Please develop a professional development plan for the upcoming academic school year. See the attached professional development methods and resources guide to select relevant resources for your professional development. Remember that professional development should be mutually beneficial for you as the employee and for the department as a whole.

**Goals:** For this academic school year, I will:

**Objectives/steps to accomplish the goal(s):**

**Timeline:**

**What do you need to be successful? (Resources/collaborations/trainings, etc.)**

**Criteria for success of your goal:**

**Contribution to the Department (How does the department benefit?):**

**Methods for Reporting Progress to the Department:**

**Assessment method to verify your success:**

Signature of employee: ___________________________  Date: _____________

Signature of supervisor: ___________________________  Date: _____________

Reviewed on (dates): ___________________________  Accomplished Date: _____________
Division of Student Affairs

Strategic Plan
2011-2015
Revised 8/30/2010
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Section I Overview

Student Affairs at Texas A&M University is composed of the following departments:

- Becky Gates’ Children’s Center
- Corps of Cadets*
- Disability Services
- Greek Life
- Information Technology
- Memorial Student Center
- Multicultural Services
- Office of the Dean of Student Life
- Recreational Sports
- Residence Life
- Rudder Theatre Complex
- Student Activities
- Student Counseling Service
- Student Health Services
- Student Life Studies
- University Art Galleries
- University Center Complex
- Women’s Resource Center

*The Corps of Cadets returned to the Division of Student Affairs in April 2010

As a unit, Student Affairs has been involved in strategic planning since the spring of 2009. In July of 2009 a revised mission and vision statements were crafted. Divisional core values were reaffirmed. In August of 2009, the mission, vision, new goals and objectives were approved by the Office of the Vice President and the division Directors.

During the 2009-2010 academic year the Division directors were involved in a process to understand the Division of Student Affairs as a system. Facilitated by Dr. Bryan Cole, Texas A&M Professor of Educational Administration, the leadership of the Division worked to increase the intentional communication, coordination, collaboration and cooperation between/among the departments in the Division. The commitment to this process was to fulfill the Division’s mission while being the best stewards as possible of its resources. Although this process is not complete, learning from this process was incorporated into the strategic planning document.

The directors of the Division and the Office of the Vice President also conducted a retreat in the spring of 2010 for the specific framing of the 2011-2015 strategic plan. Every Divisional goal was aligned with Vision 2020 and the undergraduate student learning outcomes of the Academic Master Plan and can be found in Appendix A.

Departments in the Division of Student Affairs participate in comprehensive program review every 5-7 years. The review includes a time of preparation, a self-study, a peer review, action planning and ongoing implementation. Because the process is resource intensive (staff involvement, time and money) and generates action plans that are integrated into department’s individual strategic plans, departments that will be undertaking the self-study and peer review processes of program review in 2011 – 2015 are indicated as part of the Division’s strategic initiatives. However, every department always is in some phase of comprehensive program review.
Section II  Strategic Plan: Mission, Vision, Core Values, Goals

A.  Mission

The Division of Student Affairs provides exceptional services, facilities, programs, and experiences that enrich student learning and development, foster an inclusive campus community, and promote Aggie Core Values* in support of the educational mission of Texas A&M University.
*Loyalty, Integrity, Excellence, Leadership, Selfless Service, Respect

B.  Vision

The Division of Student Affairs actively engages students in world class experiences that prepare them for a life of service and leadership in a global society.

C.  Core Values

Foundational to our mission and vision are six core values:

1.  Caring: We treat others as we want to be treated - with consideration, kindness and compassion. We consider how our choices affect others, and we teach caring by our own example. As members of the Division of Student Affairs, we welcome and embrace all into the Aggie family.

2.  Diversity: As a community, we recognize that human diversity is our strength. We are steadfast in our efforts to ensure that diverse perspectives and experiences are encouraged, valued, and included.

3.  Respect: We recognize and honor the dignity, worth, and individuality of each person and accept individual differences. We treat others with consideration, courtesy and civility. We pursue what is fair and just with openness, objectivity and consistency

4.  Integrity: As individuals and as a Division and its departments, we honor our commitments and use the principles of honesty and trustworthiness to guide our decisions and practices. We strive to have the courage of our convictions to do what is right.

5.  Excellence: We strive to do the best in all that we do. We commit to being reliable, prepared and informed. We persevere to improve and develop our programs, services, staff and students.

6.  Service: We are dedicated to serve students and the University community as we contribute to the mission, goals, and values of Texas A&M University.
D. Goals and Outcomes/Objectives

The Division of Student Affairs will:

1. **Provide quality programs, services, opportunities and facilities that enhance students’ academic and developmental opportunities**
   a. Develop and assess student learning outcomes for student workers and for students who participate in organizations and programs
   b. Develop and assess program, performance and process outcomes as appropriate
   c. Provide practical environments in which students can test and apply what is learned in the classroom
   d. Develop and sustain partnerships for learning with academic affairs, students, former students and community members
   e. Offer safe, secure and healthy facilities and environments

2. **Promote an inclusive environment that celebrates diversity, the Aggie spirit and traditions.**
   a. Cultivate a campus climate that is welcoming, supportive, and affirming for students, faculty, staff, families and the public
   b. Build and support traditions that are inclusive and indicative of the Aggie core values of loyalty, integrity, excellence, leadership, selfless service and respect

3. **Prepare students and staff for a future of lifelong learning, contributing to society, and leading in a global environment.**
   a. Create intentional experiences that support the institution’s undergraduate student learning outcomes of critical thinking; communication; personal and social responsibility; social, cultural, and global competence; lifelong learning; and working collaboratively
   b. Create and document student leadership skill development and use results for continuous improvement
   c. Provide intentional service/volunteer opportunities
   d. Expose students and staff to various cultures both national and international, current issues, and perspectives

4. **Develop and manage human, financial, physical and technological resources effectively and efficiently.**
   a. Invest in the development, competence and recognition of staff
   b. Plan for and undertake projects as needed for resources to meet student and staff needs
   c. Plan for current and future technology needs for staff and students and the wise and resourceful use of technology
   d. Support departmental collaboration for the consolidation and sharing of resources and the elimination of redundancy
Section III Strategic Initiatives

Goal 1: Provide quality programs, services, opportunities and facilities that enhance students’ academic and developmental opportunities

1.1 Develop learning and/or program outcomes for all programs and services

Criteria for success: Students will articulate and demonstrate the learning gained from their co-curricular experiences

Customer satisfaction surveys will indicate a continuous improvement in programming efforts

Methods to assess: Departmental assessment plans in WEAVEonline will include learning outcomes

Direct and multiple indirect outcomes will be identified and utilized

Timeline: 2010-2011

1.2 Develop learning outcomes for student workers

Criteria for success: Students will articulate and demonstrate the learning gained from their work in student affairs departments

Methods to assess: Departmental assessment plans in WEAVEonline will include learning outcomes for student workers

Direct and multiple indirect outcomes will be identified and utilized

Timeline: 2011-2012

1.3 Identify key partnerships and desired outcomes among departments within the Division of Student Affairs

1.3.1 Completion of the 2009-2010 Cole-led project on Division collaborations

1.3.2 Inventory new and continuing partnerships and desired outcomes with responsible positions/parties identified for sustaining the relationships to include existing Memoranda of Understanding (MOU)

1.3.3 Action items, assessment methods and timelines identified for each partnership
Criteria for success: Staff will be working intentionally and collaboratively with division partners on a regular basis

Methods to assess: Completion of Cole-led project
Inventory completed
Action items, assessment methods and timelines identified

Timeline: 2011 - 2012

1.4 Continue to develop and sustain partnerships and desired outcomes with academic affairs

1.4.1 Inventory new and continuing partnerships to include existing MOUs within each department
  1.4.1.1 Identify key personnel relationships with each partnership
  1.4.1.2 Identify responsible positions/parties for sustaining relationships
  1.4.1.3 Develop shared outcomes in conversation with partners
  1.4.1.4 Action items, assessment methods and timelines identified

Criteria for success: Staff will be working intentionally and collaboratively with academic partners

Methods to assess: Inventory of new and continuing partnerships completed
Shared outcomes completed
Action items, assessment methods and timelines identified

Timeline: 2011-2013

1.5 Continue to develop and sustain partnerships and desired outcomes within the campus community not in academic affairs

1.5.1 Inventory new and continuing partnerships to include existing MOUs within each department
  1.5.1.1 Identify key personnel relationships with each partnership
  1.5.1.2 Identify responsible positions/parties for sustaining relationships
  1.5.1.3 Develop shared outcomes in conversation with partners
  1.5.1.4 Action items, assessment methods and timelines identified

Criteria for success: Staff will be working intentionally and collaboratively with campus community partners

Methods to assess: Inventory of new and continuing partnerships completed
Shared outcomes completed
Action items, assessment methods and timelines identified

Timeline: 2012-2014
1.6 Conduct comprehensive program review in every Division Department (see Appendix B)

Criteria for success: Departments will complete a comprehensive program review every 5 – 7 years

Methods to assess: Action plans
Satisfaction surveys of staff concerning review process and outcomes

Timeline: 2011-2015, ongoing

Goal 2: Promote an inclusive environment that celebrates diversity, the Aggie spirit and traditions.

2.1 Identify the barriers that keep us from creating an inclusive campus

2.1.1 Coordinate data from the three existing Campus Climate surveys (student, faculty, staff)
2.1.2 Conduct a campus climate survey of former students
2.1.3 Share data with campus community
2.1.4 Engage in active training and education to reinforce inclusive behavior

Criteria for success: Identification of gap between desired outcomes (University’s Diversity Plan) and attitudes and behavior of students

Possible increase in reporting of discriminatory incidents because of greater investment in an inclusive campus

Methods to assess: Focus groups with students
Survey of former students
Pre and post assessments of training and education activities

Timeline: 2011-2013

2.2 Assess our traditions and their impact on inclusivity

2.2.1 Identify University recognized traditions and the sponsoring organization
2.2.2 Make connections between core values and traditions (in print, action, programs)
2.2.3 Identify the values inherent in each tradition
2.2.4 Assess traditions through the eyes of majority and underrepresented cultural groups
2.2.5 Share assessment data with students and student organizations
2.2.6 Through a shared stakeholder process, identify the practices and policies that prevent inclusivity
2.2.7 Provide the training and education necessary to improve inclusivity

Criteria for success: Clarity of the shared values in our traditions

Understanding the barriers to inclusivity within each tradition

Intentional improvements in traditions where needed to assure greater inclusion of underrepresented cultural groups

Methods to assess: Surveys
Focus groups/Interviews
Tracking improvements/changes
Tracking increase in participation by underrepresented cultural groups

Timeline: 2011 – 2015

2.3 Incorporate into event planning the question of inclusivity

2.3.1 Determine a broadly defined question(s) to include on the event planning form
2.3.2 Incorporate inclusivity question(s) on the event planning form
2.3.3 Develop and provide suggestions for event planners to stimulate intentionally inclusive planning

Criteria for success: Event planners understand how to be intentionally inclusive when planning events

Activities and programs reflect in purpose and marketing more intentional inclusivity

Methods to assess: Question(s) created
Event planning form updated
Suggestions for event planners created and distributed with event planning forms
Track answers to event planning form question(s) on inclusivity

Timeline: 2013
2.4 Recognize the contributions of diverse Aggies through the aesthetic environments on campus

2.4.1 Work collaboratively with The Association of Former Students to identify and honor the contributions of diverse Aggie leaders
2.4.2 Collaborate with various campus entities to identify diverse Aggies who have had a positive impact on the community, state and/or world
2.4.3 Recognize these Aggies through the aesthetic environment, programming or honors

Criteria for success: Aesthetic campus environment will include the contributions of diverse Aggies

Methods to assess: Track collaborations
Track increase in recognition of diverse Aggies in aesthetic environments, programming or honors


Goal 3: Prepare students and staff for a future of lifelong learning, contributing to society, and leading in a global environment.

3.1 Develop a unified Division of Student Affairs leadership curriculum

3.1.1 Benchmark student affairs leadership curricula from peer institutions
3.1.2 Identify and evaluate current leadership programs and activities
3.1.3 Develop goals for leadership curriculum
3.1.4 Create leadership curriculum
3.1.5 Map departmental leadership programs to curriculum
3.1.6 Conduct gap analysis

Criteria for success: Unified leadership curriculum in the co-curricular

Methods to assess: Benchmark studies
Track programs
Program implementation

Timeline: 2011 – 2014

3.2 Provide intentional opportunities for international exposure within the campus environment

3.2.1 Identify current programs and activities
3.2.2 Assess/evaluate current programs and activities for outcomes and student satisfaction
3.2.3 Analyze data from assessment
3.2.4 Share outcomes from study of current program opportunities with division departments
3.2.5 As indicated, develop new strategies with outcomes to accomplish the initiative

Criteria for success: Increase the numbers of international student participation in Division programs and student leadership. Increase the number of American students participating in international programs and activities on campus.

Methods to assess: Completion of study, assessment and analysis. Track development of new or improved programming. Track student participation in international programs. Surveys to determine if outcomes have been met.

Timeline: 2011 – 2013

Goal 4: Develop and manage human, financial, physical and technological resources effectively and efficiently.

4.1 Develop a long term plan for all Division facilities to include new facilities and renovation of existing facilities

4.1.1 Complete inventory of all facilities under Division control and/or occupied by the Division
4.1.2 Collect accurate floor plans/architectural drawings of all facilities
4.1.3 Conduct Division-wide space review
4.1.4 Identify most critical facility needs
4.1.5 Benchmark findings against peer institutions
4.1.6 Agree to a funding model for facility renewal and modifications
4.1.7 Departments conduct comprehensive facility review every 5-7 years alternating with comprehensive program review

Criteria for success: Facilities will adhere to standards established by benchmarking with peer institutions and certifying agencies.

Utility usage analysis
Track certifications necessary for each facility

4.2 Develop a long term plan for the funding of all renovations and new facilities

4.2.1 Develop five-year plan consistent with the Texas A&M University Capital Plan for 2011-2015

4.2.2 Secure funding
   4.2.2.1 FY 2011
      Corp Dorm Renovation FY 2011
      Northside Residence Hall FY 2011
      Penberthy Field renovation FY 2011
      University Apartments Phase II
   4.2.2.2 FY 2012
      Corps Dorm Renovation FY 2012
      Student Health Services Building FY 2012
   4.2.2.3 FY 2013
      Corps Dorm Renovation FY 2013
   4.2.2.4 FY 2014
      Corps Dorm Renovation FY 2014
   4.2.2.5 FY 2015
      Corps Dorm Renovation FY 2015

Criteria for success: Plan is developed FY 2011
Funding is secured for each project

Methods to assess: Plan completion
Funding obtained

4.3 Evaluate effectiveness of overarching Division councils/committees

4.2.1 Review charges and outcomes
4.2.2 Assess effectiveness based on charge/outcomes
4.2.3 Conduct gap analysis
4.2.4 Identify new Division council/committees to meet existing needs in coordination with strategic initiative 1.3

Criteria for success: Division council/committees will have intentional outcomes and be focused on purposes that further coordination, collaboration, communication and cooperation

Methods to assess: Completion of review, assessment and gap analysis
Ongoing surveys to determine effectiveness
Timeline: 2011 – 2012

4.4 **Consolidate information technology under one Divisional department except where restricted by law, and as reinforced by TAMU system audit**

4.3.1 Infrastructure, Applications, and Personnel consolidations for incoming departments completed by 2011

4.3.2 Department specific business philosophy comprehension and adoption for incoming departments completed by 2012

Criteria for success: Division will recognize reduction in redundant infrastructure and services, increased range of new services, and as-good or better customer service

Methods to assess: Cost/benefit analysis
- Project completion deadlines met
- Uptime/outages tracked
- Hardware utilization
- Client satisfaction surveys
- Cost per FTE
- HelpDesk statistics (satisfaction)

Timeline: 2011 – 2012

4.5 **Standardize risk management and investigation practices through Division-wide training**

4.4.1 Identify best practices
4.4.2 Conduct training

Criteria for success: Division staff will be trained in best practices for risk management and investigation practices

Methods to assess: Track training
- Surveys

Timeline: 2011 – 2013, on-going

4.5 **Identify cross-functional competencies for Division-wide training opportunities**

4.5.1 Develop training curriculum for entire Division that aligns with Divisional goals
   4.5.1.1 Identify core competencies (using existing literature)
   4.5.1.2 Identify target populations
4.5.1.3 Identify existing and new strategies for achieving curriculum goals

4.5.1.4 Develop curriculum

Criteria for success: Training for cross-functional training will be available to Divisional staff

Methods to assess: Curriculum developed and implemented
Track training and staff who participate
Satisfaction surveys

Timeline: 2013 – 2015

4.6 Garner and manage resources to achieve strategic goals

4.6.1 Determine resources needed for each strategic initiative
4.6.2 Secure donor funding

Criteria for success: Strategic initiatives are funded

Methods to assess: Budgets
Reserve balances

Timeline: 2011 – 2015
Appendix A  
Division of Student Affairs  
Goals and Outcomes with Vision 2020 and Academic Master Plan

<table>
<thead>
<tr>
<th>DSA Goals &amp; Objectives</th>
<th>Vision 2020 Imperative</th>
<th>Academic Master Plan – Undergraduate Learning Outcomes</th>
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</table>
| The Division of Student Affairs will: | 3. Enhance the undergraduate academic experience  
8. Enrich our campus  
9. Build community and metropolitan connections | 1. Master the depth of knowledge required for a degree  
2. Demonstrate critical thinking  
3. Communicate effectively  
4. Practice personal and social responsibility  
5. Demonstrate social, cultural, and global competence  
6. Prepare to engage in lifelong learning  
7. Work collaboratively |
| 1. Provide quality programs, services, opportunities & facilities that enhance students’ academic and developmental opportunities | 3. Enhance the undergraduate academic experience; provide quality learning and mentoring experiences | 2. Demonstrate critical thinking  
3. Communicate effectively  
4. Practice personal and social responsibility  
5. Demonstrate social, cultural, and global competence  
6. Prepare to engage in lifelong learning  
7. Work collaboratively |
| 1a. Develop & assess student learning outcomes for student workers and for students who participate in organizations and programs | 3. Enhance the undergraduate academic experience; continue to strengthen co-curricular programs’ substance and reputation and extend the benefits to a greater percentage of the student body | 2. Demonstrate critical thinking  
3. Communicate effectively  
4. Practice personal and social responsibility  
5. Demonstrate social, cultural, and global competence  
6. Prepare to engage in lifelong learning  
7. Work collaboratively |
| 1b. Develop and assess program, performance and process outcomes as appropriate | 3. Enhance the undergraduate academic experience; better prepare learners for lives of discovery, innovation, leadership and citizenship by better inculcation of writing, thinking and self-expression skills | 1. Master the depth of knowledge required for a degree; apply knowledge from core courses, discipline-based courses, and other experiences in a range of contexts  
6. Prepare to engage in lifelong learning; Ability to exhibit the skills necessary to acquire, organize reorganize and interpret new knowledge; Demonstrate intellectual curiosity  
7. Work collaboratively; Ability to participate effectively in teams; Work with others to support a shared purpose or goal |
| 1c. Provide practical environments in which students can test and apply what is learned in the classroom | 3. Enhance the undergraduate academic experience; better prepare learners for lives of discovery, innovation, leadership and citizenship by better inculcation of writing, thinking and self-expression skills | 1. Master the depth of knowledge required for a degree; apply knowledge from core courses, discipline-based courses, and other experiences in a range of contexts  
6. Prepare to engage in lifelong learning; Ability to exhibit the skills necessary to acquire, organize reorganize and interpret new knowledge; Demonstrate intellectual curiosity  
7. Work collaboratively; Ability to participate effectively in teams; Work with others to support a shared purpose or goal |
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<td>The Division of Student Affairs will:</td>
<td></td>
<td>1. Master the depth of knowledge required for a degree; apply knowledge from core courses, discipline-based courses, and other experiences in a range of contexts</td>
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<td>1d. Develop and sustain partnerships for learning with academic affairs, students, former students and community members</td>
<td>9. Build community and metropolitan connections; Relationships with local community</td>
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<td>1e. Offer safe, secure and healthy facilities and environments</td>
<td>8. Enrich our campus; Physical environment of campus conducive to scholarly work and study; Campus setting should provide meeting places and present the image of an organization dedicated to quality in all it undertakes; Guests should feel welcome; Former students reminded of their days on campus; Provide new residence halls equipped for the technological climate of the 21st century; Value the residential experience</td>
<td>6. Prepare to engage in lifelong learning; Recognize and participate in activities that enhance wellness of body, mind, and spirit</td>
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<td>2. Promote an inclusive environment that celebrates diversity, the Aggie spirit and traditions</td>
<td>3. Enhance the undergraduate academic experience</td>
<td>3. Communicate effectively</td>
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<td>6. Diversify and globalize the A&amp;M community</td>
<td>4. Practice personal and social responsibility</td>
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<td>5. Demonstrate social, cultural, and global competence</td>
<td>7. Work collaboratively</td>
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<td>2a. Cultivate a campus climate that is welcoming, supportive, and affirming for students, faculty, staff, families and the public</td>
<td>6. Diversify and globalize the A&amp;M community; develop a more pluralistic, diverse and globally aware populace; Create an environment that respects and nurtures all members of the student, faculty, and staff community; …Produce graduates who have capacity to understand other cultures and to live and work outside their own cultural framework.</td>
<td>3. Communicate effectively</td>
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<td>4. Practice personal and social responsibility</td>
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<td>5. Demonstrate social, cultural, and global competence; Ability to live and work effectively in a diverse and global society; Articulate the value of a diverse and global society; Recognize diverse economic, political, cultural and religious opinions and practice</td>
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<tr>
<td><strong>DSA Goals &amp; Objectives</strong>&lt;br&gt;The Division of Student Affairs will:</td>
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<td>2b. Build and support traditions that are inclusive and indicative of the Aggie core values of loyalty, integrity, excellence, leadership, selfless service and respect</td>
<td>3. Enhance the undergraduate academic experience; value and enhance strongest and best values of the Aggie spirit – values of mutual respect, honesty, integrity, morality, hard work an dedication, loyalty, patriotism, commitment to family, leadership and personal effectiveness, commitment to academic excellence and accomplishments, inclusiveness and equal opportunities, commitment to community and civic involvement, commitment to TAMU and other Aggies, optimism and faith in the future, a sense of the value of history and tradition</td>
<td>4. Practice personal and social responsibility&lt;br&gt;5. Demonstrate social, cultural, and global competence; Articulate the value of a diverse and global society; Recognize diverse economic, political, cultural and religious opinions and practice&lt;br&gt;7. Work collaboratively; Participate effectively in teams</td>
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<td>3a. Create intentional experiences that support the institution’s undergraduate student learning outcomes of critical thinking; communication; personal and social responsibility; social, cultural, and global competence; lifelong learning; and working collaboratively</td>
<td>3. Enhance the undergraduate academic experience; provide quality learning and mentoring experiences</td>
<td>2. Demonstrate critical thinking&lt;br&gt;3. Communicate effectively&lt;br&gt;4. Practice personal and social responsibility&lt;br&gt;5. Demonstrate social, cultural, and global competence&lt;br&gt;6. Prepare to engage in lifelong learning&lt;br&gt;7. Work collaboratively</td>
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<tr>
<td>The Division of Student Affairs will:</td>
<td>3b. Create and document student leadership skill development and use results for continuous improvement</td>
<td>2. Demonstrate critical thinking</td>
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<td></td>
<td>3c. Provide intentional service/volunteer opportunities</td>
<td>3. Communicate effectively</td>
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<td>3. Enhance the undergraduate academic experience; value and enhance strongest and best values of the Aggie spirit – values of mutual respect, honesty, integrity, morality, hard work, dedication, loyalty, patriotism, commitment to family, leadership and personal effectiveness, commitment to academic excellence and accomplishments, inclusiveness and equal opportunities, commitment to community and civic involvement, commitment to TAMU and other Aggies, optimism and faith in the future, a sense of the value of history and tradition</td>
<td>4. Practice personal and social responsibility; Ability to practice ethical leadership, recognize an ethical dilemma and apply rational decision-making in order to address it; choose ethical courses of action</td>
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<td>5. Demonstrate social, cultural, and global competence</td>
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<td>6. Prepare to engage in lifelong learning; Formulate a plan of personal goals for continued professional growth; Demonstrate intellectual curiosity</td>
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<td>7. Work collaboratively; Participate effectively in teams; Consider different points of view; Work with others to support a shared purpose or goal</td>
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<td>The Division of Student Affairs will:</td>
<td>4. Build the Letters, Arts, and Science Core; Infuse fine arts into the life of the University; Increase cultural and entertainment opportunities and access to campus; expand co-curricular art experiences available to students 6. Diversify and globalize the A&amp;M community; develop a more pluralistic, diverse and globally aware populace; Create an environment that respects and nurtures all members of the student, faculty, and staff community; …Produce graduates who have capacity to understand other cultures and to live and work outside their own cultural framework.</td>
<td>2. Demonstrate critical thinking 3. Communicate effectively 4. Practice personal and social responsibility; Ability to practice ethical leadership, recognize an ethical dilemma and apply rational decision-making in order to address it; choose ethical courses of action; Engage in local and global civic activities 5. Demonstrate social, cultural, and global competence; Articulate the value of a diverse and global society; Recognize diverse economic, political, cultural and religious opinions and practice; Ability to live and work effectively in a diverse and global society 7. Work collaboratively; Participate effectively in teams; Consider different points of view; Work with others to support a shared purpose or goal</td>
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<tr>
<td>3d. Expose students and staff to various cultures both national and international, current issues, and perspectives</td>
<td>4. Develop and manage human, financial, physical and technological resources effectively and efficiently 3. Enhance the undergraduate academic experience 7. Increase access to knowledge resources 8. Demand enlightened governance and leadership</td>
<td>6. Prepare to engage in lifelong learning</td>
</tr>
<tr>
<td>4. Develop and manage human, financial, physical and technological resources effectively and efficiently</td>
<td>4a. Invest in the development, competence and recognition of staff 8. Demand enlightened governance and leadership; Value staff support for academic excellence</td>
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</tr>
<tr>
<td>4b. Plan for and undertake projects as needed for resources to meet student and staff needs</td>
<td>3. Enhance the undergraduate academic experience; improve and expand resident facilities 8. Demand enlightened governance and leadership; Encourage faculty, staff and students to be entrepreneurial in every aspect of university life, be bold in seeking opportunities that benefit the life of the university, its citizens</td>
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<td><strong>The Division of Student Affairs will:</strong></td>
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<td>4c. Plan for current and future technology needs for staff and students and the wise and resourceful use of technology</td>
<td>7. Increase access to knowledge resources; Have state-of-the-art information and computing systems available to students, faculty and administrators</td>
<td>6. Prepare to engage in lifelong learning; Show proficiency in current technologies and the ability to adapt to emerging technologies</td>
</tr>
<tr>
<td>4d. Support departmental collaboration for the consolidation and sharing of resources and the elimination of redundancy</td>
<td>8. Demand enlightened governance and leadership; Encourage faculty, staff and students to be entrepreneurial in every aspect of university life, be bold in seeking opportunities that benefit the life of the university, its citizens</td>
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Appendix B
Division of Student Affairs
Comprehensive Program Review
Time Line 2009 – 2015
(Revised January 2010)

2008 - 2009
Multicultural Services (Peer Review Team Visit, March 2009)
Disability Services (Peer Review Team Visit, March 2009)
Greek Life (Peer Review Team Visit, September 2009)

2009 - 2010
Women’s Center (New; process will begin in Spring 2010 for a fall 2010 peer review)
Children’s Center (New; Spring 2010 SACS accreditation process; CPR to follow)
Student Activities (Peer Review Team Visit, February 7-10, 2010)

2010 – 2011
**SACS institutional reaffirmation in process
Residence Life (Previous Fall 2000-Fall 2001)
Student Health Services\textsuperscript{a} (Previous Spring 2001 – Spring 2002)

2011 – 2012
**SACS reaffirmation offsite review in Fall 2011 and onsite review in Spring 2012
Memorial Student Center (Previous Fall 2001 – Fall 2002)
Student Counseling Service\textsuperscript{b} (Previous Spring 2001 – Spring 2002)
Information Technology (New)

2012 - 2013
Rudder Theatre Complex (NEW; as part of Special Event Facilities in March, 2003)
Student Life (Previous Fall 2004)
University Arts (NEW)

2013 – 2014
Recreational Sports (Previous Fall 2004 – Spring 2005)
Student Life Studies (Previous Fall 2002 – Spring 2004)
University Center Complex (NEW; as part of Special Event Facilities in March, 2003)

2014 - 2015
Vice President for Student Affairs (Previous Fall 1998 – Fall 1999)
Corps of Cadets (Previous Fall 2001 - Spring 2003)

\textsuperscript{a} AAAHC occurs in August of 2010
\textsuperscript{b} APA accreditation occurs in March 2012
Programming Policies
Last Updated: 04.11.11

Product Development Cycle

The product development cycle is the road down which all programs should travel to ascertain the strategies and options best suited for a proposed program. It is important to note that all of the stages within the product development cycle may loop back to a previous step in order to reevaluate a program's situation. Seven steps were identified: idea, development, review, refinement, implementation, production, and evaluation. Evaluation of one program should then be applied towards the next program's idea step, hence a cycle.

Idea
The development of a programming idea should be as scientific (based on fact) as possible. Ideas should be developed primarily through the following methods: surveys, general research (e.g., periodicals), input from evaluations, traditional programs suggestions from advisory boards, current events, and national trends. Programming ideas should entice a viable target market from the beginning. Other methods of idea development include brainstorming, reading international newspapers, mandates, traditional programs, observations, mail call, citizen development, and circuit programs. When used, these secondary methods should be combined with the primary ones; ideas developed in this manner face the same target market criteria. A committee should then discuss the program idea with the appropriate Vice President of Programs and mention the topic to the entire Programming Council. Committees should consider co-programming during this step. Also, check the calendar for conflicts, paying close attention to competing organizations and large events.

Development
This phase begins with discussions on funding, attendance, capabilities, who, what, when, where, and why. Further marketing research is conducted pinpointing the previously suggested target market. Advisors, advisory boards, related faculty, and donors are all contacted about the program with suggestions being derived from those discussions. Check that the program topic falls within the mission of the committee, and is consistent with the goals of the MSC. Begin to search for possible speakers. If inviting a speaker, consult the other MSC committees, as well as any databases of speakers, to ensure that speakers are not being solicited by multiple committees simultaneously. Set the goals of the program.

Review
This step involves taking the development stage into more specific decisions and processing. Final decisions in logistics should begin panning out. Proposals made during the development stage lead to formatting in the review stage. The committee, Programming Council, respective Vice President, committee advisor, and Programming Council advisor should review the program proposal.

Refinement
The refinement stage involves solidifying reservations and contacts, finalizing all specific operations, developing advertising and adjusting strategy to meet new developments in the target market. The Programming Council should approve the program proposal and copies should be filed with the committee, respective Vice President for Programs, and Programs Area Secretary.

Implementation & Production
Stage the program to an audience and produce the program.

Evaluation
Documentation of what went well, what can be improved, and lessons learned should be formulated. The evaluation should also include internal committee surveys, audience surveys and evaluations, documentation comparing actual and expected results, and both internal and external qualitative opinions. Expenses related to student service fees and donor contributions should be considered. Different programs aim for different goals, so evaluations may vary in content. Copies of the evaluation should be filed with the committee, respective Vice President for Programs, and Programs Area Secretary.
Program Review Process

Mission

The Programs Area shall review and evaluate all external programs of the MSC programming committees and groups and Council Areas. Internal programs that involve professional fees, lodging and/or travel cost, and/or contracts should also be reviewed. MSC Council events that require mandatory attendance of council members or committee executives should also be reviewed. Recommendations should then be made to the appropriate voting body: either the Programming Councils or MSC Council, as to each event’s readiness to be produced to a broader University audience.

Objectives

1. Ensure that minimal calendar, programming, and scheduling conflicts exist.
2. Verify that the program meets the goals of the committee/Council Area and the MSC.
3. Verify that a satisfactory budget, marketing, and operational plan for the program exists.
4. Make recommendations or stipulations to the committee or Council for improving the program.
5. Verify that the program clearly addresses a campus and community need.

Program Proposal Form

In order to initiate the process for obtaining approval to proceed with an MSC program, a Program Proposal must be completed and submitted through the ELIAS Events Management System to the appropriate Vice President for Programs at least two weeks prior to proposed event. Any advertising and/or marketing of the proposed program must not occur until Programming Council approves the submitted program proposal or date and idea. The Program Proposal is a natural extension of the program planning process already undertaken by committees/Council Areas. It is formatted to highlight the time, date, location, and purpose of the program, as well as to describe in more detail its marketing, student development, risk management, and financial aspects.

Although most of the information that the Programming Council needs in order to review a program can be conveyed through completing the Program Proposal, in many instances, additional supporting information can greatly assist the review process. For example, copies of a detailed marketing or a fund-raising plan, articles, reviews of similar programs/speakers, marketing research indicating the need for the program, or a letter explaining any extenuating circumstances surrounding the program are extremely helpful, if not necessary, pieces of information. This type of information should be brought up at the Programming Council Meeting. The Vice President of the Programming Council can require that a timeline be submitted along with the program proposal. This timeline may be updated and re-submitted as the program draws closer.

Program Evaluation Guidelines

1. An evaluation date is set for the program when it comes through the Programming Council for approval. Generally, the time period between the program date and the evaluation due date is two weeks.

2. The program should first be evaluated internally by the sponsoring committee/Council Area. This should be a group effort and should include the input of the Chair, committee advisor, and programming executives.

3. Upon receiving the evaluation, the appropriate Vice President of Programs reviews it with the Chair and advisor.

4. A copy of the evaluation should also be kept by the committee to be used as a tool for planning in the current year as well as a resource for in the future.

5. After the evaluation is received and any modifications are made, the evaluation is submitted to the Chief Operating Officer.
6. Copies should be filed with the appropriate Vice President and the staff assistant working with the Programs Area.

The Program Evaluation aids the committee/Council Area in continuously improving its programs and services. The evaluation form asks for information about target audience, program content, operational aspects of the program, marketing, student development, and general strengths and weaknesses. The original program proposal and revised versions of the proposal should accompany the evaluation. Use of the MSC Program Evaluation Form is mandatory. Evaluations should be thorough and contain enough information about the program so that at any time in the future, someone unfamiliar with the program or service would be able to understand what occurred, and what problems to anticipate. It is the responsibility of the Programs Area and the Committee to have the evaluation readily accessible to use in planning for future programs and services.

**Spontaneous Programming Guidelines**

Spontaneous programming is defined as a program where both the idea is generated and the program produced within a 2-week time frame. Timeliness must be a factor to reach the intended audience or obtain confirmation with an agency to begin contract negotiations.

The approval process for this type of programming is different from the normal approval process because there is not time for this to go before the appropriate Programming Council. In accordance, the approval process for this type of program is such: at least one Programs team Advisor and Programs team Vice President, in addition to the Programming Council Vice President submitting the proposal, must vote in favor of spontaneous approval request before submitting to Chief Operating Officer for final approval.

**Fast-Track (Series) Programming**

A Fast-Track program is defined as a program which is produced on a regular basis with little to no change in budget, venue, and marketing.

A program can qualify for fast-track approval by meeting the following criteria:

- A completed evaluation must be on file.
- Does not impact a large (exceeds 100) external (non-committee members) audience.
- Fiscal expenses do not exceed $100.
- Has little to no committee human resources.

All series programming must meet the following criteria:

- The overall series must be approved by the Programming Council.
- Each individual program within the series remains within the overall series budget.

Service Projects may qualify for fast-track approval by meeting all the above criteria, with the exception that in a year, they may impact more than one hundred non-committee members.

**Approval Process:**

The committee seeking to fast track a program in a series should first seek the permission of the Programming Council; however, the parent program should have already been approved by the Program Council. The committee should pass an outline or slate of the program(s) including dates, titles, etc. to be produced but then may fast track each individual one. It is the chair's responsibility to keep the Programming Council informed of all fast tracked programs. Any change in the program series, budgetary or otherwise, revokes the fast track procedures and must be again reviewed by the PC. If the Programming Council approves the program series, each individual program in the series is approved. The series may be treated as one program, and normal evaluation procedure applies.

**Speaker Approval Policy**
All speakers presented to an all-campus audience in an MSC sponsored program, event, or advertised general meeting must have a submitted speaker approval form on file. All speakers must be approved prior to issuing an invitation. A Speaker Approval Form must be submitted to the appropriate Vice President of Programs in addition to the program proposal. Due dates for the Speaker Approval Form will be at the discretion of the Vice President. Once the Vice President receives an electronic submission of the speaker approval form, he/she will place those speakers at the bottom of the coming week’s Programming Council agenda. All speaker approvals submitted in this fashion will be automatically approved unless the Programming Council chooses to review further and place for a vote. The only exception to this approval by consent shall be in the event that the designated speaker is the main focus of the program (i.e. a lecture). Speaker approval has duration of one academic year.

Direct contact with TAMU System Regents is prohibited unless the TAMU President through the MSC Director grants permission. Any perceived need to contact the TAMU President or Vice Presidents and TAMU System Regents relative to a request to speak at an MSC committee program should be communicated through the advisor, who will verify the need for the request. If deemed appropriate, the advisor will request permission from the MSC Director to proceed.

It shall be the responsibility of the Vice President to place all approved speaker forms from their respective Programming Council into a central location in the Public Drive.

Approval of a speaker does not constitute approval of a program or program idea. Program proposals must be approved and evaluated separately.

Speaker Exclusivity

Committees seeking exclusive access to a speaker will submit the following information to Programs Team for approval.

1) The committee must present a Strategic Program Plan for each speaker to whom a committee would like exclusive right. This strategic program plan will maintain the focus of the proposed speaker/program consist information relating:
   a. How the proposed program fits into the committee's mission
   b. How the speaker would fit into the program
   c. The estimated cost of the speaker
   d. The committee’s plan for building a relationship with the speaker
   e. The specific date by which the speaker must reply in order for the proposed program to occur
   f. The committee will also request and justify a period of exclusivity (up to three years)

2) A minimum of one week in advance of the forum, Vice President of Programs will inform all Programming Councils of the request coming before Programs Team.

3) As Programs Team hears the presentation by the requesting committee any committee may attend. The review of the speaker request will occur no fewer than five days and no more than twenty-one days from the date the request is submitted. The Programs Team will review the request and forward a recommendation to the appropriate Programming Council for final approval. Approval of a speaker by the Programming Council, upon recommendation of the Programs Team, grants the committee exclusive contact and appearance rights to that speaker for a specified period of up to three years. The specific time granted is based on the committee's request/justification and is set per Program Team.

Presenter Guideline Statement

This statement must be provided to all presenters participating in an MSC event in writing prior to his/her finalization terms of contract.

The Presenter Guideline Statement reads:
“As a committee of the Memorial Student Center, we produce programs for the Texas A&M student body. Many times, our audience is comprised of diverse students, faculty, staff, and members of the
community. In honor of Texas A&M’s commitment to create an inviting and inclusive atmosphere for students at university related functions, we ask that you please consider a few things as you prepare your presentation. Texas A&M’s commitment to diversity means a commitment to the "inclusion, welcome and support of individuals from all groups, encompassing the various characteristics of a person in our community." Among those characteristics are race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, political preference, and physical ability.”

**Date and Idea Form**

**Primary Use**

The Date and Idea Form has three primary purposes. They are as follows: to propose a program idea for preliminary review and suggestion by the Programming Council, to temporarily reserve a program date and/or topic, or to request a date change for a previously approved program which, except for the date, will remain the same.

**Secondary Use**

The Date and Idea Form is used for the following: notify PC, the MSC Programs Team, and MSC Council of internal training programs, retreats, and to seek approval for fund-raising events targeted to campus or community solicitation.

After submission for Date and Idea approval, the chair must notify Program Council Vice President by email of their submission. In any of these cases (primary or secondary uses), the PC may request that additional information be provided.

**General Guidelines**

As a general rule, a Date and Idea Form is used to reserve a programming date and/or idea within the current fiscal year. Once the Date and Idea Form is approved by the respective Programming Council, the committee will be given a deadline - typically two weeks - by which a Program Proposal Form must be submitted to their respective Vice President. If this deadline is not met, the date and/or program idea will be released. For advance planning purposes, a Date and Idea Form may be submitted with a request to extend the two-week deadline for turning in a Program Proposal Form.

Submission of a Date and Idea Form is completely optional. If enough information is available, a complete Program Proposal Form may be submitted instead.

Approval of a Date and Idea Form is not approval of the program. A Program Proposal Form must be submitted and granted approval by the committee's Programming Council in order for the program to be promoted or produced.

**Creation of a New Committee**

A proposal must be submitted to the Chief Operating Officer, which is then reviewed by the Programs Team, which determines the relevance of the proposed committee to the mission of the MSC. If determined to be relevant, the Programs Team will explore the viability of programming. Once the Programs Team has evaluated the proposal, a recommendation is made to the MSC Executive Team. MSC Executive Team can either accept the proposal as written or return the proposal to the Programs Team for further study. If a recommendation to create a new committee is accepted the MSC Constitution and By Laws will be amended to include the new committee.

**Timeline**

The creation of a new committee may be proposed at any time but the approval process will only occur during the spring or summer semester. Once approved, the committee will become an active part of the MSC the following fall.
semester, allowing the MSC time to assign adequate resources to the new committee. The process also allows for the committee to be properly trained, gives the leadership adequate time to recruit members and align themselves with an appropriate Programming Council.

The process for creation of a new committee should take no less than two weeks and no more than two months, and guarantees fair and reasoned review.

**Proposal**
A standard proposal will be submitted to the Chief Operating Officer to create a new MSC committee. The following questions will be addressed in this proposal:

• What is the on-campus need for this committee and how was this determined?
• What is the mission of the committee?
• What is the current student leadership and how will it be organized?
• What programs will be produced?
• What is the current overall budget and what are the funding sources?
• How will student development occur in this committee?
• If made a committee, in what ways will the MSC benefit?
• Under which Programming Council will this committee best fit, and why?
• How will the MSC advisory philosophy (student/staff partnership) benefit this committee?
• How will this committee determine its success?
• How will the committee recruit members?
• How will the committee ensure diversity of membership and programming?

**Programs Team Review**
The Programs Team will meet, chaired by the Chief Operating Officer and evaluate the proposal based on the following:

• Is there an assessed need for this type of programming? This assessment should include considering comparable Student Activities organizations and academic department activities and also consider potential for conflict with existing MSC committees.

• Is there a potential market for this type of programming? This assessment should include marketing research (i.e.: surveys, focus groups, etc.) and any prior track record/history of this type of committee.

• What are the financial and staff resources available to support the new committee? This assessment should include budgetary considerations, discussion with senior staff members, and identifying potential sources of funding and advisement

• What is the current state of student leadership for the new committee? This search should include identifying students through academic departments, comparable student organizations, and any students that may have brought the matter forward.

After assessing the proposal, the Programs Team will provide a written recommendation to the MSC Executive Team explaining their findings on need, market, resources, and student leadership. If Programs Team feels it is not prudent to create a new committee at this time, no recommendation is necessary. However, if Programs Team feels the committee is beneficial to the MSC and Texas A&M University, a recommendation is made to the MSC Executive Team to formally create a new committee.

**Presentation to MSC Executive Team**
Upon completion of work, the Programs Team forwards the recommendation to the MSC Executive Team to either recommend the committee be accepted or sent back to the Programs Team with specific questions for further study. If a recommendation is accepted by the MSC Executive Team, it is forwarded to the MSC Board of Directors for final approval.

**MSC Board of Director’s Approval**
The MSC Board of Directors must vote to approve Executive Team’s recommendation by a two-thirds majority. If the MSC Board of Directors approves the recommendation then the Chief Operating Officer is responsible for working with the new committee’s leadership and advising staff to begin formal steps in establishing the committee.

**Establishing the Committee**

Pending the approval of MSC Board of Directors, the Chief Operating Officer, Vice President and the appointed advisor will make provisions for the committee. The Vice President and advisor will work with the Assessment and Finance area to create a budget for the new committee. The Vice President and advisor will work with the Human Resources area to conduct a search for and the selection of a chair and executive team. After a chair has been selected, the Vice President and advisor will work with him/her to create goals and objectives, a strategic plan and a progress timeline for the committee.

**Supporting the Committee**

At the end of its fall semester, the committee’s progress will be evaluated. This evaluation to be submitted to the Programming Council will be a joint effort between the advisor, chair, committee executives, the Chief Operating Officer, and respective Vice President and will incorporate financial statements, marketing analysis, program evaluations, and personnel reports. If, at the time of evaluation, the committee has not met the stated requirements of the progress timeline, Programs Team will decide how best to handle the situation by either placing the new committee on PERT or set a revised review date.

**Entrepreneurial Process**

An existing student programming group, or group of people with a programming idea may request entry into the Memorial Student Center on a one-year probationary basis. The Programs Team will handle all requests and will examine relevant issues (including the feasibility of advisor and financial support). After analysis and discussion, P-Team will forward any recommendations for new committees to the MSC Board of Directors and, eventually, to the MSC Council. Additionally, P-Team must submit a report to the Board of Directors (which will subsequently be forwarded to Council) that outlines why the committee should be placed in the MSC as well as MSC orientation requirements and the specific PERT procedures to be conducted at the end of the probationary period.

If the MSC Council approves the creation of a new committee, some degree of advisor and financial support would be provided in order to pursue the programming initiative. The committee, once placed into a Programming Council, would be required to participate in a comprehensive orientation to MSC policies and procedures. Participants would include the Vice President of the Programming Council, representatives from the committee (chairs, execs), and representatives from each of the MSC Resource Areas.

After the one-year probationary period has passed, the new committee will undergo an extensive performance analysis (PERT). The PERT committee will forward a recommendation to P-Team to either keep the committee or request its removal from the MSC (which will then be forwarded to the Board of Directors and MSC Council).

**Change of a Committee’s Mission or Focus**

Committees seeking a change of mission or focus must show a need for the change. The proposed modifications will be discussed and voted on at the respective Programming Council after which it will be sent forward to the MSC Programs Team for approval and submit a recommendation to the MSC Executive Team requesting change in the Constitution and Bylaws.

**Programming Excellence Resource Team (PERT)**
This is a means by which a committee can participate in a comprehensive internal assessment over the course of a semester by fully utilizing the resources provided by the MSC to help a committee fulfill their mission, produce successful programs, provide student development, and set a plan for continuous improvement. The PERT process is essentially a mechanism to assist a committee who is not effectively fulfilling their stated mission.

Criteria for Placing a Committee on PERT

The Chief Operating Officer (COO) identifies the need for a committee to receive unusual assistance from P-Team and/or one or more resource areas. The COO may independently identify the problem(s). If this is the case, research should be done to find out how long these problems have persisted. PERT may be an option if the committee has systemic and ongoing needs; a PERT is not designed to address an isolated incident.

The chair or advisor of a struggling committee may request that they be placed on PERT. The COO will work with the committee’s VP to help them explore other options for improvement (i.e.: additional training) before recommending PERT. The COO and VP will meet with the chair and advisor of the committee to assess the specific areas of development and how best to meet those needs.

If the committee is agreeable to being placed on PERT, the committee will automatically be placed on PERT. If the committee is not agreeable to being placed on PERT, the COO should make reasonable efforts to find other solutions. However, it is the COO’s prerogative to recommend PERT without the committee’s agreement.

If the committee is not consenting to PERT, the COO will recommend PERT to the Programs Team where the committee will be allowed to make a case before P-Team why they should or should not be placed on PERT. P-Team must give full weight to their case before making a decision. P-Team will decide whether or not to place the committee on PERT. It will be decided by a vote of all voting members of P-Team. The committee and advisor will be notified of the decision in writing within one week.

PERT Committee

The committee will be appointed by the COO with the approval of P-Team. The COO will chair the PERT committee. The appointed committee membership will consist of the VPs from at least two resource areas that represent areas of development for the committee (i.e., Development for financial loss, Assessment & Finance for non-compliance with the mission, etc.); a chair possibly from another PC; and an advisor from Programs Team. The chair, advisor, and two or three execs from the committee will also serve on the PERT committee. The execs will be those that serve in the areas of development. All members will be contacted by the COO, who will coordinate their schedules. The PERT committee will meet within two weeks of its formation to discuss the needs of the committee. A quantitative and qualitative analysis of financial responsibility, program success, completion of the committee and MSC mission statements, and student development will be done at this time. Possible solutions and specific needs will be discussed. A meeting will be scheduled to occur within two weeks.

The PERT committee will again meet to formulate a timeline and set standards for improvement. Solutions will be selected from those provided by all members among the PERT committee. When appropriate, those provided by the committee will be given preference. These solutions will be incorporated into the timeline as benchmarks. The timeline will be in accordance with the mission and strategic plan of the committee. The PERT committee will agree upon appropriate consequences for not meeting the benchmarks prescribed in the timeline. The timeline will not extend past the last three weeks of the semester.

The PERT committee will meet after the timeline is completed to assess the progress of the committee. If the standards set at the beginning of the semester have been met, the PERT committee will work with the committee to set a plan for continuous improvement. If the standards set at the beginning of the semester have not been met, the PERT committee will impose the consequences agreed upon at the beginning of the semester. The committee will then be placed on probation for one semester. The terms of this probation will be at the discretion of the chair of the PERT committee.
If a committee is twice placed on PERT and is placed on probation for a second time, the COO will recommend to the Programs Area an appropriate course of action. The Programs Team will have the authority to recommend to MSC Executive Team that the committee be reorganized. The Programs Team will have the authority to recommend to MSC Executive Team that the committee be combined with another if the combination would not be a detriment to either group, or that the committee be dissolved. Dissolving a committee is a change to the MSC Constitution and Bylaws, and must be approved by a 2/3 vote of the MSC Board of Directors.

**Co-Programming**

A co-program is when an agreement exists between two or more committees to jointly produce a program that meets the mission statements of each committee and the MSC. Co-programs can exist between MSC committees and external organizations. Co-programs are beneficial because they combine resources for the creation and execution of a program. It is essential that the co-program fulfill each committee’s mission statement as well as the mission statement of the Memorial Student Center.

In a co-program, one committee will be ultimately responsible for the overall coordination of the program. This committee will be called the lead committee. The other committees involved will be the secondary committees and aid in the planning and production of this program. In the case of only one MSC committee being involved in the program, the MSC committee will assume the responsibilities of the lead committee.

*All programs in which resources and/or responsibilities are shared with another MSC committee or any external organization must be passed with an accompanying Co-Programming Agreement.*

An **Internal Co-Program** is that in which two or more MSC committees come together to create and execute a program. This involves the exchange and use of monetary funds and/or human resources in addition to advertising and other resources.

An **External co-program** is that in which an MSC committee utilizes the assistance of one or more external organizations to create and execute a program. Co-Programming will utilize resources of the external committee including monetary funds, members, advertising, set-up, and others that are needed in order to successfully execute the program.

The Programming Council of the lead committee must approve the program and the co-programming agreement between the committees for the production of the program. Chairs or program directors from each committee must be present for the presentation of the program and co-programming agreement so that any suggested changes made by the programming council can be incorporated immediately and miscommunications can be ironed out.

The co-programming agreement should include:

1) Fiscal agreement on specifying how costs, profits, and losses will be divided between the involved committees. (The most common agreement is a 50-50 agreement.) Total pledged funds should be included.
2) Program production aspects detailing which committee is responsible for areas of production including, but not limited to, marketing, ushering, coordination with the MSC Box Office as well as deadlines for these activities to be completed. Each responsibility should be clearly defined in as specific of terms as is possible (i.e. distributing 100 flyers in Blocker, Zachry and Wehner vs. distributing flyers)
3) Signatures of representatives and advisors of the groups involved

**Internal Co-Programming Agreement Process**

1) The chair of the lead committee will submit the program through the ELIAS system and will submit the Co-Programming Agreement through the Programming Council.
2) The advisor of the lead committee reviews and approves the program then places it on the system for the access of the Vice President.
3) The Co-Programming Agreement must be written by the involved committees by the time the program is presented to the Programming Council.
4) If the Co-Programming Agreement is not signed by this time then a signed copy of the agreement must be submitted to the Vice President prior to the program date.

5) The Programming Council of the lead committee must approve the program and the Co-Programming Agreement between the committees for the production the program.

6) Chairs or program directors from each committee must be present for the presentation of the program and co-programming agreement so that any suggested changes made by the Programming Council can be incorporated immediately and miscommunications can be ironed out.

7) Following approval of the program and the co-programming agreement by the lead committee’s Programming Council, the secondary committee will request approval for their involvement in the program by their Programming Council(s).

8) If the secondary committee’s Programming Council does not approved the co-programming agreement, the program is then at the discretion of the lead committee as to the final production of the program. If there are any additional conflicts, the situation should be presented to P-team.

9) The agreement can be approved in both Programming Councils on the same night if it is first approved in the lead committee’s Programming Council and then taken to the secondary committee’s Programming Council.

10) After the co-programming agreement has been passed by the lead Programming Council, the chairs or programs directors will present the amended agreement to the Programming Council of the other committees involved.

11) Once again changes made by the Programming Council will be incorporated immediately and in the presence of the affected committees. Only after the co-programming agreement has passed through all involved Programming Councils should it be signed and enforceable.

**External Co-Programming Agreement Process**

Co-programming between an MSC committee and an external group will follow normal program proposal guidelines. The MSC committee’s Program Council will discuss the drafted co-programming agreement; however, the agreement does not require additional approval from the Program Council, unless changes have been made to the draft, since it will be part of the overall program proposal discussion.

If the external committee is acting as the lead committee and is chiefly responsible for developing the program then the partnering MSC committee must still present the co-program agreement to their Program Council for discussion.

*After approval of the program, a signed co-programming agreement must be submitted to the Vice President within one week of Programming Council approval.*
MSC Administrative Team Policies
Memorial Student Center
Texas A&M University

Last Updated: 4/11/11

Enclosed Documents:
I. MSC Diversity ............................................................... 2
II. MSC Assessment & Finance............................................ 3
III. MSC Marketing ............................................................. 4
IV. MSC Services & Facilities .............................................. 7
V. MSC Development ........................................................ 10
VI. MSC Human Resources ............................................... 13
MSC Diversity Policies

1. **MSC Diversity Unity Team:** As a member of the MSC, each committee will be responsible for including diversity in the job description of at least 1 of their executive positions. Furthermore, the student holding the position will also serve as their respective committee’s MSC Diversity Unity Team representative for the upcoming academic year.

   a. Committee chairs will be responsible for submitting their executive’s information to the VP of MSC Diversity immediately following the selection of their executive team. This information should be received NO later than the end of April and will include the following:
      i. Name
      ii. Committee representing
      iii. E-mail
      iv. Phone number

   b. Unity Team representatives will be expected to attend every scheduled Unity Team meeting for the entirety of their position.
      i. In the case that there is an issue regarding attendance for a committee’s representative, that respective committee’s chair will be held responsible for finding a replacement and/or serving as the replacement themselves.

2. **Respect and Civility:** In order to remain steadfast in the efforts of the MSC to promote an inclusive environment and recognize each individual’s right to respect, all students and staff will be expected to be aware of the following:

   a. Every individual should be mindful of his or her expressions and language (written and verbal), and strive to exhibit behavior that is welcoming, inclusive, and respectful of every student, staff member, former student, and guest.

   b. We encourage all MSC students and staff members who witness explicitly offensive or insensitive behavior to address the situation immediately in an effort to better educate others regarding how such behavior creates an undesirable environment contrary to the core values of the MSC.
MSC Assessment & Finance Policies

Consultation Policy
For programs and events that occur more than once:

As program VPs send out their PC agendas, the A&F Director in each PC must review the past evaluations of the proposed programs and events on the agenda. If the Director finds that the proposed program or event underperformed [a. did not meet its learning outcomes, b. their actual attendance was less than 50% of expected attendance, c. met financial failure], the Director will notify the VP of A&F and the PC VP to determine whether a consultation session is needed and which parties should be consulted. During a consultation session, all parties will address possible reasons for the underperformance and suggest a new and improved plan to be implemented in future occasions.

Membership Expenses

Committees must be as transparent as possible when marketing how much it costs to be a general member. When recruiting or receiving applications, committees should clearly express all the benefits received by members from yearly dues. Committees must also clearly express additional expenses that may be incurred from members for optional items like retreats, travel, shirts and other marketing memorabilia, etc. for the rest of the year.
MSC Marketing Policies

MSC and TAMU Branding Policy

Committee Logos

Committee logos should include one of the MSC branding elements:

- The MSC logo
- The name Memorial Student Center logotype
- The diamond star logo without the text around the star

None of these elements should be altered, rotated, stretched or hidden within the logo.

MSC Logo Usage

The MSC logo does not need to be used on printed materials as long as the committee logo is used and contains one of the MSC elements. If the committee logo is not used, then the MSC logo should be used.

All MSC-affiliated web sites should display the MSC logo at the center of the footer in the same manner that it is used on the MSC web site. The logo should also provide a link to the MSC web site.

Acceptable MSC branding elements in acceptable colors are available on the MSC Marketing web site. Additional guidelines for the most effective use of logos can also be found on the MSC Marketing web site.

TAMU Logo Usage

The Texas A&M logotype should be used in accordance with university logo usage policies, as documented at http://brandguide.tamu.edu.

The Texas A&M logotype should be used on promotional materials whose target audience includes non-students. If the materials are going to be distributed to or are targeted at students or faculty at other colleges, potential donors, or members of the Bryan/College Station community, to name a few, then the materials need to communicate an association with Texas A&M.

All MSC-affiliated web sites should include an approved Texas A&M logotype in the upper right hand corner, in the same manner that it is used on the MSC web site. The logo should provide a link to the Texas A&M University web site.

Acceptable TAMU logotypes are available at the Brand Guide web site and on the MSC Marketing web site.
Student Service Fee Logo

Program-related Communications Materials

The intent of this policy is to inform the viewer or reader that Student Service Fees play a part in providing MSC programs, whether through direct funding to an MSC program or indirect funding to support the entire MSC department. The SSF symbols shown above should be used in such a way as to become a consistently recognizable part of MSC program communications materials. The SSF logos should not be the dominant element in any materials.

MSC programs that are directly supported by Student Service Fees (i.e. receive direct funding from SSFAB for that particular program) should use the logo “Funded By: Student Service Fee.”

All other MSC programs should use the logo “Funded in part by your Student Service Fee” in order to recognize the impact that Student Service Fees have on the entire department.

Either of the two SSF logos displayed above should be included on ALL visual materials intended for use in promoting MSC-produced programs. A partial list of materials covered by this policy includes:

- Posters
- Paid advertisements
- Fliers
- Handbills
- Brochures
- Banners
- E-fliers
- Digital signs
- OAL screen savers
- Table tents

Logo Display Guidelines

Logo placement may vary according to the needs of the specific designed piece, but typically the logo will be placed at or near the bottom of the piece.
The logo should be sized large enough that the words ‘Funded in part by your Student Service Fee’ or ‘Funded By: Student Service Fee’ are readable and recognizable at a typical viewing or reading distance. That size will vary depending on the dimensions of the piece.

**Web Usage**

The following statement should be included in the footer for all MSC-affiliated web sites:

“This service is brought to you by the Memorial Student Center.” The Memorial Student Center should link to the MSC web site, which will include Student Service Fees in a disclaimer about its funding sources.

**Accessibility Symbol and Disclaimer**

Used on white or light background:

![Accessibility Symbol (White Background)]

*Please call 979-845-1515 for assistance.*

Used on black or dark background:

![Accessibility Symbol (Black Background)]

*Please call 979-845-1515 for assistance.*

**Program-related Communications Materials**

The accessibility symbol and disclaimer displayed above should be included on ALL visual materials promoting MSC-produced programs.

The symbol and disclaimer are available in downloadable format on the MSC Marketing web site.

**Logo Display Guidelines**

Logo placement may vary according to the needs of the specific designed piece, but typically the logo will be placed at or near the bottom of the piece.

The logo and disclaimer should be sized large enough to be readable and recognizable at a typical viewing or reading distance. That size will vary depending on the dimensions of the piece.

**Web Usage**

The accessibility symbol should be included in the web site footer. The symbol should link to an MSC web site page that will contain accessibility information.
MSC Services and Facilities Policies
MSC Student Programming Office Rules & Etiquette

Purpose: These rules provide consistent communication standards and were adopted to support a productive work environment.

All space provided for MSC Committees, MSC Council, MSC Resource Areas, and Student Programming Office (SPO) Staff is allocated exclusively for those entities. No other group is to use the Student Programming Office resources (i.e. computer lab, copiers, printers, etc.), unless authorized by the MSC Director or his/her designee.

All guests of the MSC Student Programming Office must adhere to the rules and etiquette as stated in this document.

Designated Food Areas

- The Provisional MSC Food and Catering Guidelines must be followed at all times.
- All trash created by eating must be placed in the large trash cans (in the break rooms) and the tables, chairs and floors must be kept clean.
- Pre-packaged snacks are allowed in SPO and the PC rooms.
- Snacks include the following: candy bars, chips, and other food available in a vending machine.
- Snacks do not include: pizza, any meat or meat product, perishable items, salads, etc.
- Snacks in PC rooms may be prohibited if rules are not followed.
- Drinks are allowed in all areas of the SPO; however, spills must be cleaned immediately. If there is a large spill, please notify the student worker in Koldus 220

Programming Room Decoration Policy

- All room wall decorations must meet fire code and must not block or restrict security cameras.
- No flammable materials should be near electrical wires or outlets.
- Extension cords may not be used as permanent wires, but permanent power strips are acceptable. Multiple power strips or extension cords cannot be chained together.
- Committees/resource areas may decorate only their own cube within their Programming Council room.
- When hanging items on the walls in the SPO, do not use any method that may damage the wall such as using tape, glue, or large staples. Tacks are the preferred hanging method.
- Rooms must be kept clean and orderly.
  - Per Services and Facilities Resource Area inspections which are conducted periodically by the VP and Directors of Services and Facilities.
  - Keep items within the immediate area of your cube. Do not allow your committee’s materials to spread out into the middle of the PC room or into another committee’s cube space.
  - No glitter, glue (in excessive amounts), or paint may be used in the SPO.
Student Programming Office Behavior Policy

- Committees, resource areas, and members must respect others, especially in reference to volume.
- Permanent computers may not be brought into any SPO rooms unless approved by MSC Computer Operations.
- Furniture may not be brought into the SPO unless it has already been approved through the Services & Facilities Resource Area. Any furniture placed in committee/resource area space will become property of the Student Programming Office. The Services & Facilities Resource Area reserves the right to remove furniture.
- SPO property must be respected and maintained; this includes but is not limited to: the computer, telephone, desk, chairs, and filing cabinets:
  - Refrain from sitting on the tables. The desks and tables in the programming council rooms will not support such weight and will break if put under stress.
  - The committee/resource area responsible will be charged for any property damaged.
- If something within your space is not working properly, including computer-related issues, notify the front desk staff and explain the exact problem/issue, so they can then contact the appropriate person/department to remedy the situation.
- No use of skateboards, bikes, rollerblades, etc. will be permitted in the SPO at any time.
- No pets are allowed in the SPO (except for Reveille and service animals).

Procedure for painting banners

- Students can use the concrete ground level cross between the Koldus office suites and the parking garage for painting banners.
- Student groups need to use drop cloth while painting to prevent spilling on the concrete.
- Do not pour left over paint on the grass or on the concrete.
- Do not leave any evidence behind that someone painted there.
- The Memorial Student Center will be responsible for any complaints by the management.

Koldus West Wing Open Hours

- The Office will be open for the following hours during the fall and spring semesters:
  - Monday – Thursday, 8:00am – 11:00pm
  - Friday, 8:00am – 6:00pm
  - Saturday – Closed, but:
    - Weekend access: current council officers would have the following card access to their official work space:
      - Saturday: 8:00 am – 8:00 pm
      - Sunday: 8:00 am – 11:00 pm
    - These students will not have access past 11:00 pm, Sunday-Thursday and 6:00 p.m., Friday
- This time was selected to focus on:
  - Safety and security of students and office users
  - Consistency with other office times (Rudder and University Complex closes at 11:00 pm)
- DO NOT PROP DOORS OPEN AFTER HOURS.
➢ After hours, all guests and visitors to the space should be escorted by an authorized member of the organization.
➢ Card access requests can be made to the Advisor of MSC Services & Facilities.

Computer Use Policy

➢ The computers, printer, copier, phone and any other equipment should not be used for personal business (Do not print class notes from the computers in the SPO).
➢ MSC resources are strictly for student committee and resource area use. Each committee and resource area has a certain print account limit and are charged for additional print outs.
   ‒ Each committee and resource area has an assigned account login and password for copier access. Copies will be $.10 a copy and will be billed on a monthly basis.
➢ Student groups using the projector in the PC rooms are responsible for turning the projector off after they are done using it.
➢ Rental equipment is reserved on a first-come, first-served basis during business hours. The reserving group is the only group with permission to use the equipment. The reserving group has responsibility to return the equipment in the condition it was checked-out and in the time frame designated.

To express any concerns to the Services and Facilities Resource Area about another committee’s or resource area’s actions, one may pursue the following:

➢ Before an official complaint is filed with the Services and Facilities Resource Area
   ‒ Speak politely with the other party to see if a compromise can be reached.
   ‒ Speak politely with the committee/resource area chair and/or advisor.
   ‒ Talk to a Services and Facilities representative.
➢ Complete an official complaint form and leave it in the complaint box located near the SPO front desks.
➢ Chairs and VPs will be held responsible for their committee’s/resource area’s behavior; therefore, concerns will be brought to the attention of the Chair or VP each time a complaint is filed.
   ‒ To voice a formal concern(s), a Services and Facilities Resource Area representative will provide the Chair or VP with a written form of the concern(s), and arrange a time for the Chair or VP to request a meeting to discuss the concern(s).
   ‒ A Chair or VP may contact the Services and Facilities Resource Area to arrange a meeting to review current situations or possible ways to prevent future problems.
➢ If a committee/resource area receives three concern notices, that committee/resource area will be brought under review of the Administrative Team who will decide an appropriate form of action. The following penalties will occur when four or more complaints are filed against that committee/resource area, respectively:
   ‒ Fourth complaint penalty: Loss of access to the committee’s/resource area’s space in the Student Programs Office for one week.
   ‒ The penalty for any complaint beyond the fourth complaint will be at the discretion of the review board.
MSC Development Policies

Resource acquisition is a serious business and a competitive activity. The best source of current and future contributions is past contributors. The professionalism with which we approach potential contributors, express gratitude to contributors, and recognize contributors is the key to future opportunities to solicit support. The policies outlined below are based on the need to create an ever increasing roster of potential contributors for the MSC and to assure compliance with University rules and state and federal laws. We cannot emphasize enough the importance of abiding by these policies. Fundraising is a privilege, if we do not abide by the policies below, the A&M foundation can revoke our ability to fundraise anytime.

General Development Policies

1.) All personnel from committees wishing to engage in resource acquisition must attend the fundraising workshops provided by MSC Development before a fundraising project begins. This will ensure that all MSC personnel engaging in development will be knowledgeable of the policies to which we must adhere.

2.) A detailed fundraising plan must be submitted to MSC Development at least two weeks in advance of the beginning of the resource acquisition campaign. The format and information required by the plan will be provided in the resource acquisition workshops. Certain committees with a history of successful acquisition and effective internal training programs may be exempted from this requirement. Exceptions may be granted, in writing, by the Vice President of Development and the MSC Development Advisor.

3.) When an office visit results in a check being issued on the spot, rather than being mailed, deliver the check to your advisor or the MSC cashier within 24 hours of receipt. It is a University policy to issue a TAMU fiscal receipt at the time that you accept the check. If you do not have a receipt book, it should be clearly communicated that a receipt will be sent in the mail to the contributor.

4.) Committees will be notified when their advisor receives checks in the mail. Advisors will receive notification of the deposit of check from the cashier in the accounting department. The check receiving system automatically generates a thank you note with signature blocks for the committee chair and the MSC Director. The MSC Director typically writes a sentence or two, signs the letters, and passes them to the committee chairs for signature. The committee chairs or advisors then mail the letters. Time is of the essence, so please sign and mail the letters immediately!

5.) Copies of all corporation and foundation proposals must be submitted to MSC Development for review. The MSC must receive the approval of the TAMU Foundation for contribution requests of $5,000 or more. This process requires a minimum of two weeks.

6.) Proposed contributions of real estate or personal property must be reviewed by the TAMU Foundation. Please consult with the MSC Development Advisor or MSC Director if you are offered anything other than money or services.
7.) Gifts or services (ex. direct payment for meals, use of airplanes, reduced rates for hotel rooms, etc.) are just as important as gifts of cash. The donor recognition process for such items must be handled on a case by case basis since there is not a check deposit process to trigger a standard thank you note. For gifts of services, the committee must generate the thank you letter and present it to the MSC Director for co-signature. Again, time is of the essence; and donor contact information must be recorded for gifts of service. MSC Donor Contact Forms should be given to the MSC Development Advisor to assure that the information is entered into Raisers Edge.

8.) All committees engaged in resource acquisition should keep master lists of all former members of your committee. These individuals are the best source of additional funding for your committee. If you have questions about developing a list of former members please see the Vice President of Development.

Policies on Individual Donor Solicitation

1.) All information on donors to the Memorial Student Center is strictly confidential. This includes all names of individual donors, contact and mailing lists, and specific donation information. Unauthorized use of any of this information is prohibited, and in some instances, is in violation of federal and state law.

2.) All names of individuals to be approached for a donation should be submitted to the Vice President of Development or to the MSC Development Advisor prior to making contact. The names will then be cleared through MSC Development and the TAMU Foundation to ensure that our organization is not encroaching upon another organization’s financial resource. Clearance will be secured as quickly as possible, usually within 48 hours. Exceptions to this rule are made for individuals who have previously donated to a particular committee.

3.) Direct contact with TAMU System Regents or TAMU President is prohibited unless the MSC Director grants direct permission.

4.) Requesting funding from the Office of the President, the Vice President for Student Affairs, and the Association of Former Students for the MSC for individual committee reasons and/or personal reasons should be coordinated through the Director’s Office. Exemptions to this policy may be discussed with the MSC Director.

5.) A contributor recognition chart (i.e. list of type of recognition for levels of giving) is a contractual statement. Do not make a commitment outside of that scale unless it has been cleared with the Chair and Advisor. Contents of the recognition chart should be defined in conjunction with the Chair and the Advisor and with the approval of the MSC Director. All commitments must be in compliance with existing University and MSC policies and by-laws. Please note that there are federal tax implications relative to donor recognition items.
Policies on Development Related Travel

1.) All students traveling for fundraising purposes should follow the MSC travel guidelines.

2.) Receipts for gasoline reimbursement should be submitted within 24 hours of travel. Any budgeted expenditure related to fundraising should be purchased through the PA process.

3.) Letters requesting excused absences may be obtained from the Advisor for student travel on behalf of the MSC. The student should talk with appropriate instructor(s) prior to missing the class and deliver the letter requesting an excused absence in advance. If the student travel is not authorized by the MSC, a letter will not be issued. In order for the activity to appear on the Official University Activity List, which is sent to all faculty, travel date should be given to the Advisor at least one month in advance. Note: there is no such thing as an officially excused absence.
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I. MSC EQUAL OPPORTUNITY STATEMENT

It is the policy of the Memorial Student Center to grant equal opportunity to all qualified persons without regard to race, color, gender, religion, age, sexual orientation, political affiliation, or national origin. To deny one’s contribution to our efforts because he or she is a member of a marginalized group is an injustice not only to the individual, but to the MSC and Texas A&M University as well. It is our intent and desire that equal opportunity be provided to all in selections, awards, and review processes and all other privileges.

a. Photographs of Applicants for Membership to Committees

Requesting or allowing photographs of applicants for membership to committees at any time during the application, interview, or selection process is a violation of the Equal Opportunity commitment and responsibility. Therefore, no photographs may be requested or included in any portion of a committee’s selection process. In addition, Social Security numbers should not be requested on applications for committee membership. The University Identification Number (UIN) may be requested for the identification and notification purpose if the student has signed the information release form at the time of application.

II. MSC PRIVACY POLICY

The Memorial Student Center is committed to upholding the Family Educational Rights and Privacy Act (FERPA), which protects student information such as ethnicity, gender, and Social Security numbers.

III. GRADE QUALIFICATIONS AND REVIEW

a. Qualifications of Officers

i. MSC student officers and prospective student officers shall have at least a 2.25 GPR for the semester immediately prior to application, and maintain at least a 2.25 cumulative and semester GPR while in office.

ii. Prospective Officers of the MSC shall meet training requirements set forth in the MSC Human Resources policies prior to taking office.

b. Exemption Request

Any student has the opportunity to submit a grade exemption request in order to apply for an MSC office, to remain in a Council office, or serve in a programming committee. Such a request should be submitted in writing to the Executive Vice President for Human Resources. Exemptions will be granted at the discretion of a team composed of advisors and MSC Council members.

c. Basis for Exemption Request

The basis for exemption request is any extreme or compelling circumstance that caused the student to fall below the MSC Constitutional grade requirement. Examples include, but are not limited to the following: personal circumstances, family circumstances, or financial circumstances.
d. Grade Exemption Request Procedures

Grade Review procedures will be established by the MSC Council and enforced by the VP for Human Recourses. A decision made according to these established procedures may be reviewed by the MSC Director or his/her designee based on a written request by the individual whose grades are being reviewed.

Current Procedures are:

i. VP for Human Resources submits a list of student names of MSC Officers and ID numbers to the Human Resources advisor.

ii. Human Resources advisor accesses grade information and returns information concerning the individuals who do not meet the MSC Constitutional requirement to the VP for Human Resources.

iii. Human Resources advisor notifies the respective individuals who do not meet the grade requirements within a reasonable time frame. Letter of notification will inform the individual that he/she may submit a written request for an exemption. In addition, the letter of notification will include the criteria for such request and the deadline for submitting the written request. This letter will also outline the process that will be used to reach a decision. If the student requests an exemption, the student will be allowed to remain in his/her position until a final decision is made by the grade review team. If the student does not submit a written request for an exemption by the deadline, the student will be removed from his/her position.

iv. Individual submits a letter to the VP for Human Resources.

v. Grade review team reviews the letter from the student requesting a grade exemption (discussion is moderated by the VP for Human Resources) and determines if there is an extreme or compelling circumstance that contributed to the GPR earned. The grade review team reviews the student’s complete grade history, has the ability to ask the student’s current advisor any remaining questions, and then makes a decision whether or not to let the individual apply for/remain in a leadership position.

vi. The decision is made by a majority vote. All decisions made by the grade review team are final. In the unlikely event that the grade review team is unable to make a final decision, the student will be removed from his/her position.

vii. Human Resources advisor, or designee, relays results and any concerns or comments back to the individual.

e. Written Statement

The written statement from the individual should include:

i. Any extreme or compelling circumstances contributing to the GPR earned the previous semester(s).

ii. Time constraints for the semester in question regarding: Classes; Co-Curricular activities, or Work; and
iii. Plans for the following/remainder of year describing specific plans that will cause grades to improve

f. Possible Outcomes
The possible outcomes of the exemption request include, but are not limited to the following:

i. The exemption request is accepted, and the student is permitted to apply for/remain in his/her position.

ii. The exemption request is accepted under certain restrictions, including but not limited to:
  - Mandated meetings with MSC or academic advisors;
  - Regular monitoring of mid-term or semester grades; and
  - Grade improvement;

iii. The exemption request is not accepted, and the student is not allowed to apply for/remain in his/her position.

g. Grade Review Team
All grade review team members and alternates will be trained regarding the policy and procedures prior to the first review of a grade exemption request. All grade review team members and alternates will be selected prior to the first review of a grade exemption request. The members and alternates of each grade review team will be selected at random. No student requesting an exemption may be a member of the grade review team.

The grade review team shall consist of:

i. Voting Members*:
  - 2 MSC Directors’ Staff Members (selected at random)
  - 1 Executive Team Student, to be selected at random from the following: President/CEO, Chief Operating Officer, or Chief Administrative Officer
  - 1 Vice President, to be selected at random from the following: Vice President of Arts and Entertainment, Vice President of Educational Exploration, Vice President of Leadership Development and Service
  - 1 Vice President, to be selected at random from the following: Vice President for Assessment and Finance, Vice President for Development, Vice President for Diversity, Vice President for Marketing, Vice President for Services and Facilities

*In cases of extenuating circumstances including, but not limited to, the Vice President of Human Resources being unable to randomly assemble all the individual components of the grade review team, he/she can facilitate any combination of students and senior staff members from the list above as long as there is one more student vote than staff. In extreme situations, the VP of Human Resources may facilitate grade review team members from outside the above list, but only with the approval of the MSC Director.

ii. Non Voting Members
  - Vice President for Human Resources (except in the case of a tied vote)
  - Advisor to the Vice President for Human Resources
  - Advisor to the student in question
iii. Chair of the Meeting
The Vice President for Human Resources shall chair the meeting, and be the tie-breaking vote if necessary. If the Vice President for Human Resources is requesting an exemption, the Chief Administrative Officer or the Vice President of Assessment & Finance will chair the meeting and be the tie-breaking vote.

h. Notification
The individual requesting the exemption will be notified of the results of the review within a reasonable time frame.

IV. SELECTIONS PROCESS
The Vice President for Human Resources shall be responsible for the planning and coordination of the selections process.

a. Council Applications
The MSC Council Application shall be revised and released no later than the end of finals week of the spring semester by the VP of Human Resources.

b. MSC CEO/President
Shall be selected by a majority vote of an interview team consisting of the following members (with the approval of the MSC Director):

<table>
<thead>
<tr>
<th>Current CEO – team leader</th>
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</thead>
<tbody>
<tr>
<td>MSC Director</td>
</tr>
<tr>
<td>Current CAO and/or COO (in the event that either position applies for CEO)</td>
</tr>
<tr>
<td>Current Programs VP</td>
</tr>
<tr>
<td>Current Resource Area VP</td>
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<tr>
<td>Current Chair</td>
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<tr>
<td>Director’s Staff Member</td>
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<tr>
<td>Director’s Staff Member</td>
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<tr>
<td>External Member</td>
</tr>
</tbody>
</table>

*Note: The Programs VP and Chair are not to come from the same Programming Council. More members may be added or substituted at the discretion of the VP of Human Resources.

c. MSC COO/CAO
Shall be selected by a majority vote of an interview team consisting of the following members:

| Current CAO/COO – team leader |
| Advisor for CAO/COO          |
| Newly appointed CEO          |
| Current Programs VP          |
| Current Resource Area VP     |
| Current Chair/Director       |
| Director’s Staff Member      |
d. **Vice Presidents**
   Shall be selected by a majority vote of an interview team consisting of the following members:
   
i. For a Resource Area Vice President:
   - Current VP – *team leader*
   - Area Advisor (or other staff member at advisor’s discretion)
   - Newly appointed CAO
   - Current Chair
   - Current Director (preferably of resource area VP is applying for)
   
ii. For a Programming Vice President:
   - Current VP – *team leader*
   - Area Advisor (or other staff member at advisor’s discretion)
   - Newly appointed COO
   - Current Chair (from PC VP is applying for if possible)
   - Current Director (from PC VP is applying for if possible)
   
   **Note:** More members may be added, reduced or substituted at the discretion of the VP of Human Resources.

e. **Directors**
   Shall be selected by a majority vote of an interview team consisting of the following members:
   
   - Newly appointed Resource Area VP – *team leader*
   - Resource Area Advisor (or other staff member at advisor’s discretion)
   - Current PC VP (if available or other council member)
   - Current Chair
   - Current Director (for resource area Director is applying if possible)
   
   **Note:** More members may be added, reduced, or substituted at the discretion of the VP of Human Resources.

f. **Chairs**
   Shall be selected by a majority vote of an interview team consisting of the following members:
   
   - Current Committee Chair – *team leader*
   - Committee Advisor (or other staff member at advisor’s discretion)
   - Newly appointed PC VP
   - Current Chair (of different PC if possible)
   - Current Director

*Note: The Programs VP and Chair are not to come from the same Programming Council. In addition, more members may be added, or substituted at the discretion of the VP of Human Resources.*
**Note: More members may be added or substituted at the discretion of the VP of Human Resources.**

V. PERFORMANCE REVIEW

a. Purpose
The purpose of the Performance Review Policy is to provide an effective and fair method for the MSC to address issues concerning the performance of officers of the MSC that cannot be resolved through regular supervisory or advisory processes. Performance Review Procedures outlined herein shall apply to all positions identified as officers of the MSC, as established by the MSC Constitution. MSC committees should establish Performance Review Procedures within the context of the MSC policies for performance review issues for committee officers.

b. Request for A Performance Review
Any MSC officer or Staff member may request that a performance review be conducted. The request must be made in writing and contain a clear statement describing the alleged misfeasance and/or malfeasance of office. The request must be directed to the MSC Vice President for Human Resources or to the MSC Director.

c. Panel
A panel shall be formed to review the request. The panel shall be randomly selected by the MSC Vice President for Human Resources.

i. Chair of the panel:
The Vice President for MSC Human Resources shall chair the panel. If the request involves the Vice President for Human Resources, the MSC President/CEO will chair the panel.

ii. The panel membership shall be composed of:
- Vice President for MSC Human Resources (chair)
- 1 MSC Executive Team student
- 1 MSC Vice President
- 2 MSC Director’s Staff members

iii. The panel shall review the request in a timely manner and pursue one of the following:
- authorize the VP for HR to begin a performance review,
- recommend alternative actions (such as mediation, additional investigation), or
- deny the request for performance review.

iv. The panel has the authority to temporarily reassign the student to other duties and shall reconvene following decided upon alternative actions to authorize or deny performance review.

d. Membership of the Performance Review Committee
The Performance Review Committee will be chaired by the VP for HR. If the VP for HR is in the subject of review, or in the case of other mitigating circumstances, the MSC President/CEO will chair the Performance Review Committee. All members and alternates
will be selected at random in accordance with Article VI, Section 5 of the MSC Constitution and Article III, Section 1.D of the MSC Bylaws.

The committee shall consist of:

i. Voting Members
   - MSC Vice President for Human Resources (chair)
   - 1 MSC Executive Team member (student)
   - 2 MSC Vice Presidents
   - 1 MSC Director
   - 2 MSC Committee Chairs
   - 1 MSC Director’s Staff member
   - 1 MSC Advisor (any other than the advisor to the chair or student in question)

ii. Non Voting Members
   - Advisor to the Vice President for Human Resources
   - Advisor to the student against whom the allegations have been made (whose sole role on the committee will be as an information source)

e. Contacting the Committee
   The individual may contact the Vice President for Human Resources, the advisor of the HR area, or his/her advisor to seek help in preparing materials for review. Efforts will be made to schedule a meeting at a time when the individual in question can be present. If the individual cannot attend a meeting of the Performance Review Committee, the committee may hold a meeting without the individual. Under unusual circumstances, the individual under review may request that the meeting be rescheduled. The final decision will be at the discretion of the VP for HR as to whether another meeting should be scheduled.

f. Quorum
   A quorum of the performance review committee will be two thirds of the total voting members. There must be at least two more student voting members than non-student voting members.

g. Performance Review Committee Process

i. The MSC Performance Review Procedures must accommodate minimum standards of fairness as required by the Student Rules of Texas A&M University. This shall include:
   - a written statement of allegations and description of the performance review process to the individual placed in the person’s MSC mailbox;
   - a written statement that the individual has a maximum of five university class days from the date of written notification in which to provide a written response to the allegations;
   - the right to appear before the Performance Review Committee as described herein; and
   - the right to appear before the MSC Council as described herein.

ii. Since the MSC Performance Review Process relates to performance effectiveness in an organization (and not to university discipline), the standards of proof required to enact a
sanction (up to and including removal from office) are as defined by the preponderance of the evidence. Preponderance of the evidence simply means that an assertion is more likely to be true in the opinion of the decision maker.

iii. All meetings will be closed and confidential. The minutes and all materials are to be kept confidential as required by the Family Education Rights and Privacy Act (FERPA).

iv. The person requesting the performance review may be called to the performance review committee meeting only to answer any questions about the allegations.

v. The individual under review shall have a fair opportunity to respond to all allegations. He or she may ask others to speak on his or her behalf, but shall not have the right to question the person submitting the request nor have a student or non-student advocate operate on his or her behalf.

vi. All votes within the Performance Review Committee will be settled by a two-thirds vote of the voting members.

vii. The Performance Review Committee shall report its findings to the MSC Executive Team along with a recommended sanction, if warranted.

h. MSC Executive Team Recommendations
i. The MSC Executive Team will meet in closed session to hear the recommendations of the Performance Review Committee.
ii. The Vice President for Human Resources (or MSC President/CEO) will present the recommendations of the Performance Review Committee and all pertinent facts and issues that the Performance Review Committee considered.
iii. The MSC Executive Team will decide by a two-thirds vote, with two more students voting than staff, to accept the recommendation or return with comments to the Performance Review Committee for re-evaluation.
iv. If accepted, the decision will then be forwarded to the appropriate Administrative or Programs Team for implementation. The person under review will be informed in writing within twenty-four hours of the decision.

i. Replacement Procedures

The replacement of any MSC officer will be in accordance with established MSC Human Resources selection procedures.

j. Appeals

If the individual desires to appeal, a written appeal should be submitted to the MSC Director within three university class days of the conclusion of the Administrative or Programs Team meeting. The purpose of the appeal is to review whether the Performance Review Process was conducted in accordance with procedures, thereby affording fundamental fairness. Depending upon the nature of the appeal, the MSC Director may choose to pass the appeal on to the appropriate Division of Student Affairs staff member. The results of the Performance Review Committee are not final until all appeals are complete.
VI. **FIRST YEAR WORKSHOPS**

The Human Resource team shall administer a minimum of one first year workshop for all first year members of the MSC. The workshops shall be a tool for the MSC to use to welcome new members, introduce them to the MSC Organizational Chart as well as its current council members and address any leadership topics deemed fit by the VP of Human Resources.

VII. **ANNUAL AWARDS**

The Annual Awards presentation and selection process shall be developed by the current VP of Human Resources. The following awards must be included annually:

i. Margaret Rudder Outstanding Service and Leadership Award

ii. Harold W. Gaines Excellent Service Award

iii. J. Wayne Stark Outstanding Leadership Award

iv. Jessie W. Jordan Innovative Leadership Award

v. President's and Director's Awards-handled by the MSC President and MSC Director

vi. Reynolds Award-handled by the MSC Director (with guidance from the Chief Administrative Officer and Chief Operating Officer)

vii. Rountree Award-handled by the MSC Director

*Note: Additional awards may be added at the discretion of the VP of Human Resources.

VIII. **MONTHLY AWARDS**

The Monthly Awards selection shall be determined by the VP of Human Resources and their respective directors. The awards may consist of but are not limited to:

i. Outstanding MSC Student

ii. Outstanding MSC Staff Member

iii. Outstanding Program

*Note: Awards may be changed/added at the discretion of the VP of Human Resources.
The Department of the Memorial Student Center has reviewed and approved the Departmental Risk Assessment Plan and has submitted it for inclusion in the Division of Student Affairs plan.

Lyle J. AuBender  
Director Name  

L. Pela  
Signature  
10/24/10  
Date  

Dave Salmon  
Risk Management Coordination Committee Member Name  

Signature  
10/29/10  
Date
<table>
<thead>
<tr>
<th>RISKS</th>
<th>MITIGATORS</th>
<th>RESPONSIBLE PARTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loss of Power</td>
<td>Backup Generators for essential systems, staff monitor facilities, close and evacuate non-essential locations, battery backups for essential systems, Fibertown staff monitor facilities, FCG staff monitor facilities, FCG/Fibertown building backup with diesel generator</td>
<td>Facilities Manager, Division IT Liaison, Forsyth Director, Forsyth Collections Manager</td>
</tr>
<tr>
<td>Failure of Essential Physical Systems and Equipment</td>
<td>Perform regularly scheduled inspections/testing/maintenance, ensure staff are trained on use and upkeep of equipment and systems, cross train staff on use of equipment and systems, collaborate with building owners and internal partners</td>
<td>Facilities Manager, Administrative Coordinator (Office Manager), Individual Unit Managers (e.g. Box Office Manager, Print N Copy Manager, etc.), Forsyth Director, Forsyth Collections Manager</td>
</tr>
<tr>
<td>Unsecured Facilities, Vandalism, and Graffiti</td>
<td>Staff secure buildings (doors, windows, fire gates, etc.) daily, conduct periodic security audits through University Police Department's Crime Prevention Unit to assess potential security threats and appropriate responses, security cameras installed in strategic locations, secure unused spaces, access management training/processes, burglar alarm systems in strategic locations; collaborate with internal and external partners (Bryan PD, Fibertown Security, UPD), Fibertown responsible for the upkeep and maintenance of security system. magnetic locks with Fibertown controlled manual key systems; Fibertown 24 hour security guard monitor cameras and perform regular patrols; Blastguard film.</td>
<td>Administrative Coordinator (Office Manager), Facility Manager, Designated Staff for Access in various units/physical space; Forsyth Director, Collections Manager</td>
</tr>
<tr>
<td>Deteriorating Facilities</td>
<td>Develop and revise 1 and 5 year preventative maintenance plans, deferred maintenance account, utilize internal partners (custodial, etc.) to identify issues</td>
<td>Facilities Manager, Administrative Coordinator (Office Manager), Individual Unit Managers (e.g. Box Office Manager, Print N Copy Manager, etc.), Forsyth Director, Collections Manager</td>
</tr>
<tr>
<td>Inadequate Space to Accommodate Programmatic and Operational Needs</td>
<td>Events Management System, internal programming events management system, Department Master Plan, Internal guidelines in place for Forsyth Center Gallery space use, collaborate with internal Forsyth partners</td>
<td>Advisors, Staff responsible for scheduling space</td>
</tr>
</tbody>
</table>
### MSC Facilities Risks

| Construction related risks and hazards for staff and students working in 1st floor MSC hotel area | Continuous monitoring of air quality in all work spaces, proper training and operation of heavy machinery in close proximity to any work spaces | Unit Manager, Facility Manager, Construction Manager at Risk (Vaughn Construction) |
# MSC Personnel Risks

<table>
<thead>
<tr>
<th>RISKS</th>
<th>MITIGATORS</th>
<th>RESPONSIBLE PARTY</th>
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</thead>
<tbody>
<tr>
<td>Employee Theft</td>
<td>Maintain and review accurate equipment/asset inventory, follow documented cash handling procedures, security cameras/systems in strategic locations, access control processes/systems, state mandated ethics training, supervisory oversight</td>
<td>Executive Team, Supervisors, Administrative Coordinator (Office Manager), Facilities Manager, Division IT Liaison, FCG staff</td>
</tr>
<tr>
<td>Inadequately Supported staff</td>
<td>Provide professional development/training opportunities, supervisors ensuring staff are using leave time, provide opportunities for staff input, appropriately compensate staff in correlation to job responsibilities, annual university mandated employee performance reviews</td>
<td>Executive Team, Supervisors</td>
</tr>
<tr>
<td>Inadequate Training of Staff</td>
<td>Provide financial/time/material resources for staff to complete required CEUs for licensure/certification, provide training on use of new equipment and processes when needed, provide financial/time resources for professional development opportunities</td>
<td>Executive Team, Supervisors</td>
</tr>
<tr>
<td>Loss of Institutional/Organizational Knowledge</td>
<td>Document processes and procedures, document unique situations for future reference, cross train staff on various functional areas, designate time for information sharing amongst staff, research and implement best practices from other institutions/venues that provide similar services, provide time/financial/material resources for staff professional development and CEUs for licensing and certification</td>
<td>Executive Team, Supervisors, Advisors and Student Leaders</td>
</tr>
<tr>
<td>Inadequate Staffing</td>
<td>Review staffing needs on annual basis, allocate sufficient funding to fill vacant/needed position or reduce the amount of work by downsizing, utilize professional organization resources to recruit from a larger/more diverse and qualified applicant pool, advertise open positions in position relevant publications, advertise in publications that target diverse applicant populations, develop position specific job listings/descriptions that clearly state the minimum position qualifications, staff/student employee background checks performed by Employee Services</td>
<td>Executive Team</td>
</tr>
<tr>
<td>Failure to Follow Established Payroll Policies/Procedures</td>
<td>Adherence to department/university/state federal employment/payroll processes and procedures, properly maintain/safeguard confidential employee information, staff/students trained on payroll processes and time/leave systems, supervisors trained on use of time/leave systems, supervisory review of employee leave/time reports</td>
<td>Executive Team, Supervisors</td>
</tr>
</tbody>
</table>
### MSC Personnel Risks

| Fiscal Restraints/Budget Cuts | Maintain adequate reserve funds to cover necessary personnel costs if appropriate; Identify internal University training for personnel should professional development funding become limited; Seek appropriate external funding sources when applicable | Director of Department, Associate Director for Administrative Services, Associate Director for Programs, Supervisors |

**Memorial Student Center Departmental Risk Plan 2010-2011 - FINAL**
<table>
<thead>
<tr>
<th>RISKS</th>
<th>MITIGATORS</th>
<th>RESPONSIBLE PARTY</th>
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<tbody>
<tr>
<td>Inadequate Identity/Access Management</td>
<td>Department of Information Technology is responsible to ensure network security, educate students/staff on necessity of maintaining confidentiality of userIDs and passwords, staff complete university mandated network/information security training, positioning computer monitors to limit unauthorized viewing of information, providing hardware that prevents others from viewing information on monitors that cannot be positioned to prevent unauthorized viewing of information, follow IT password guidelines, follow unauthorized file access guidelines, virus protection software, limited desktop administrator privileges, educate students/staff on appropriate use of information technology resources, follow university/state information technology guidelines</td>
<td>Executive Team, Supervisors, Division IT Liaison</td>
</tr>
<tr>
<td>Failure of Mission Critical Software Systems</td>
<td>Security/maintenance/upgrades/updates/online and off-site backups contracted through Student Affairs Department of Information Technology, access limited to staff authorized to use software, staff trained on use of software, follow university/state information technology guidelines, disaster recovery plan</td>
<td>Staff Responsible for Mission Critical Software Applications, Division IT Manager</td>
</tr>
<tr>
<td>Inadequate Physical Security/Failure of Network Servers</td>
<td>Fire suppression equipment, controlled access to space, redundant power supplies, surge protectors, supplemental environmental controls, 24 hour on-call response, Department of Information Technology is responsible for these functions, follow university/state information technology guidelines, disaster recovery plan</td>
<td>Division IT Manager</td>
</tr>
<tr>
<td>Inadequate Physical Security/Failure of Desktop Systems</td>
<td>Controlled access, surge protectors, follow university/state information technology guidelines, disaster recovery plan</td>
<td>Division IT Manager, Staff with Desktop Systems</td>
</tr>
</tbody>
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### MSC Information Security Risks

<table>
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<tr>
<th>RISKS</th>
<th>MITIGATORS</th>
<th>RESPONSIBLE PARTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate Software Management/Support</td>
<td>Standardized department software load, computing use agreements, limited administrative access to desktop systems, Department of Information Technology is responsible for these functions, follow university/state information technology guidelines, disaster recovery plan</td>
<td>Division IT Manager, Unit Managers</td>
</tr>
<tr>
<td>Data Reliability</td>
<td>RAID hard drive arrays, redundant power supplies, supplemental environmental systems, back up systems, 24 hour on-call response, Department of Information Technology is responsible for these functions, follow university/state information technology guidelines, disaster recovery plan</td>
<td>Division IT Manager</td>
</tr>
<tr>
<td>Inadequate Application Stability</td>
<td>Installation of software updates, Department of Information Technology is responsible for these functions, follow university/state information technology guidelines, disaster recovery plan</td>
<td>Division IT Manager</td>
</tr>
<tr>
<td>Inadequate Network Stability</td>
<td>Contracted with CIS</td>
<td>Division IT Manager</td>
</tr>
<tr>
<td>Outdated Versions of Software</td>
<td>Contracted with CIS</td>
<td>Division IT Manager, and Unit Manager</td>
</tr>
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## MSC Financial Risks

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<th>RISKS</th>
<th>MITIGATORS</th>
<th>RESPONSIBLE PARTY</th>
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</thead>
<tbody>
<tr>
<td>Non-employee Theft</td>
<td>Security cameras/systems placed in strategic locations, secure unused spaces, secure buildings when not open to the public, collaboration with external partners to monitor security systems, staff trained on proper procedures to minimize theft</td>
<td>Facilities Manager, Administrative Coordinator (Office Manager), Division IT Manager, Department staff</td>
</tr>
<tr>
<td>Uninformed/Delayed Administrative Decisions</td>
<td>Staff provide administrators with timely and accurate information, advisory (student/non-student) boards/councils, regular staff meetings, administrators provide staff with timely and accurate information</td>
<td>Department Supervisors</td>
</tr>
<tr>
<td>Inadequate Financial Planning</td>
<td>Track budgets over multiple years, perform trends analysis to determine changes in expenditures and revenue, meet with vendors (custodial, utilities, etc.) to determine rate changes during budget preparation, management staff meetings to discuss budget planning, management staff meetings to propose changes in rate/fee structures, external partner review of procedures, student programming council review of programming budgets, graduated multi-level approval for large acquisitions</td>
<td>Executive Team, Unit Managers, Supervisors</td>
</tr>
<tr>
<td>Inadequate Financial Implementation</td>
<td>Prepare budgets with flexibility to ensure unexpected expenditures can be absorbed, check budgets periodically to ensure actual and projected expenditures/revenues are on target and make adjustments when/where needed, management staff meetings to discuss budget status and necessary changes, provide students/staff appropriate access to budget information to allow for proper tracking of expenditures/revenues, external partner review of processes, student programming council review of program budgets, graduated multi-level approval for large acquisitions, follow established department/university purchasing procedures</td>
<td>Executive Team, Unit Managers, Supervisors</td>
</tr>
<tr>
<td>Inadequate Financial Analysis</td>
<td>Perform end-of-budget year analysis to determine where additional changes can be made to future budget projections, implement changes in subsequent budgets to better reflect future expenditures/revenues, management staff meeting to discuss budget revision recommendations for upcoming fiscal year, external partner review of processes, student programming council review of program budgets</td>
<td>Executive Team, Accounting Staff</td>
</tr>
<tr>
<td>Data Reliability</td>
<td>Provide proper training to staff, limit employee access based on job responsibilities, follow established accounting policies and procedures, AggieBuy and Caonpy electronic approval process</td>
<td>Associate Director for Administrative Services, Accounting Manager</td>
</tr>
<tr>
<td>RISKS</td>
<td>MITIGATORS</td>
<td>RESPONSIBLE PARTY</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mismanagement of organizational resources (finances; information</td>
<td>Adherence to department/university/state/federal policies/procedures, state employee ethics training, appropriate training for staff and students, external review of processes, follow established department/university purchasing guidelines, off-site backup of records, disaster recovery plan, follow established industry guidelines for management of assets</td>
<td>Executive Team, Unit Managers, Supervisors and Full Time Employees, FCG staff</td>
</tr>
<tr>
<td>collected through participation and registration documents;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>facilities, assets, property)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate Contract/Agreement Management</td>
<td>Follow department/university/state contract/agreement guidelines, utilize department contract templates, train students/staff on proper contract/agreement procedures, graduated multi-level approval for large acquisitions</td>
<td>Executive Team, Associate Directors</td>
</tr>
<tr>
<td>Improper Cash Management/Handling</td>
<td>Follow department/university/state/federal policies/procedures for working with cash, segregation of duties between origination/approval/performance/recording activities, maintain/review audit trails, follow proper procedures for securing cash/checks/credit card information, access controls, train student/staff on proper procedures, hire only qualified staff with appropriate background checks,</td>
<td>Associate Director for Administrative Services, Director of Department, Cash Handling Staff, Advisors</td>
</tr>
<tr>
<td>Failure to Follow Established Payroll Policies/Procedures</td>
<td>Adherence to department/university/state federal employment/payroll processes and procedures, properly maintain/safeguard confidential employee information, staff/students trained on payroll processes and time/leave systems, supervisors trained on use of time/leave systems, supervisory review of employee leave/time reports</td>
<td>Executive Team, Departmental HR Staff, Supervisors</td>
</tr>
<tr>
<td>Failure to Comply with State/Federal Reporting Guidelines</td>
<td>Follow department/university/state/federal reporting laws/guidelines, train staff on proper reporting protocols</td>
<td>Associate Director for Administrative Services, Director of Department, Accounting Manager</td>
</tr>
<tr>
<td>Failure to Fundraise enough Funds to adequately produce Programs</td>
<td>Keep good Databases, and Former Student Information. Update constituent records constantly and keep in contact with Former Students</td>
<td>Director of Department, Development Coordinator, Advisors</td>
</tr>
</tbody>
</table>
## MSC Behavioral Risks

<table>
<thead>
<tr>
<th>RISKS</th>
<th>MITIGATORS</th>
<th>RESPONSIBLE PARTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Damage to Department</td>
<td>Research past behaviors of staff/vendors, address behavioral expectations in contracts/agreements, train students/staff on established department/university guidelines for representing the department to the public/media, signed student behavioral agreements/contracts when necessary</td>
<td>Executive Staff,</td>
</tr>
<tr>
<td>Reputation/Image</td>
<td></td>
<td>Supervisors</td>
</tr>
</tbody>
</table>
## MSC Health and Safety Risks

<table>
<thead>
<tr>
<th>RISKS</th>
<th>MITIGATORS</th>
<th>RESPONSIBLE PARTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Staff Injury/Illness</td>
<td>Provide necessary equipment/tools/uniforms to limit safety risks, provide necessary training to ensure students/staff are following established department/university/state/federal safety procedures/protocols, review travel itineraries to ensure safe accommodations and transportation, Staff secure buildings (doors, windows, fire gates, etc.) daily, security cameras installed in strategic locations, secure unused spaces, access management training/processes, configure physical environments for safety controls</td>
<td>Advisors, Departmental Staff who travel or supervise/advise those who travel, Forsyth Director, Collections manager</td>
</tr>
<tr>
<td>Constituent Injury/Illness</td>
<td>Security cameras placed in strategic locations, provide safety notices when needed (signs, email, etc.), make repairs in a timely and proper manner, ensure preventative maintenance is completed in a timely manner, perform periodic safety walks, University EMS staff at events as needed, adequate staff/security to ensure appropriate crowd management as needed, proper event planning, Staff secure buildings (doors, windows, fire gates, etc.) daily, security cameras installed in strategic locations, secure unused spaces, access management training/processes</td>
<td>Facilities Manager, Administrative Coordinator (Office Manager), Division IT Manager, Advisors, Departmental Staff who travel or supervise/advise those who travel; Forsyth Director, Collections Manager</td>
</tr>
<tr>
<td>Inadequate Access</td>
<td>ADA Requirements, elevator</td>
<td>FCG Director</td>
</tr>
<tr>
<td>RISKS</td>
<td>MITIGATORS</td>
<td>RESPONSIBLE PARTY</td>
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</tr>
<tr>
<td>Acts of Nature (Environmental/Natural)</td>
<td>Familiarity with and adherence to Campus Disaster Plan, weather radios placed in strategic locations, fire alarms, fire sprinklers, fire evacuation plans, PA system to communicate with building occupants and constituents when needed, follow department guidelines for securing assets, work with Fibertown security, UPD, and Bryan PD &amp; FD</td>
<td>Facility Manager, DSA Risk Management Coordinating Committee representative, Administrative Coordinator (Office Manager), Floor Proctors, Advisors, MSC Director, Forsyth Director, Collections Manager</td>
</tr>
<tr>
<td>Man-made Disasters (Human)</td>
<td>Familiarity with and adherence to Campus Disaster Plan, fire alarms, fire sprinklers, fire evacuation plans, PA system to communicate with building occupants and constituents when needed, follow department guidelines for securing assets, work with Fibertown security, UPD, and Bryan PD &amp; FD, conduct periodic security audits through University Police Department’s Crime Prevention Unit to assess potential security threats and appropriate responses, develop and implement code words for frontline staff members to communicate safety threats in emergency situations, pre-program emergency contact numbers into phones</td>
<td>Facility Manager, DSA Risk Management Coordinating Committee representative, Administrative Coordinator (Office Manager), Floor Proctors, Advisors, MSC Director, Forsyth Director, Collections Manager</td>
</tr>
</tbody>
</table>
### MSC Academic Risks

<table>
<thead>
<tr>
<th>RISKS</th>
<th>MITIGATORS</th>
<th>RESPONSIBLE PARTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to Integrate with Academics</td>
<td>Partner with academic departments, providing adequate and sufficient physical space for programs that support the academic mission of the university, utilize student interns</td>
<td>Director, Associate Director for Programs, Advisors, Forsyth Director, Museum Education Staff</td>
</tr>
<tr>
<td>Failure for Student Leadership to Maintain GPR to hold Leadership Position</td>
<td>Meet regularly with students to monitor that academic standing as it relates to their Leadership Positions</td>
<td>Student Leaders, Advisors</td>
</tr>
<tr>
<td>RISKS</td>
<td>MITIGATORS</td>
<td>RESPONSIBLE PARTY</td>
</tr>
<tr>
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<td>------------------------------------------</td>
</tr>
<tr>
<td>Failure to Follow Established Travel Guidelines</td>
<td>Follow all university and MSC Student/Staff Travel Procedures, File a Facilities Agreement/Contract for Chartered Travel, Use reputable bus company with Charter Information Request Form from Risk Management, driving record request for all students/staff that drive university and/or rental vehicles</td>
<td>Executive Team, Advisors</td>
</tr>
<tr>
<td>Failure to Maintain Accreditation/Certification/Requirements (laws, statutes, etc.) by Industry/Government Bodies</td>
<td>Update necessary reports, follow governing body minimum standards for staffing/security/training/physical environment(s)/education, provide financial/time/support/material resources to ensure individual staff are compliant with accreditation/licensure requirements, perform preventative maintenance as required by government/industry standards, conduct routine inspections as required by government/industry standards, provide financial/time/material resources to remain within appropriate compliance standards (fiscal, physical, programmatic, etc.) of industry/government bodies</td>
<td>Executive Team, Forsyth Director, Collections Manager</td>
</tr>
</tbody>
</table>
## MSC Programming Risks

<table>
<thead>
<tr>
<th>RISKS</th>
<th>MITIGATORS</th>
<th>RESPONSIBLE PARTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student leaders not prepared to assume roles of leadership and responsibility <em>(high turnover; overconfident, under-experienced population)</em></td>
<td>Leadership Workshop Seminars for 1st year MSC students, advisor meetings with student leaders, event planning/management/supervision training for student leaders, implementation/adherence to student leader learning outcomes, clearly define minimum academic standards for leadership roles, Student Programs Human Resource grade review process, standardized application/interview/selection/transition process for student leaders</td>
<td>Advisors, Associate Director for Programs, Museum Educator, Director of Department, Student Programs HR Review Board</td>
</tr>
<tr>
<td>Inadequately planned, supervised, managed and evaluated activities and events <em>(Large/open events, free speech/expressive activities, contractual agreements, inadequate space, scheduling conflicts, lack of coordination between staff and committees, programs involving the community)</em></td>
<td>Comprehensive events management system, Required Program Proposal for each committee event, Online evaluation system, Leadership Workshop Seminars for 1st year MSC students, bi-weekly advisor meetings, advisor meetings with student leaders, event planning/management/supervision training for student leaders, implementation/adherence to student leader learning outcomes, Open event planning form, pre-planning meeting(s) when necessary, concessions process, Event Management System (EMS), food policy, staff presence, perform initial security assessments for events, alert constituents of program content, strategic location of programming, follow established university guidelines for working with minors, collaborate with external partners to provide services not provided within the scope of the department, online survey for constituents to provide feedback, post-event meeting(s) when necessary, EMS documentation, event files, internal online evaluation process through SPO events management system, collaborate with Student Life Students on external program assessments when necessary</td>
<td>Advisors, Associate Director for Programs, Director of Department</td>
</tr>
<tr>
<td>Inadequately prepared student organization advisors</td>
<td>Participate in all mandatory TAMU training, Staff Development allowance for each advisor, Attend accredited conferences applicable to advising area, Internal training as needed</td>
<td>Director fo Department, Associate Director for Programs, Supervisors of student organization advisors</td>
</tr>
<tr>
<td>Failure to Address Needs of Diverse Student Populations</td>
<td>Programming councils, collaboration with other departments across the university, strategic program planning, provide financial/staff/material resources to support programming for diverse populations</td>
<td>Advisors, Associate Director for Programs, Forsyth Director, Museum Educator</td>
</tr>
<tr>
<td>RISKS</td>
<td>MITIGATORS</td>
<td>RESPONSIBLE PARTY</td>
</tr>
<tr>
<td>-------------------------------------------</td>
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<td>----------------------------------------</td>
</tr>
<tr>
<td>Inadequate coordination with Internal/External Partners</td>
<td>EMS one-stop shopping implementation plan focusing on collaboration with partners, Review community calendars, open communication with internal/external partners</td>
<td>Management Staff, Advisors</td>
</tr>
<tr>
<td>Misrepresentation of Department by Students/Staff</td>
<td>Train students/staff on established department/university guidelines for representing the department to the public/media, signed student behavioral agreements/contracts when necessary</td>
<td>Director of Department, Advisors</td>
</tr>
<tr>
<td>Loss of current/future community/donor support (financial/time/resources)</td>
<td>Ensure successful community relations and fundraising activities through effective communication with board(s) of directors/donors/community organizations/subscribers, train students/staff on established department/university guidelines for contacting and working with current/potential donors, appropriate management of fiscal/physical resources</td>
<td>Executive Team, Assistant to the Director of Department, Advisors</td>
</tr>
<tr>
<td>Inappropriate actions of constituents/stakeholders while in our facilities</td>
<td>Security contracted for large-scale events or when needed, staff presence at large scale/high-profile events, Security present when galleries are open, follow established department guidelines for facility security</td>
<td>Advisors, FCG Staff</td>
</tr>
</tbody>
</table>
STUDENT-STAFF PARTNERSHIP

The Student-Staff Partnership is built upon the idea that there is mutuality in teaching and learning and that advisors and students see each other as a resource, each group offering what it uniquely can provide (National Commission on Resources for Youth, 1974, p. 227). In order to successfully fulfill the Role of the College Union (ACUI, 2009), together, advisors and student share the responsibility of coordinating, planning, and executing programs, policies, and services. More specifically to the Memorial Student Center:

Advisors—ultimately accountable for the programmatic, policy, and human development initiatives of the department—commit to creating an environment that
- respects and considers the time and perspectives of every student;
- encourages and accepts free and honest communication at every level;
- adapts leadership and advising styles to the demands of different situations (Hersey and Blanchard 1969; Northouse 2010); empowering students to lead and be a partner in the decision making process;
- challenges students—expanding their social and cognitive intelligence;
- promotes growth and collaboration within the MSC leadership structure, and
- prepares students to function successfully academically, and in socially and professionally diverse situations now and in the future.

Students—as active participants in their personal and collective holistic growth—commit to creating an environment that
- acknowledges and respects the time and perspectives of advisors and staff members;
- consistently reinforces and places special emphasis on the academic success of all students;
- promotes awareness of campus issues, trends, traditions, and events in order to actively address these areas in all endeavors, and
- encourages personal growth and development.

Standing on the mission and values of the Memorial Student Center and Texas A&M University; MSC advisors and students will work continuously to become proficient in the dynamics of teamwork—acknowledging the flexible roles of both groups, allowing room for a variety of opinions and perspectives, and responding appropriately to developmental challenges (Camino, 2000).


Mission / Purpose

The Memorial Student Center Complex is the gateway linking tradition and tomorrow; a place for the Aggie family to connect with the past, experience the present, and prepare for the future. We enhance the lives of students and others by promoting continuous growth through programs, services and leadership development opportunities offered in a vibrant physical environment.

Goals without Outcome/Objective Relationships Specified

G 4: Provide state of the art technology and facilities
Providing state of the art technology and facilities allowing global interaction; University Arts and Rudder Theatre Complex and University Center Complex became their own independent units in 2008-2009. See facilities operations in MSCC for RTC and UCC outcomes for 2008-2009 and University Arts as its own department.

Goals and Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

G 1: Anticipate needs
Anticipating the needs of the unique populations we serve

O/O 1: See subunit outcomes
See subunit outcomes

Related Measure:

M 1: See subunit outcomes and measures
See subunit outcomes and measures

Source of Evidence: Administrative measure - other

Achievement Target:
See subunit outcomes

Findings (2008-2009) - Achievement Target: Met
See subunit outcomes

G 2: Leverage resources and capabilities
Leveraging resources and capabilities to fulfill the needs of the evolving campus community

O/O 1: See subunit outcomes
See subunit outcomes

Related Measure:
M 1: See subunit outcomes and measures
See subunit outcomes and measures

Source of Evidence: Administrative measure - other

**Achievement Target:**
See subunit outcomes

**Findings (2008-2009) - Achievement Target: Met**
See subunit outcomes

G 3: Evaluate quality of services
Continuously evaluating the quality of our services

O/O 1: See subunit outcomes
See subunit outcomes

**Related Measure:**

M 1: See subunit outcomes and measures
See subunit outcomes and measures

Source of Evidence: Administrative measure - other

**Achievement Target:**
See subunit outcomes

**Findings (2008-2009) - Achievement Target: Met**
See subunit outcomes

G 5: Enhance skill sets of those we serve
Helping those we serve enhance their skill sets to better prepare them for the future

O/O 1: See subunit outcomes
See subunit outcomes

**Related Measure:**

M 1: See subunit outcomes and measures
See subunit outcomes and measures

Source of Evidence: Administrative measure - other

**Achievement Target:**
See subunit outcomes

**Findings (2008-2009) - Achievement Target: Met**
See subunit outcomes

---

**Mission / Purpose**
The Memorial Student Center Complex is the gateway linking tradition and tomorrow; a place for the Aggie family to connect with the past, experience the present, and prepare for the future. We enhance the lives of students and others by promoting continuous growth through programs, services and leadership development opportunities offered in a vibrant physical environment.

**Goals without Outcome/Objective Relationships Specified**

**G 3: Evaluate quality of services**
Continuously evaluating the quality of our services

**Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**G 1: Anticipate needs**
Anticipating the needs of the unique populations we serve

**SLO 4: MKTG: Promote Student Programs**
Promote membership in MSCC committees and attendance at MSCC committee programs by developing promotional materials including logos, brochures, web site content, news releases, etc. in collaboration with committee members.

**Related Measure:**

**M 3: MKTG: New MSCC Brochure**
Produce brief MSCC brochure illustrating the department's new mission statement, core values, vision, and branding elements, and a more extensive promotional kit that can be used in a variety of situations.

Source of Evidence: Administrative measure - other

**Achievement Target:**
Design a promotional kit that can be adapted for several purposes: to inform students about the MSCC and all the department provides, to recruit students to become members of MSCC committees and resource areas, and to promote program attendance and participation. Kit should be designed to serve all of these purposes, or to be more narrowly targeted when appropriate. Language and images in kit should be used in other materials, and follow-up assessments should determine student familiarity with this language and imagery.

**Findings (2008-2009) - Achievement Target: Partially Met**
Promotional kit is in final stages of development, will be produced and begin distribution in fall semester, 2009.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**New MSC Brochure**
*Established in Cycle: 2008-2009*
Produce a new promotional kit to promote the MSC department.
M 5: MKTG: Redesigned MSCC Committee web sites
Redesigned the WALT web site development tool templates to reflect the new departmental branding standards.

Source of Evidence: Administrative measure - other

Achievement Target:
New committee web sites will incorporate WALT so program information can be easily updated in the future.

Findings (2008-2009) - Achievement Target: Partially Met
All committees previously using old WALT templates have been converted to new templates. Have added FLC, FLI, AFLC, and L.T. Jordan to list of committees using WALT.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Redesigned MSC Committee Web Sites
Established in Cycle: 2008-2009
Redesign committee web sites to incorporate new department branding and to capitalize on the ability to use the Events Mgmt. Sys...

M 7: MKTG: Promotional Materials for Student Programs
Created a variety of printed and electronic materials used to promote a variety of student programs including Black History Month, Wiley Lecture, MSCC Open House, Month of Giving, SCONA 54, weekly program listing, SCOLA. Redesigned logos for FLI, FISH, ARO, Aggie Cinema. Created branding guide for CAMAC. Produced and distributed news releases weekly to Aggie Hotline, ASDC Update and other distribution outlets. Projects were accomplished in collaboration with the committee members requesting marketing support services.

Source of Evidence: Administrative measure - other

Achievement Target:
Production and distribution of promotional materials.

Findings (2008-2009) - Achievement Target: Met
Materials produced and distributed across campus.

G 5: Enhance skill sets of those we serve
Helping those we serve enhance their skill sets to better prepare them for the future

SLO 4: MKTG: Promote Student Programs
Promote membership in MSCC committees and attendance at MSCC committee programs by developing promotional materials including logos, brochures, web site content, news releases, etc. in collaboration with committee members.

Related Measure:

M 3: MKTG: New MSCC Brochure
Produce brief MSCC brochure illustrating the department's new mission statement, core values, vision, and branding elements, and a more extensive promotional kit that can be used in a variety of situations.

Source of Evidence: Administrative measure - other

**Achievement Target:**
Design a promotional kit that can be adapted for several purposes: to inform students about the MSCC and all the department provides, to recruit students to become members of MSCC committees and resource areas, and to promote program attendance and participation. Kit should be designed to serve all of these purposes, or to be more narrowly targeted when appropriate. Language and images in kit should be used in other materials, and follow-up assessments should determine student familiarity with this language and imagery.

**Findings (2008-2009) - Achievement Target: Partially Met**
Promotional kit is in final stages of development, will be produced and begin distribution in fall semester, 2009.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**New MSC Brochure**
*Established in Cycle: 2008-2009*
*Produce a new promotional kit to promote the MSC department.*

**M 5:MKTG: Redesigned MSCC Committee web sites**
Redesigned the WALT web site development tool templates to reflect the new departmental branding standards.

Source of Evidence: Administrative measure - other

**Achievement Target:**
New committee web sites will incorporate WALT so program information can be easily updated in the future.

**Findings (2008-2009) - Achievement Target: Partially Met**
All committees previously using old WALT templates have been converted to new templates. Have added FLC, FLI, AFLC, and L.T. Jordan to list of committees using WALT.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Redesigned MSC Committee Web Sites**
*Established in Cycle: 2008-2009*
*Redesign committee web sites to incorporate new department branding and to capitalize on the ability to use the Events Mgmt. Sys...*
Created a variety of printed and electronic materials used to promote a variety of student programs including Black History Month, Wiley Lecture, MSCC Open House, Month of Giving, SCONA 54, weekly program listing, SCOLA. Redesigned logos for FLI, FISH, ARO, Aggie Cinema. Created branding guide for CAMAC. Produced and distributed news releases weekly to Aggie Hotline, ASDC Update and other distribution outlets. Projects were accomplished in collaboration with the committee members requesting marketing support services.

Source of Evidence: Administrative measure - other

**Achievement Target:**
Production and distribution of promotional materials.

**Findings (2008-2009) - Achievement Target: Met**
Materials produced and distributed across campus.

**Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**G 2: Leverage resources and capabilities**
Leveraging resources and capabilities to fulfill the needs of the evolving campus community

**O/O 2: MKTG: Implement Department Branding**
Develop a new departmental logo/primary mark to be used on visual communications. Also begin to establish a consistent MSCC visual identity by using the new logo/primary mark in conjunction with the Texas A&M Brand Guide for the department's web site and other departmental promotional materials.

**Related Measure:**

**M 3: MKTG: New MSCC Brochure**
Produce brief MSCC brochure illustrating the department's new mission statement, core values, vision, and branding elements, and a more extensive promotional kit that can be used in a variety of situations.

Source of Evidence: Administrative measure - other

**Achievement Target:**
New promotional kit (replacing previous brochures) currently in the final stages of development prominently features the new MSCC department name and logotype, Mission and Core Values, and promotional campaign slogan, “Be part of something...” These elements are also being used, and will be used, in promotional materials promoting program attendance and committee/resource area membership. Future assessment efforts should determine student, staff, and faculty familiarity with the MSCC brand and campaign slogan.

**Findings (2008-2009) - Achievement Target: Partially Met**
Department name change in late summer of 2009 will require revision of the draft promotional kit materials.
Related Action Plans (by Established cycle, then alpha):

For full information, see the **Action Plan Detail** section of this report.

**New MSC Brochure**  
*Established in Cycle: 2008-2009*  
Produce a new promotional kit to promote the MSC department.

**M 5: MKTG: Redesigned MSCC Committee web sites**  
Redesigned the WALT web site development tool templates to reflect the new departmental branding standards.

Source of Evidence: Administrative measure - other

**Achievement Target:**  
New committee and resource area web sites will include MSCC logo, TAMU logo and color palette, and other visual identity characteristics consistent with MSCC and TAMU branding.

**Findings (2008-2009) - Achievement Target: Partially Met**  
Those committees and resource areas that have launched new web sites include MSCC and TAMU branding. Balance of committee web sites yet to be developed or are in progress.

Related Action Plans (by Established cycle, then alpha):

For full information, see the **Action Plan Detail** section of this report.

**Redesigned MSC Committee Web Sites**  
*Established in Cycle: 2008-2009*  
Redesign committee web sites to incorporate new department branding and to capitalize on the ability to use the Events Mgmt. Sys...

**M 6: MKTG: Approval and Use of MSCC logo**  
Began the use of a new logo for the MSCC for t-shirt, banners, posters, web site, and other promotional materials. Revised committee logos to incorporate new logo or typeset Memorial Student Center Complex name to reflect new naming convention for department units.

Source of Evidence: Administrative measure - other

**Achievement Target:**  
Use of MSCC throughout the department.

**Findings (2008-2009) - Achievement Target: Met**  
MSCC logo is being used throughout the department on web sites, printed pieces, advertisements, t-shirts, etc. Some use of diamond star logo rather than MSCC logo still exists, particularly on web sites. This issue will be addressed through Visual Identity Resource Guide and in re-design of committee web sites.

**O/O 3: MKTG: Market the MSC Renovation project**  
Provide marketing assistance for the MSC Renovation and Expansion project.
Related Measure:

**M 1: MKTG: Electronic Promotion of MSC Renovation**
Created and have continued to maintain the official MSC Renovation and Expansion project web site. Created facebook group for the Renovation project to help promote attendance at Renovation-related events.

Source of Evidence: Administrative measure - other

**Achievement Target:**
Establish a benchmark for visitors per month to the project web site.

**Findings (2008-2009) - Achievement Target: Met**
Through the first 10 months site averaged 1600 visitors per month.

**M 2: MKTG: MSC Renovation Printed Materials**
Produced business cards and a brochure to promote the MSC Renovation project. Also have used a variety of other printed materials, including posters, fliers, advertisements, and banners to promote Renovation-related programs, meetings and events.

Source of Evidence: Administrative measure - other

**Achievement Target:**
Produce a brochure and business cards to be used to inform the public about the project and to assist in fund development. Produce other collateral material to promote attendance at Open Forums and other project events open to the public.

**Findings (2008-2009) - Achievement Target: Met**
Brochure and business card no longer in use due to personnel changes and changes in the project's direction. Other collateral materials produced include banners and Battalion ads. Future printed materials should be produced to be flexible or, if they are intended to have a longer shelf life, should not be produced until project details are established with a high degree of certainty.

**G 4: Provide state of the art technology and facilities**
Providing state of the art technology and facilities allowing global interaction

**O/O 1: MKTG: MSCC Web Site Redesign**
MKTG: Redesign the department's web site to incorporate the MSC Student Programs Office, Rudder Theatre Complex, and University Center's web site into one MSCC departmental web site.

**Related Measure:**

**M 4: MKTG: Redesigned MSCC Web Site**
Developed new departmental web site and launched it in September, 2008.

Source of Evidence: Administrative measure - other

**Achievement Target:**
Establish a benchmark for visitors to the new MSCC web site. From Sep 08-Jun 09 site averaged 4,295 visitors per month. Future assessments
should attempt to determine whether or not users are able to get the information they want from MSCC web site, why users come to the MSCC web site, how they get to the MSCC web site. Future targets should also include an increase in visitor traffic, particularly to the Student Programs and the What's Happening sections of the web site.

**Findings (2008-2009) - Achievement Target: Met**
Averaged nearly 4,300 visitors per month as a benchmark.

**M 5:MKTG: Redesigned MSCC Committee web sites**
Redesigned the WALT web site development tool templates to reflect the new departmental branding standards.

Source of Evidence: Administrative measure - other

**Achievement Target:**
All committee web sites should feature MSCC visual identity characteristics by the end of the fall semester, 2009.

**Findings (2008-2009) - Achievement Target: Partially Met**
Several committees have converted to new web sites by the end of the spring semester, 2009 and during the summer. Balance of committees will begin conversion process in late August, 2009.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Action Plan Detail* section of this report.

**Redesigned MSC Committee Web Sites**
*Established in Cycle: 2008-2009*
Redesign committee web sites to incorporate new department branding and to capitalize on the ability to use the Events Mgmt. Sys...

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

**New MSC Brochure**
Produce a new promotional kit to promote the MSC department.

<table>
<thead>
<tr>
<th>Established in Cycle:</th>
<th>2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Status:</td>
<td>Planned</td>
</tr>
<tr>
<td>Priority:</td>
<td>High</td>
</tr>
</tbody>
</table>

**Relationships (Measure | Outcome/Objective):**
*Measure: MKTG: New MSCC Brochure | Outcome/Objective: MKTG: Implement Department Branding | MKTG: Promote Student Programs*

| Completion Date: | 04/30/2010 |
| Responsible Person/Group: | MSC Marketing Communications |
Redesign committee web sites to incorporate new department branding and to capitalize on the ability to use the Events Mgmt. System to automate some portions of committee web sites.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** MKTG: Redesigned MSCC Committee web sites  
- **Outcome/Objective:** MKTG: Implement Department Branding  
- MKTG: MSCC Web Site Redesign  
- MKTG: Promote Student Programs

**Completion Date:** 04/30/2010  
**Responsible Person/Group:** MSC Marketing Communications  
**Additional Resources Requested:** Student Web Developer - position filled

### Detailed Assessment Report  
**2008-2009 MSCC Development**

**Mission / Purpose**

The Memorial Student Center Complex is the gateway linking tradition and tomorrow; a place for the Aggie family to connect with the past, experience the present, and prepare for the future. We enhance the lives of students and others by promoting continuous growth through programs, services and leadership development opportunities offered in a vibrant physical environment.

**Goals without Outcome/Objective Relationships Specified**

**G 1: Anticipate needs**  
Anticipating the needs of the unique populations we serve

**G 2: Leverage resources and capabilities**  
Leveraging resources and capabilities to fulfill the needs of the evolving campus community

**G 3: Evaluate quality of services**  
Continuously evaluating the quality of our services

**G 4: Provide state of the art technology and facilities**  
Providing state of the art technology and facilities allowing global interation

**Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**G 5: Enhance skill sets of those we serve**  
Helping those we serve enhance their skill sets to better prepare them for the future
SLO 1: Dir Ofc: Fundraising Workshop
Workshop conducted by students and Former Students to provide basics of fundraising and handbooks outlining procedures and guidelines for fundraising.

Relevant Associations:

General Education/Core Curriculum:
1 Master the depth of knowledge required of a discipline

Institutional Priorities:
6 Provide high-quality advising for all students.

Strategic Plans:
Texas A&M University
5 Build on the tradition of the professional education.

Related Measure:

M 1: Presentations
Educate students about fundraising and allow council group to practice public speaking.

Source of Evidence: Performance (recital, exhibit, science project)

Achievement Target:
Educate students about fundraising and allow council group to practice public speaking.

Findings (2008-2009) - Achievement Target: Met
Students followed guidelines for resource acquisition, worked with development office within PCs and completed grants to various corporations and foundations.

Detailed Assessment Report
2008-2009 MSCC Event Services

Mission / Purpose

The Memorial Student Center Complex is the gateway linking tradition and tomorrow; a place for the Aggie family to connect with the past, experience the present, and prepare for the future. We enhance the lives of students and others by promoting continuous growth through programs, services and leadership development opportunities offered in a vibrant physical environment.

Goals and Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

G 1: Anticipate needs
Anticipating the needs of the unique populations we serve

O/O 1: MSCC Event Services can be found under MSCC Facility Operations for 2008-2009
Event Services was created by the MSC for the University Center part of their operations in 2008-2009. In 2009 the University Center became its own department. For the purpose of completing the 2008-2009 report, the University Center stayed in the MSCC assessment plan and completed all of their goals/objectives/measures under MSCC Facility Operations.

**Related Measure:**

**M 1:** See facility operations
MSCC Event Services can be found under MSCC Facility Operations for 2008-2009

Source of Evidence: Administrative measure - other

**Achievement Target:**
MSCC Event Services can be found under MSCC Facility Operations for 2008-2009

**Findings (2008-2009) - Achievement Target: Met**
MSCC Event Services can be found under MSCC Facility Operations for 2008-2009

**G 2:** Leverage resources and capabilities
Leveraging resources and capabilities to fulfill the needs of the evolving campus community

**O/O 1:** MSCC Event Services can be found under MSCC Facility Operations for 2008-2009
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Source of Evidence: Administrative measure - other

**Achievement Target:**
MSCC Event Services can be found under MSCC Facility Operations for 2008-2009

**Findings (2008-2009) - Achievement Target: Met**
MSCC Event Services can be found under MSCC Facility Operations for 2008-2009

**G 3:** Evaluate quality of services
Continuously evaluating the quality of our services

**O/O 1:** MSCC Event Services can be found under MSCC Facility Operations for 2008-2009
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Source of Evidence: Administrative measure - other

Achievement Target:
MSCC Event Services can be found under MSCC Facility Operations for 2008-2009

Findings (2008-2009) - Achievement Target: Met
MSCC Event Services can be found under MSCC Facility Operations for 2008-2009

G 4: Provide state of the art technology and facilities
Providing state of the art technology and facilities allowing global interaction

O/O 1: MSCC Event Services can be found under MSCC Facility Operations for 2008-2009

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Source of Evidence: Administrative measure - other

Achievement Target:
MSCC Event Services can be found under MSCC Facility Operations for 2008-2009

Findings (2008-2009) - Achievement Target: Met
MSCC Event Services can be found under MSCC Facility Operations for 2008-2009

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Helping those we serve enhance their skill sets to better prepare them for the future

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**M 1:** See facility operations  
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Source of Evidence: Administrative measure - other

**Achievement Target:**  
MSCC Event Services can be found under MSCC Facility Operations for 2008-2009

**Findings (2008-2009) - Achievement Target: Met**  
MSCC Event Services can be found under MSCC Facility Operations for 2008-2009

**G 6:** Provide service opportunities for students  
The MSCC Leadership Development and Service Programming Council will provide quality programming in the area of service.

**O/O 1:** MSCC Event Services can be found under MSCC Facility Operations for 2008-2009

Event Services was created by the MSC for the University Center part of their operations in 2008-2009. In 2009 the University Center became its own department. For the purpose of completing the 2008-2009 report, the University Center stayed in the MSCC assessment plan and completed all of their goals/objectives/measures under MSCC Facility Operations.

**Related Measure:**

**M 1:** See facility operations  
MSCC Event Services can be found under MSCC Facility Operations for 2008-2009

Source of Evidence: Administrative measure - other

**Achievement Target:**  
MSCC Event Services can be found under MSCC Facility Operations for 2008-2009

**Findings (2008-2009) - Achievement Target: Met**  
MSCC Event Services can be found under MSCC Facility Operations for 2008-2009

<table>
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<th>Detailed Assessment Report</th>
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Mission / Purpose

The Memorial Student Center Complex is the gateway linking tradition and tomorrow; a place for the Aggie family to connect with the past, experience the present, and prepare for the future. We enhance the lives of students and others by promoting continuous growth through programs, services and leadership development opportunities offered in a vibrant physical environment.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

G 6: Provide service opportunities for students
The MSCC Leadership Development and Service Programming Council will provide quality programming in the area of service.

SLO 9: RTC OPS: Students will articulate skills developed
Student volunteers and student workers will be able to articulate the skills they have developed as a result of their experience within the department; Incorporate Student Leader Learning Outcomes (SLLO) within electronic program approval system; Develop and utilize Student Worker Learning Outcomes SLLO rubrics used by select group of advisors. Student workers in the Rudder Theatre Complex will be provided with the opportunity to advance their knowledge considerably in a highly technological field. Through on the job training student workers will gain experience in all aspects of theatre production and special event management.

Related Measure:

M 6: Performance Evaluations of Students
Supervisors evaluate student workers progress daily providing on the job training and feedback. Formal evaluations are conducted annually. Student workers within Rudder Theatre Complex are provided with job advancement opportunities often times leading to full time employment. The Assistant Director, Stage Manger and Theatrical Electrician were previously employed as student workers within the Theatre Complex.

Source of Evidence: Administrative measure - other

Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

G 1: Anticipate needs
Anticipating the needs of the unique populations we serve

O/O 1: MSCC Ops. Improve customer service after 5pm/wkends
MSCC Operations: Improve the level of customer service after 5:00 pm and on weekends in the MSCC Buildings.

Relevant Associations:

Institutional Priorities:
3 Enhance learning community opportunities.

Strategic Plans:
Related Measure:

M 1:MSCC Operations: Logs
MSCC Operations: Utilize Activity and Maintenance Logs to track receipt/response/completion of customer requests.

Source of Evidence: Activity volume

Achievement Target:
Educate constituents on the types of activities that are allowed within the buildings of the MSCC

Findings (2008-2009) - Achievement Target: Partially Met
Continued to do daily logs, but there were inconsistencies in the submittal of logs. The logs did not provide the type(s) of information needed to best enable the staff to educate constituents. We implemented signed confirmations from constituents prior to meetings indicating acknowledgement of guidelines for room usage. Through staff observations, there appears to be a decline in disallowed activities. We will implement hand-written logs for all staff members (included with set-up worksheets), to track the number of occurrences of disallowed activities. Implementation by October 15, 2009 assigned to Jenny Jesson/Stephen Senkel. The logs will be included in employee job expectations and assessed in annual performance review.

O/O 2:MSCC Ops: Provide variety of methods to reserve rms
MSCC Operations: Provide improved services through technology that enable clients to request rooms online through VEMS.

Relevant Associations:

Institutional Priorities:
3 Enhance learning community opportunities.

Strategic Plans:
Texas A&M University
8 Enrich our campus.
11 Attain resource parity with the best public universities.
13 Address space needs.

Related Measure:

M 3:MSCC Operations: Virtual EMS User Statistics
MSCC Operations: Track the usage of Virtual EMS space requests made with user accounts

Source of Evidence: Activity volume

Achievement Target:
MSCC Operations: Increase the number of Virtual EMS user accounts that are utilized by 100%
**Findings (2008-2009) - Achievement Target: Met**

There were 25 Virtual EMS accounts at beginning of 2008-2009. At the end of 2008-2009 there were 375 Virtual EMS accounts.

**O/O 10:RTC: Initiate Rudder Theatre Facility Updates**

The Rudder Theatre Complex has need of maintenance in several key areas to keep up with current technology and maintain the reliability of the facility. A new lighting system has become necessary and is a top priority for Rudder. Available funds have been identified and we would like to begin the processing of the purchase order and installation of the system this summer, 2008, with an expected completion date of January, 2010. This timeline would enable university programs to realize the benefit of the new lighting system in the spring of 2010. In an effort to ensure the most advanced services are available, a new high intensity projector will be purchased in the fall of 2009. Efforts will be made to identify funding for the addition of an elevator for Rudder Theatre Complex.

**Relevant Associations:**

**Strategic Plans:**

- Texas A&M University
  8 Enrich our campus.
  9 Build community and metropolitan connections.
  11 Attain resource parity with the best public universities.
  12 Meet our commitment to Texas.

**Related Measure:**

**M 7: Facility Upgrades**

The replacement of the Auditorium lighting system has been designed and is currently going through the TAMU bidding process. Anticipated completion is on target for January 2010. The acquisition of a high intensity projector has been realized. A cost estimate for the addition of an elevator has been completed. After reviewing the Rudder Theatre Complex budget it has been determined this project must be placed on hold until more funds become available.

Source of Evidence: Administrative measure - other

**G 2: Leverage resources and capabilities**

Leveraging resources and capabilities to fulfill the needs of the evolving campus community

**O/O 2: MSCC Ops: Provide variety of methods to reserve rooms**

MSCC Operations: Provide improved services through technology that enable clients to request rooms online through VEMS.

**Relevant Associations:**

**Institutional Priorities:**

3 Enhance learning community opportunities.

**Strategic Plans:**

- Texas A&M University
  8 Enrich our campus.
  11 Attain resource parity with the best public universities.
  13 Address space needs.
**Related Measure:**

**M 3: MSCC Operations: Virtual EMS User Statistics**

MSCC Operations: Track the usage of Virtual EMS space requests made with user accounts

Source of Evidence: Activity volume

**Achievement Target:**

MSCC Operations: Increase the number of Virtual EMS user accounts that are utilized by 100%

**Findings (2008-2009) - Achievement Target: Met**

There were 25 Virtual EMS accounts at beginning of 2008-2009. At the end of 2008-2009 there were 375 Virtual EMS accounts.

**O/O 3: MSCC Operations: Respond to Work Requests**

MSCC Operations: Facilities Staff will address work requests submitted by customers within 2 business days

**Relevant Associations:**

**Institutional Priorities:**

3 Enhance learning community opportunities.

**Strategic Plans:**

Texas A&M University
8 Enrich our campus.
13 Address space needs.

**Related Measure:**

**M 1: MSCC Operations: Logs**

MSCC Operations: Utilize Activity and Maintenance Logs to track receipt/response/completion of customer requests.

Source of Evidence: Activity volume

**Achievement Target:**

Facilities staff will respond to 90% of all work requests submitted within 2 business days.

**Findings (2008-2009) - Achievement Target: Partially Met**

We were not able to consistently meet this target during the final 3 months of the 2009 academic year due to the relocation and closure of the MSC. With the MSC now closed, staff should be able to resume normal daily operations enabling more consistent response to work requests.

**O/O 4: MSCC Operations: Customer Satisfaction**

MSCC Operations: Customers will be satisfied with the quality of service provided by the Facilities Services Office

**Relevant Associations:**
Institutional Priorities:
3 Enhance learning community opportunities.

Strategic Plans:
Texas A&M University
8 Enrich our campus.
13 Address space needs.

Related Measure:

M 2: MSCC Operations: Customer Satisfaction Survey
MSCC Operations: Customers within the MSCC will assess their satisfaction with the programs and services provided by MSCC Operations

Source of Evidence: Client satisfaction survey (student, faculty)

Achievement Target:
At least 80% of respondents will indicate they are satisfied with the service provided by MSCC Facilities Services

Findings (2008-2009) - Achievement Target: Not Met
Customer satisfaction survey has not been developed. Bill Cox will work with Heather Eden and Student Life Studies to develop survey for implementation by summer 2010.

O/O 5: MSCC Ops: Provide a variety of communication
MSCC Operations: Implement comprehensive digital signage system throughout MSCC buildings and verify setup needs via email.

Relevant Associations:

Institutional Priorities:
3 Enhance learning community opportunities.

Strategic Plans:
Texas A&M University
8 Enrich our campus.

Related Measure:

M 3: MSCC Operations: Virtual EMS User Statistics
MSCC Operations: Track the usage of Virtual EMS space requests made with user accounts

Source of Evidence: Activity volume

Achievement Target:
MSCC Operations: Communicate with 100% of customers via email to verify event details

Findings (2008-2009) - Achievement Target: Met
By the end of 2008-2009, 100% of customers were receiving verification of event details via email.
M 4:MSCC Operations: Visual Observation
MSCC Operations: Visually observe changes

Source of Evidence: Climate / Environment

**Achievement Target:**
MSCC Operations: Digital Signage installed and operational prior to Fall 2009.

**Findings (2008-2009) - Achievement Target: Met**
Digital signage was installed and operational by August 18, 2009.

O/O 6:MSCC Ops: Customer Satisfaction
MSCC Operations: Customers will be satisfied with the quality of service provided by the Hospitality & Events Office.

**Relevant Associations:**

**Institutional Priorities:**
3 Enhance learning community opportunities.

**Strategic Plans:**
Texas A&M University
8 Enrich our campus.
13 Address space needs.

**Related Measure:**

M 2:MSCC Operations: Customer Satisfaction Survey
MSCC Operations: Customers within the MSCC will assess their satisfaction with the programs and services provided by MSCC Operations

Source of Evidence: Client satisfaction survey (student, faculty)

**Achievement Target:**
At least 80% of respondents will indicate they are satisfied with the service provided by MSCC Hospitality & Event Services.

**Findings (2008-2009) - Achievement Target: Partially Met**
Survey was developed in 2008-2009, but not implemented. Survey was implemented on October 1, 2009.

O/O 7:MSCC OPS: Reduce lag time btw request/confirmation
MSCC Operations: Reduce the lag time from customer request for space until the time the space is confirmed.

**Relevant Associations:**

**Institutional Priorities:**
3 Enhance learning community opportunities.

**Strategic Plans:**
Texas A&M University
8 Enrich our campus.
13 Address space needs.
Related Measure:

M 3:MSCC Operations: Virtual EMS User Statistics
MSCC Operations: Track the usage of Virtual EMS space requests made with user accounts

Source of Evidence: Activity volume

Achievement Target:
MSCC Operations: Reduce the lag time by 50% from when a customer requests a space until when it is confirmed back to the customer.

Findings (2008-2009) - Achievement Target: Met
Prior to 2008-2009, the average lag time was approximately 8 weeks for completion of confirmation process. By the end of 2008-2009, the average lag time was approximately 2 weeks for completion of confirmation process.

G 3: Evaluate quality of services
Continuously evaluating the quality of our services

O/O 1:MSCC Ops. Improve customer service after 5pm/wkends
MSCC Operations: Improve the level of customer service after 5:00 pm and on weekends in the MSCC Buildings.

Relevant Associations:

Institutional Priorities:
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Related Measure:

M 1:MSCC Operations: Logs
MSCC Operations: Utilize Activity and Maintenance Logs to track receipt/response/completion of customer requests.

Source of Evidence: Activity volume

Achievement Target:
Educate constituents on the types of activities that are allowed within the buildings of the MSCC

Findings (2008-2009) - Achievement Target: Partially Met
Continued to do daily logs, but there were inconsistencies in the submittal of logs. The logs did not provide the type(s) of information needed to best enable the staff to educate constituents. We implemented signed confirmations from constituents prior to meetings indicating acknowledgement of guidelines for room usage. Through staff observations, there appears to be a decline in disallowed activities. We will implement hand-written logs for all staff members (included with set-
up worksheets), to track the number of occurrences of disallowed activities. Implementation by October 15, 2009 assigned to Jenny Jesson/Stephen Senkel. The logs will be included in employee job expectations and assessed in annual performance review.

**O/O 2: MSCC Ops: Provide variety of methods to reserve rms**
MSCC Operations: Provide improved services through technology that enable clients to request rooms online through VEMS.

**Relevant Associations:**

**Institutional Priorities:**
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**Strategic Plans:**
Texas A&M University
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MSCC Operations: Track the usage of Virtual EMS space requests made with user accounts

Source of Evidence: Activity volume

**Achievement Target:**
MSCC Operations: Increase the number of Virtual EMS user accounts that are utilized by 100%

**Findings (2008-2009) - Achievement Target: Met**
There were 25 Virtual EMS accounts at beginning of 2008-2009. At the end of 2008-2009 there were 375 Virtual EMS accounts.

**O/O 3: MSCC Operations: Respond to Work Requests**
MSCC Operations: Facilities Staff will address work requests submitted by customers within 2 business days

**Relevant Associations:**

**Institutional Priorities:**
3 Enhance learning community opportunities.

**Strategic Plans:**
Texas A&M University
8 Enrich our campus.
13 Address space needs.

**Related Measure:**

**M 1: MSCC Operations: Logs**
MSCC Operations: Utilize Activity and Maintenance Logs to track receipt/response/completion of customer requests.
Achievement Target:
Facilities staff will respond to 90% of all work requests submitted within 2 business days.

Findings (2008-2009) - Achievement Target: Partially Met
We were not able to consistently meet this target during the final 3 months of the 2009 academic year due to the relocation and closure of the MSC. With the MSC now closed, staff should be able to resume normal daily operations enabling more consistent response to work requests.

O/O 4: MSCC Operations: Customer Satisfaction
MSCC Operations: Customers will be satisfied with the quality of service provided by the Facilities Services Office

Relevant Associations:

Institutional Priorities:
3 Enhance learning community opportunities.

Strategic Plans:
Texas A&M University
8 Enrich our campus.
13 Address space needs.

Related Measure:

M 2: MSCC Operations: Customer Satisfaction Survey
MSCC Operations: Customers within the MSCC will assess their satisfaction with the programs and services provided by MSCC Operations

Source of Evidence: Client satisfaction survey (student, faculty)

Achievement Target:
At least 80% of respondents will indicate they are satisfied with the service provided by MSCC Facilities Services

Findings (2008-2009) - Achievement Target: Not Met
Customer satisfaction survey has not been developed. Bill Cox will work with Heather Eden and Student Life Studies to develop survey for implementation by summer 2010.

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Relevant Associations:

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Source of Evidence: Activity volume

Achievement Target:
MSCC Operations: Communicate with 100% of customers via email to verify event details

Findings (2008-2009) - Achievement Target: Met
By the end of 2008-2009, 100% of customers were receiving verification of event details via email.

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MSCC Operations: Visually observe changes

Source of Evidence: Climate / Environment

Achievement Target:
MSCC Operations: Digital Signage installed and operational prior to Fall 2009.

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Digital signage was installed and operational by August 18, 2009.

O/O 6: MSCC Ops: Customer Satisfaction
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Relevant Associations:

Institutional Priorities:
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Strategic Plans:
Texas A&M University
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MSCC Operations: Customers within the MSCC will assess their satisfaction with the programs and services provided by MSCC Operations

Source of Evidence: Client satisfaction survey (student, faculty)
Achievement Target:
At least 80% of respondents will indicate they are satisfied with the service provided by MSCC Hospitality & Event Services.

Findings (2008-2009) - Achievement Target: Partially Met
Survey was developed in 2008-2009, but not implemented. Survey was implemented on October 1, 2009.

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Relevant Associations:

Institutional Priorities:
3 Enhance learning community opportunities.

Strategic Plans:
Texas A&M University
8 Enrich our campus.
13 Address space needs.

Related Measure:

M 3:MSCC Operations: Virtual EMS User Statistics
MSCC Operations: Track the usage of Virtual EMS space requests made with user accounts
Source of Evidence: Activity volume

Achievement Target:
MSCC Operations: Reduce the lag time by 50% from when a customer requests a space until when it is confirmed back to the customer.

Findings (2008-2009) - Achievement Target: Met
Prior to 2008-2009, the average lag time was approximately 8 weeks for completion of confirmation process. By the end of 2008-2009, the average lag time was approximately 2 weeks for completion of confirmation process.

O/O 8:RTC OPS: Continually improve customer service
The department will continually improve the customer service provided by all departmental service operations. Delivery Methods: · Continuous assessment of all departmental service operations Education and Training of staff in job related areas State of the art equipment /facilities made available for customer use

Related Measure:

M 5:Customer Feedback
Solicit feedback from clients through email and phone calls regarding the level of satisfaction for services provided by Rudder Theatre Complex; Unsolicited customer feedback in the form of thank you letters and cards, emails, and phone calls.
Source of Evidence: Service Quality
G 4: Provide state of the art technology and facilities
Providing state of the art technology and facilities allowing global interaction

O/O 2: MSCC Ops: Provide variety of methods to reserve rms
MSCC Operations: Provide improved services through technology that enable clients to request rooms online through VEMS.

**Relevant Associations:**

**Institutional Priorities:**
3 Enhance learning community opportunities.

**Strategic Plans:**
- Texas A&M University
  8 Enrich our campus.
  11 Attain resource parity with the best public universities.
  13 Address space needs.

**Related Measure:**

**M 3: MSCC Operations: Virtual EMS User Statistics**
MSCC Operations: Track the usage of Virtual EMS space requests made with user accounts

Source of Evidence: Activity volume

**Achievement Target:**
MSCC Operations: Increase the number of Virtual EMS user accounts that are utilized by 100%

**Findings (2008-2009) - Achievement Target: Met**
There were 25 Virtual EMS accounts at beginning of 2008-2009. At the end of 2008-2009 there were 375 Virtual EMS accounts.

O/O 3: MSCC Operations: Respond to Work Requests
MSCC Operations: Facilities Staff will address work requests submitted by customers within 2 business days

**Relevant Associations:**

**Institutional Priorities:**
3 Enhance learning community opportunities.

**Strategic Plans:**
- Texas A&M University
  8 Enrich our campus.
  13 Address space needs.

**Related Measure:**

**M 1: MSCC Operations: Logs**
MSCC Operations: Utilize Activity and Maintenance Logs to track receipt/response/completion of customer requests.
Source of Evidence: Activity volume

Achievement Target:
Facilities staff will respond to 90% of all work requests submitted within 2 business days.

Findings (2008-2009) - Achievement Target: Partially Met
We were not able to consistently meet this target during the final 3 months of the 2009 academic year due to the relocation and closure of the MSC. With the MSC now closed, staff should be able to resume normal daily operations enabling more consistent response to work requests.

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MSCC Operations: Customers will be satisfied with the quality of service provided by the Facilities Services Office

Relevant Associations:

Institutional Priorities:
3 Enhance learning community opportunities.

Strategic Plans:
Texas A&M University
8 Enrich our campus.
13 Address space needs.

Related Measure:

M 2:MSCC Operations: Customer Satisfaction Survey
MSCC Operations: Customers within the MSCC will assess their satisfaction with the programs and services provided by MSCC Operations

Source of Evidence: Client satisfaction survey (student, faculty)

Achievement Target:
At least 80% of respondents will indicate they are satisfied with the service provided by MSCC Facilities Services

Findings (2008-2009) - Achievement Target: Not Met
Customer satisfaction survey has not been developed. Bill Cox will work with Heather Eden and Student Life Studies to develop survey for implementation by summer 2010.

O/O 5:MSCC Ops: Provide a variety of communication
MSCC Operations: Implement comprehensive digital signage system throughout MSCC buildings and verify setup needs via email.

Relevant Associations:

Institutional Priorities:
3 Enhance learning community opportunities.

Strategic Plans:
Related Measure:

M 3: MSCC Operations: Virtual EMS User Statistics
MSCC Operations: Track the usage of Virtual EMS space requests made with user accounts

Source of Evidence: Activity volume

Achievement Target:
MSCC Operations: Communicate with 100% of customers via email to verify event details

Findings (2008-2009) - Achievement Target: Met
By the end of 2008-2009, 100% of customers were receiving verification of event details via email.

M 4: MSCC Operations: Visual Observation
MSCC Operations: Visually observe changes

Source of Evidence: Climate / Environment

Achievement Target:
MSCC Operations: Digital Signage installed and operational prior to Fall 2009.

Findings (2008-2009) - Achievement Target: Met
Digital signage was installed and operational by August 18, 2009.

O/O 6: MSCC Ops: Customer Satisfaction
MSCC Operations: Customers will be satisfied with the quality of service provided by the Hospitality & Events Office.

Relevant Associations:

Institutional Priorities:
3 Enhance learning community opportunities.

Strategic Plans:
Texas A&M University
8 Enrich our campus.
13 Address space needs.

Related Measure:

M 2: MSCC Operations: Customer Satisfaction Survey
MSCC Operations: Customers within the MSCC will assess their satisfaction with the programs and services provided by MSCC Operations

Source of Evidence: Client satisfaction survey (student, faculty)
Achievement Target:
At least 80% of respondents will indicate they are satisfied with the service provided by MSCC Hospitality & Event Services.

Findings (2008-2009) - Achievement Target: Partially Met
Survey was developed in 2008-2009, but not implemented. Survey was implemented on October 1, 2009.

O/O 7:MSCC OPS: Reduce lag time btw request/confirmation
MSCC Operations: Reduce the lag time from customer request for space until the time the space is confirmed.

Relevant Associations:

Institutional Priorities:
3 Enhance learning community opportunities.

Strategic Plans:
Texas A&M University
8 Enrich our campus.
13 Address space needs.

Related Measure:

M 3:MSCC Operations: Virtual EMS User Statistics
MSCC Operations: Track the usage of Virtual EMS space requests made with user accounts

Source of Evidence: Activity volume

Achievement Target:
MSCC Operations: Reduce the lag time by 50% from when a customer requests a space until when it is confirmed back to the customer.

Findings (2008-2009) - Achievement Target: Met
Prior to 2008-2009, the average lag time was approximately 8 weeks for completion of confirmation process. By the end of 2008-2009, the average lag time was approximately 2 weeks for completion of confirmation process.

O/O 10:RTC: Initiate Rudder Theatre Facility Updates
The Rudder Theatre Complex has need of maintenance in several key areas to keep up with current technology and maintain the reliability of the facility. A new lighting system has become necessary and is a top priority for Rudder. Available funds have been identified and we would like to begin the processing of the purchase order and installation of the system this summer, 2008, with an expected completion date of January, 2010. This timeline would enable university programs to realize the benefit of the new lighting system in the spring of 2010. In an effort to ensure the most advanced services are available, a new high intensity projector will be purchased in the fall of 2009. Efforts will be made to identify funding for the addition of an elevator for Rudder Theatre Complex.

Relevant Associations:

Strategic Plans:
Texas A&M University
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.
12 Meet our commitment to Texas.

Related Measure:

M 7: Facility Upgrades
The replacement of the Auditorium lighting system has been designed and is currently going through the TAMU bidding process. Anticipated completion is on target for January 2010. The acquisition of a high intensity projector has been realized. A cost estimate for the addition of an elevator has been completed. After reviewing the Rudder Theatre Complex budget it has been determined this project must be placed on hold until more funds become available.

Source of Evidence: Administrative measure - other

G 5: Enhance skill sets of those we serve
Helping those we serve enhance their skill sets to better prepare them for the future

O/O 2: MSCC Ops: Provide variety of methods to reserve rms
MSCC Operations: Provide improved services through technology that enable clients to request rooms online through VEMS.

Relevant Associations:

Institutional Priorities:
3 Enhance learning community opportunities.

Strategic Plans:
Texas A&M University
8 Enrich our campus.
11 Attain resource parity with the best public universities.
13 Address space needs.

Related Measure:

M 3: MSCC Operations: Virtual EMS User Statistics
MSCC Operations: Track the usage of Virtual EMS space requests made with user accounts

Source of Evidence: Activity volume

Achievement Target:
MSCC Operations: Increase the number of Virtual EMS user accounts that are utilized by 100%

Findings (2008-2009) - Achievement Target: Met
There were 25 Virtual EMS accounts at beginning of 2008-2009. At the end of 2008-2009 there were 375 Virtual EMS accounts.

O/O 3: MSCC Operations: Respond to Work Requests
MSCC Operations: Facilities Staff will address work requests submitted by customers within 2 business days
Relevant Associations:

Institutional Priorities:
3 Enhance learning community opportunities.

Strategic Plans:
Texas A&M University
8 Enrich our campus.
13 Address space needs.

Related Measure:

M 1:MSCC Operations: Logs
MSCC Operations: Utilize Activity and Maintenance Logs to track receipt/response/completion of customer requests.

Source of Evidence: Activity volume

Achievement Target:
Facilities staff will respond to 90% of all work requests submitted within 2 business days.

Findings (2008-2009) - Achievement Target: Partially Met
We were not able to consistently meet this target during the final 3 months of the 2009 academic year due to the relocation and closure of the MSC. With the MSC now closed, staff should be able to resume normal daily operations enabling more consistent response to work requests.

O/O 4:MSCC Operations: Customer Satisfaction
MSCC Operations: Customers will be satisfied with the quality of service provided by the Facilities Services Office

Relevant Associations:

Institutional Priorities:
3 Enhance learning community opportunities.

Strategic Plans:
Texas A&M University
8 Enrich our campus.
13 Address space needs.

Related Measure:

M 2:MSCC Operations: Customer Satisfaction Survey
MSCC Operations: Customers within the MSCC will assess their satisfaction with the programs and services provided by MSCC Operations

Source of Evidence: Client satisfaction survey (student, faculty)

Achievement Target:
At least 80% of respondents will indicate they are satisfied with the service provided by MSCC Facilities Services
Findings (2008-2009) - Achievement Target: Not Met
Customer satisfaction survey has not been developed. Bill Cox will work with Heather Eden and Student Life Studies to develop survey for implementation by summer 2010.

O/O 5:MSCC Ops: Provide a variety of communication
MSCC Operations: Implement comprehensive digital signage system throughout MSCC buildings and verify setup needs via email.

Relevant Associations:

Institutional Priorities:
3 Enhance learning community opportunities.

Strategic Plans:
Texas A&M University
8 Enrich our campus.

Related Measure:

M 3:MSCC Operations: Virtual EMS User Statistics
MSCC Operations: Track the usage of Virtual EMS space requests made with user accounts
Source of Evidence: Activity volume

Achievement Target:
MSCC Operations: Communicate with 100% of customers via email to verify event details

Findings (2008-2009) - Achievement Target: Met
By the end of 2008-2009, 100% of customers were receiving verification of event details via email.

M 4:MSCC Operations: Visual Observation
MSCC Operations: Visually observe changes
Source of Evidence: Climate / Environment

Achievement Target:
MSCC Operations: Digital Signage installed and operational prior to Fall 2009.

Findings (2008-2009) - Achievement Target: Met
Digital signage was installed and operational by August 18, 2009.

O/O 6:MSCC Ops: Customer Satisfaction
MSCC Operations: Customers will be satisfied with the quality of service provided by the Hospitality & Events Office.

Relevant Associations:

Institutional Priorities:
3 Enhance learning community opportunities.
Strategic Plans:
Texas A&M University
  8 Enrich our campus.
  13 Address space needs.

Related Measure:

**M 2:MSCC Operations: Customer Satisfaction Survey**
MSCC Operations: Customers within the MSCC will assess their satisfaction with the programs and services provided by MSCC Operations

Source of Evidence: Client satisfaction survey (student, faculty)

**Achievement Target:**
At least 80% of respondents will indicate they are satisfied with the service provided by MSCC Hospitality & Event Services.

**Findings (2008-2009) - Achievement Target: Partially Met**
Survey was developed in 2008-2009, but not implemented. Survey was implemented on October 1, 2009.

**O/O 7:MSCC OPS: Reduce lag time btw request/confirmation**
MSCC Operations: Reduce the lag time from customer request for space until the time the space is confirmed.

**Relevant Associations:**

**Institutional Priorities:**
3 Enhance learning community opportunities.

**Strategic Plans:**
Texas A&M University
  8 Enrich our campus.
  13 Address space needs.

**Related Measure:**

**M 3:MSCC Operations: Virtual EMS User Statistics**
MSCC Operations: Track the usage of Virtual EMS space requests made with user accounts

Source of Evidence: Activity volume

**Achievement Target:**
MSCC Operations: Reduce the lag time by 50% from when a customer requests a space until when it is confirmed back to the customer.

**Findings (2008-2009) - Achievement Target: Met**
Prior to 2008-2009, the average lag time was approximately 8 weeks for completion of confirmation process. By the end of 2008-2009, the average lag time was approximately 2 weeks for completion of confirmation process.
Action Plan Detail for This Cycle (by Established cycle, then alpha)

**Customer Satisfaction Survey**
Rudder Theatre Complex will begin the process of creating a customer service satisfaction survey to be completed and in use by 2010.

**Established in Cycle:** 2008-2009  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Customer Feedback  
**Outcome/Objective:** RTC OPS: Continually improve customer service

**Implementation Description:** to be implemented in the Spring Semester of 2010  
**Completion Date:** 01/31/2010  
**Responsible Person/Group:** Bill Bielamowicz/Judy Marrs  
**Additional Resources Requested:** Assistance from Student Life Studies in the development of the survey

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**Detailed Assessment Report**  
**2008-2009 MSCC Retail Operations**

**Mission / Purpose**
The Memorial Student Center Complex is the gateway linking tradition and tomorrow; a place for the Aggie family to connect with the past, experience the present, and prepare for the future. We enhance the lives of students and others by promoting continuous growth through programs, services and leadership development opportunities offered in a vibrant physical environment.

**Goals without Outcome/Objective Relationships Specified**

**G 4:** Provide state of the art technology and facilities  
Providing state of the art technology and facilities allowing global interaction

**Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**G 5:** Enhance skill sets of those we serve  
Helping those we serve enhance their skill sets to better prepare them for the future

**SLO 2:** Box Office: Educate student workers  
Box Office: Continue to educate student workers, preparing them for their future professional life.

**Relevant Associations:**

**General Education/Core Curriculum:**
3 Communicate effectively in writing and speaking  
4 Provide ethical leadership in a global and diverse society

**Strategic Plans:**
Texas A&M University
- 3 Enhance the Undergraduate Academic Experience.
- 7 Increase access to intellectual resources.
- 8 Enrich our campus.
- 9 Build community and metropolitan connections.
- 11 Attain resource parity with the best public universities.

**Related Measure:**

**M 2:** Box Office: Student worker evaluations
Box Office: Student worker evaluations both self evaluation and management evaluation

Source of Evidence: Evaluations

**Achievement Target:**
Students will self evaluate and be evaluated on management on basic professional skills.

**Findings (2008-2009) - Achievement Target: Met**
Self evaluation and management evaluation was conducted in December for all student workers.

**Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**G 1:** Anticipate needs
Anticipating the needs of the unique populations we serve

**O/O 1:** Box Ofc: Increase TAMU knowledge of B.O. services
Box Office: Increase TAMU wide knowledge of Box Office services available to them, and create a tradition of educating advisors at least once a year.

**Relevant Associations:**

General Education/Core Curriculum:
- 4 Provide ethical leadership in a global and diverse society

**Strategic Plans:**
Texas A&M University
- 3 Enhance the Undergraduate Academic Experience.
- 7 Increase access to intellectual resources.
- 8 Enrich our campus.
- 9 Build community and metropolitan connections.
- 11 Attain resource parity with the best public universities.

**Related Measure:**

**M 1:** Box Office: Has training scheduled and performed
This outcome/objective has been met if there is a regularly scheduled training for advisors each year on box office services.

Source of Evidence: Document Analysis

**Achievement Target:**
This outcome/objective has been met if there is a regularly scheduled training for advisors each year on box office services.

**Findings (2008-2009) - Achievement Target: Met**
Training was offered and presented this year for advisers.

G 2: Leverage resources and capabilities
Leveraging resources and capabilities to fulfill the needs of the evolving campus community

O/O 4: PNC: Support MSCC Student Programs Office
PNC: Provide printing and financial support to leadership organizations in the Student Programs Office of the MSC.

**Relevant Associations:**

**Institutional Priorities:**
3 Enhance learning community opportunities.

**Strategic Plans:**
Texas A&M University
8 Enrich our campus.

**Related Measure:**

**M 4: Financial analysis**
Review the fiscal year end financial statements to determine the net value added to the organization.

Source of Evidence: Activity volume

**Achievement Target:**
Provide copy / printing services and an additional revenue stream to the Student Programs Office of the Memorial Student Center.

**Findings (2008-2009) - Achievement Target: Met**
PnC operation internally transferred $115,000 to the Student Programs Office of the Memorial Student Center and produced over $33,000 in copy jobs for the organization. In addition, other student organizations and departments in proximity to the operation received more than $54,000 in copy and printing service.

G 3: Evaluate quality of services
Continuously evaluating the quality of our services

**O/O 3: Box Office: Constant attention to work environment**
Box Office: Constant attention to safe work environment and industry best practices.

**Relevant Associations:**
General Education/Core Curriculum:
4 Provide ethical leadership in a global and diverse society

Strategic Plans:
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
7 Increase access to intellectual resources.
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

Related Measure:
M 3:BoxOfc:Analysis of external/internal documentation
Box Office: Analysis of external and internal documentation of meeting safe work environment requirements and activity in professional organizations.

Source of Evidence: Document Analysis

Achievement Target:
Analysis of external and internal documentation of meeting safe work environment requirements and activity in professional organizations resulting in the meeting of all safe practices audits and a high level of activity in ticketing, and business organizations.

Findings (2008-2009) - Achievement Target: Met
All audits from fire and life safety and fiscal departments had only minor infractions, such as an unlit candle, that were addressed immediately. All three staff members are now members of the Greater Houston Area Ticketing Association, and attending meetings. Also, Aren Murray is the President of this association, nominated to the Board of International Ticketing Association, and Chair of INTIX's Silent Auction.

Mission / Purpose

The Memorial Student Center Complex is the gateway linking tradition and tomorrow; a place for the Aggie family to connect with the past, experience the present, and prepare for the future. We enhance the lives of students and others by promoting continuous growth through programs, services and leadership development opportunities offered in a vibrant physical environment.

Goals without Outcome/Objective Relationships Specified

G 4:Provide state of the art technology and facilities
Providing state of the art technology and facilities allowing global iteration

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
G 3: Evaluate quality of services
Continuously evaluating the quality of our services

SLO 4: LD&S PC: Service opportunities for students
To enhance members' and participants' leadership development and Aggie experience through the planning, implementation and involvement in service projects.

Relevant Associations:

General Education/Core Curriculum:
2 Demonstrate critical analysis skills
3 Communicate effectively in writing and speaking
4 Provide ethical leadership in a global and diverse society

Institutional Priorities:
4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.
6 Provide high-quality advising for all students.

Strategic Plans:
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
8 Enrich our campus.
9 Build community and metropolitan connections.
12 Meet our commitment to Texas.

Related Measure:

M 4: LD&S PC -- Service Opportunities
Student committees will track and report weekly service hours to each of their respective advisors.

Source of Evidence: Evaluations

Achievement Target:
LD&S Committees should report the following: MSC Hospitality: provide weekly service events and report over 2000 hours of community service
MSC ALOT: create opportunities for members to get involved in community service
MSC LEAD: create opportunities for members to get involved in community service
MSC FISH: provide weekly service events and report over 1500 hours of community service
Conference Committees: participate in service events sponsored by LD&S committees and generate service opportunities for members.

Findings (2008-2009) - Achievement Target: Met
1. MSCC Hospitality hosted weekly service events for committee members and provides volunteers for events at the request of campus and community agencies. MSCC Hospitality hosted 82 events and provided over 2200 hours of community service to the campus and B/CS area.
2. MSCC FISH hosted weekly service events for committee members and provides volunteers for events at the request of campus and community agencies. MSCC FISH hosted 50 events and provided over 3000 hours of service to the campus and B/CS area.
3. MSCC ALOT began weekly service initiatives for members. MSCC ALOT...
hosted ALOT of Reading during the fall and spring semester. 4. MSCC LEAD began weekly service initiatives for members. MSCC LEAD volunteered at the Boys and Girls Club of Bryan on a weekly basis. 5. MSCC conference committees integrated service projects into conference curriculums to enhance delegates’ experiences. MSCC conference committees collected over 100 items for charities or agencies in the conference city.

SLO 5:LD&S PC -- Matriculation Programs
MSCC LD&S Committees will provide matriculation programs aimed at prospective students from across the state of Texas.

Relevant Associations:

General Education/Core Curriculum:
2 Demonstrate critical analysis skills
3 Communicate effectively in writing and speaking
4 Provide ethical leadership in a global and diverse society

Institutional Priorities:
4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.
6 Provide high-quality advising for all students.

Strategic Plans:
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
6 Diversify and globalize the A&M community.
8 Enrich our campus.
9 Build community and metropolitan connections.
12 Meet our commitment to Texas.

Related Measure:

M 5:LD&S PC -- Matriculation Programs
The assessment for matriculation programs will involve three areas: 1) Advisor's observations of student leaders' development throughout the academic year as a result of planning and implementing programs; 2) Program evaluations will be conducted at the conclusion of most programs; and 3) Program attendance

Source of Evidence: Evaluations

Achievement Target:
MSC FISH, MSC ALOT, MSC LEAD, and MSC Hospitality will each produce one matriculation program impacting at least 200 prospective students.

Findings (2008-2009) - Achievement Target: Met
1. Aggies Reaching Out: The Aggies Reaching Out Trip is a mentor/outreach program that promotes higher education among underrepresented youth. Traditionally this program has taken place in Corpus Christi, Houston, and McAllen, TX but was expanded to include Houston and Edinburg, TX. The goal of the ARO trip is to promote the value of higher education and impart leadership skills necessary to achieve their goals. 2. Aggie Shadows: High school juniors and seniors
come to the Texas A&M campus and shadow college students, gaining valuable information about college admissions and financial aid processes, and experiencing college life. 3. High School Service Conference: The High School Service Conference (HSSC) is for current juniors and seniors in high school that are taught principles of servant leadership and apply their knowledge in a local service project. 4. Student Leaders of Tomorrow (SLOT): Conference for high school juniors and seniors from around the state of Texas and the southwest region. It is a leadership conference with speakers, roundtable discussions, meals, and entertainment. 5. Backpack to Aggieland: Aggie students are paired with High School freshmen to be their mentors for the day. Freshmen will be brought to campus for lunch and a campus tour. At the end of the day, they will be given bags filled with school supplies, prospective student information and a book for their home library. Measures: 1. 75 Aggies and 200 8th graders participate and complete program evaluations 2. 160 high school students and approximately 200 Aggies participate and complete program evaluations 3. 100 high school students and 50 Aggies participate and complete program evaluations 4. 200 high school students and 100 Aggies participate and complete program evaluations 5. 20 high school students and 10 Aggies participate and complete program evaluations

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

LD&S PC -- Matriculation - Continuity of Excellence 2008-2009
Established in Cycle: 2008-2009
LD&S Committees will continue to provide matriculation programs for prospective students. Each committee will evaluate the purpose...

M 9:A&E Program evaluations for cultural programs
Program evaluations will be conducted at the conclusion of each program.

Source of Evidence: Evaluations

Achievement Target:
AE PC committees will produce at least 8 cultural programs to forward the President's goal of globalization and enhance students' knowledge and appreciation of cultures different from their own.

Findings (2008-2009) - Achievement Target: Met
The A&E PC produced 12 cultural programs that directly supported the President's goal of globalization.

SLO 6:LD&S PC: Globalization
MSCC LD&S Committees will produce programs that forward the President's goal of Globalization to increase students' awareness and submersion in other cultures.

Relevant Associations:

General Education/Core Curriculum:
2 Demonstrate critical analysis skills
3 Communicate effectively in writing and speaking
4 Provide ethical leadership in a global and diverse society
**Institutional Priorities:**

- Expand off-campus opportunities, such as internships, study-abroad, and service-learning.
- Provide high-quality advising for all students.

**Strategic Plans:**

**Texas A&M University**

- Enhance the Undergraduate Academic Experience.
- Diversify and globalize the A&M community.
- Enrich our campus.

**Related Measure:**

**M 6: LD&S PC: Globalization**

LD&S will assess their pursuit of globalization in the following ways:

1. New program initiatives
2. Formation of new committees focused on enhancing students' understanding of globalization
3. Collaboration with university departments, committees and programs

Source of Evidence: Evaluations

**Achievement Target:**

The LD&S VP will work to create a freshman leadership organization within the LD&S PC focused on internationalization. An LD&S committee will create and support an international trip focused on service-learning.

**Findings (2008-2009) - Achievement Target: Met**

1. MSCC Freshmen Leaders International was formed and has 6 student leaders and 28 freshmen members. MSCC FLI is dedicated to developing leadership, cultural understanding, and international awareness in freshmen through service and international outreach.
2. MSCC FLI has interactions with ELI students in regular service project events.
3. MSCC FISH hosted the Costa Rica Service-Learning Trip for 23 students that travelled to the TAMU Casa Verde Center in Costa Rica to interact in a global setting and see the importance of service and learning throughout world.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**LD&S: Continuation and Expansion of Achievements**

*Established in Cycle: 2008-2009*

LD&S will support a freshman leadership organization and work to expand and improve their programs. LD&S will support the pursu...

**G 5: Enhance skill sets of those we serve**

Helping those we serve enhance their skill sets to better prepare them for the future

**SLO 1: EE PC - Leadership Development**
Enhance the leadership skills for the members of the Educational Exploration Programming Council. Members will articulate skills developed as a result of their participation on the Educational Exploration Programming Council.

**Relevant Associations:**

**General Education/Core Curriculum:**
1. Demonstrate critical analysis skills
2. Communicate effectively in writing and speaking

**Institutional Priorities:**
1. Provide high-quality advising for all students.

**Strategic Plans:**
1. Enhance the Undergraduate Academic Experience.
2. Demand enlightened governance and leadership.

**Related Measure:**

**M 1:EE PC - Programming Council Rubric**
The Student Leader Learning Outcome Programming Council Rubric will be used to assess members at three times during the academic year.

Source of Evidence: Evaluations

**Achievement Target:**
Educational Exploration Programming Council members will report a mean score of at least a 3.00 on the Programming Council rubric for three questions related to critical thinking skills and communication skills: 1) I identify a broad range of implications and consequences when reviewing program proposals, budgets, or policies; 2) I identify risks associated with programs as well as share ideas to mitigate each risk; 3) I exhibit strong communications skills when speaker at PC.

**Findings (2008-2009) - Achievement Target: Partially Met**
Below is the mean score for each question identified related to critical thinking and communication skills: I identify a broad range of implications and consequences when reviewing program proposals, budgets, or policies - 3.25 I identify risks associated with programs as well as share ideas to mitigate each risk - 2.88 I exhibit strong communication skills when speaker at PC - 3.63

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

**EE PC - Leadership Development**
*Established in Cycle: 2008-2009*
PC advisors will work with current vice president to implement competency review and testing during the 2009 - 2010 with the Educ...

**SLO 4:LD&S PC:Service opportunites for students**
To enhance members' and participants' leadership development and Aggie experience through the planning, implementation and involvement in service projects.
Relevant Associations:

General Education/Core Curriculum:
2 Demonstrate critical analysis skills
3 Communicate effectively in writing and speaking
4 Provide ethical leadership in a global and diverse society

Institutional Priorities:
4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.
6 Provide high-quality advising for all students.

Strategic Plans:
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
8 Enrich our campus.
9 Build community and metropolitan connections.
12 Meet our commitment to Texas.

Related Measure:

M 4:LD&S PC -- Service Opportunities
Student committees will track and report weekly service hours to each of their respective advisors.

Source of Evidence: Evaluations

Achievement Target:
LD&S Committees should report the following: MSC Hospitality: provide weekly service events and report over 2000 hours of community service MSC ALOT: create opportunities for members to get involved in community service MSC LEAD: create opportunities for members to get involved in community service MSC FISH: provide weekly service events and report over 1500 hours of community service Conference Committees: participate in service events sponsored by LD&S committees and generate service opportunities for members

Findings (2008-2009) - Achievement Target: Met
1. MSCC Hospitality hosted weekly service events for committee members and provides volunteers for events at the request of campus and community agencies. MSCC Hospitality hosted 82 events and provided over 2200 hours of community service to the campus and B/CS area. 2. MSCC FISH hosted weekly service events for committee members and provides volunteers for events at the request of campus and community agencies. MSCC FISH hosted 50 events and provided over 3000 hours of service to the campus and B/CS area. 3. MSCC LEAD began weekly service initiatives for members. MSCC LEAD volunteered at the Boys and Girls Club of Bryan on a weekly basis. 4. MSCC conference committees integrated service projects into conference curriculums to enhance delegates’ experiences. MSCC conference committees collected over 100 items for charities or agencies in the conference city.
SLO 5:LD&S PC -- Matriculation Programs
MSCC LD&S Committees will provide matriculation programs aimed at prospective students from across the state of Texas.

Relevant Associations:

General Education/Core Curriculum:
2 Demonstrate critical analysis skills
3 Communicate effectively in writing and speaking
4 Provide ethical leadership in a global and diverse society

Institutional Priorities:
4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.
6 Provide high-quality advising for all students.

Strategic Plans:
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
6 Diversify and globalize the A&M community.
8 Enrich our campus.
9 Build community and metropolitan connections.
12 Meet our commitment to Texas.

Related Measure:

M 5:LD&S PC -- Matriculation Programs
The assessment for matriculation programs will involve three areas: 1) Advisor’s observations of student leaders’ development throughout the academic year as a result of planning and implementing programs; 2) Program evaluations will be conducted at the conclusion of most programs; and 3) Program attendance

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Achievement Target:
MSC FISH, MSC ALOT, MSC LEAD, and MSC Hospitality will each produce one matriculation program impacting at least 200 prospective students.

Findings (2008-2009) - Achievement Target: Met
1. Aggies Reaching Out: The Aggies Reaching Out Trip is a mentor/outreach program that promotes higher education among underrepresented youth. Traditionally this program has taken place in Corpus Christi, Houston, and McAllen, TX but was expanded to include Houston and Edinburg, TX. The goal of the ARO trip is to promote the value of higher education and impart leadership skills necessary to achieve their goals.
2. Aggie Shadows: High school juniors and seniors come to the Texas A&M campus and shadow college students, gaining valuable information about college admissions and financial aid processes, and experiencing college life.
3. High School Service Conference: The High School Service Conference (HSSC) is for current juniors and seniors in high school that are taught principles of servant leadership and apply their knowledge in a local service project.
4. Student Leaders of Tomorrow (SLOT): Conference for high school
juniors and seniors from around the state of Texas and the southwest region. It is a leadership conference with speakers, roundtable discussions, meals, and entertainment. 5. Backpack to Aggieland: Aggie students are paired with High School freshmen to be their mentors for the day. Freshmen will be brought to campus for lunch and a campus tour. At the end of the day, they will be given bags filled with school supplies, prospective student information and a book for their home library. Measures: 1. 75 Aggies and 200 8th graders participate and complete program evaluations 2. 160 high school students and approximately 200 Aggies participate and complete program evaluations 3. 100 high school students and 50 Aggies participate and complete program evaluations 4. 200 high school students and 100 Aggies participate and complete program evaluations 5. 20 high school students and 10 Aggies participate and complete program evaluations

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**LD&S PC -- Matriculation - Continuity of Excellence 2008-2009**

*Established in Cycle: 2008-2009*

LD&S Committees will continue to provide matriculation programs for prospective students. Each committee will evaluate the purpose...

**M 9:A&E Program evaluations for cultural programs**

Program evaluations will be conducted at the conclusion of each program.

Source of Evidence: Evaluations

**Achievement Target:**

AE PC committees will produce at least 8 cultural programs to forward the President's goal of globalization and enhance students' knowledge and appreciation of cultures different from their own.

**Findings (2008-2009) - Achievement Target: Met**

The A&E PC produced 12 cultural programs that directly supported the President's goal of globalization.

**SLO 6:LD&S PC: Globalization**

MSCC LD&S Committees will produce programs that forward the President's goal of Globalization to increase students' awareness and submersion in other cultures.

** Relevant Associations:**

**General Education/Core Curriculum:**

2 Demonstrate critical analysis skills
3 Communicate effectively in writing and speaking
4 Provide ethical leadership in a global and diverse society

**Institutional Priorities:**

4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.
6 Provide high-quality advising for all students.

**Strategic Plans:**
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
6 Diversify and globalize the A&M community.
8 Enrich our campus.

Related Measure:

M 6:LD&S PC: Globalization
LD&S will assess their pursuit globalization in the following ways: 1. New program initiatives 2. Formation of new committees focused at enhancing students' understanding of globalization 3. Collaboration with university departments, committees and programs

Source of Evidence: Evaluations

Achievement Target:
The LD&S VP will work to create a freshman leadership organization within the LD&S PC focused on internationalization. An LD&S committee will create and support an international trip focused on service-learning.

Findings (2008-2009) - Achievement Target: Met
1. MSCC Freshmen Leaders International was formed and has 6 student leaders and 28 freshmen members. MSCC FLI is dedicated to developing leadership, cultural understanding, and international awareness in freshmen through service and international outreach. 2. MSCC FLI has interactions with ELI students in regular service project events. 3. MSCC FISH hosted the Costa Rica Service-Learning Trip for 23 students that travelled to the TAMU Casa Verde Center in Costa Rica to interact in a global setting and see the importance of service and learning throughout world.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

LD&S: Continuation and Expansion of Achievements
Established in Cycle: 2008-2009

LD&S will support a freshman leadership organization and work to expand and improve their programs. LD&S will support the pursu...

SLO 7:LD&S PC: Leadership Development
LD&S PC members will articulate skills developed as a result of their participation on the programming council.

Relevant Associations:

General Education/Core Curriculum:
2 Demonstrate critical analysis skills
3 Communicate effectively in writing and speaking

Institutional Priorities:
6 Provide high-quality advising for all students.
Strategic Plans:
Texas A&M University
  6 Diversify and globalize the A&M community.
  10 Demand enlightened governance and leadership.

Related Measure:

M 7:LD&S PC: Leadership Development
Student Leader Learning Outcome Programming Council Rubric will be used to assess members at three times during the academic year.

Source of Evidence: Evaluations

**Achievement Target:**
The LD&S Programming Council members will report a mean score of at least 3.00 on the Programming Council rubric for three questions related to critical thinking skills and communication skills: 1) I identify a broad range of implications and consequences when reviewing program proposals, budgets, or policies; 2) I identify risks associated with programs as well as share ideas to mitigate each risk; 3) I exhibit strong communications skills when speaker at PC.

**Findings (2008-2009) - Achievement Target: Met**
Skills reporting varied among members of the LD&S PC. Chairs reported a greater competency level than resource area directors, but the goals were met overall. 1) I identify a broad range of implications and consequences when reviewing program proposals, budgets or policies (3.13) 2) I identify risks associated with programs as well as share ideas to mitigate each risk (3.25); 3) I exhibit strong communication skills when speaking at PC (3.38).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

LD&S: Future PC Assessment
*Established in Cycle: 2008-2009*
-PC Advisors will work with current Vice Presidents to implement competency review and testing during the 2009-2010 with the Lead...
Strategic Plans:
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
10 Demand enlightened governance and leadership.

Related Measure:

M 8:A&E: Student Leader Learning Outcome Rubric
Student Leader Learning Outcome Programming Council Rubric will be used to assess members at least three times during the academic year.

Source of Evidence: Evaluations

Achievement Target:
Student Leader Learning Outcome (SLLO) Rubric adapted for MSC programming councils will be administered 3 times over the course of the year to gauge student development and skills learned as a result of students' participation.

Findings (2008-2009) - Achievement Target: Met
Rubric was implemented 3 times during the year. Slight improvements were identified via rubric responses. Most notable value of using the rubric was the increased awareness of purpose programming council processes by PC members.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

A&E: Create PC competency measurement
Established in Cycle: 2008-2009

Programs Team will create and utilize a PC competency measurement tool.

Continue use of PC Rubric
Established in Cycle: 2008-2009
Continue use of PC Rubric next year.

Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

G 1: Anticipate needs
Anticipating the needs of the unique populations we serve

O/O 9:A&E: Produce pgms to enhance culture appreciation
A&E PC committees will produce cultural programs to forward the President's goal of globalization and enhance students' knowledge and appreciation of cultures different from their own.

Relevant Associations:
General Education/Core Curriculum:
2 Demonstrate critical analysis skills

Institutional Priorities:
6 Provide high-quality advising for all students.

Strategic Plans:
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
6 Diversify and globalize the A&M community.
8 Enrich our campus.

Related Measure:

M 9:A&E Program evaluations for cultural programs
Program evaluations will be conducted at the conclusion of each program.

Source of Evidence: Evaluations

Achievement Target:
Each A&E PC committee will produce at least one program in conjunction with Black History Month.

Findings (2008-2009) - Achievement Target: Met
5 programs were produced in conjunction with Black History Month (Town Hall - 2; Aggie Cinema - 1; OPAS - 1; VAC - 1).

O/O 10:A&E: Visual arts, performance arts, and film pgms
A&E PC committees will meet the needs of students by providing high quality all campus programs in the areas of the visual arts, performance arts, and film.

Relevant Associations:

General Education/Core Curriculum:
2 Demonstrate critical analysis skills

Institutional Priorities:
6 Provide high-quality advising for all students.

Strategic Plans:
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
8 Enrich our campus.

Related Measure:

M 10:A&E: Visual / performance arts, and film surveys
Program evaluations will be conducted at the conclusion of each program.

Source of Evidence: Evaluations

Achievement Target:
Produce at least 3 major gallery exhibits (VAC), at least 1 all campus concert program per week (Town Hall), at least 1 major
theatrical/performance art program per month (OPAS), and at least 2 film programs per month (Aggie Cinema).

**Findings (2008-2009) - Achievement Target: Met**

VAC produced 5 gallery exhibits during the year. MSC Town Hall produced approximately 3 campus concert programs per week. MSC OPAS produced approximately 2 major theatrical/performance art programs per month. MSC Aggie Cinema produced approximately 3 film screenings per month.

**G 2: Leverage resources and capabilities**
Leveraging resources and capabilities to fulfill the needs of the evolving campus community

**O/O 9: A&E: Produce pgms to enhance culture appreciation**
A&E PC committees will produce cultural programs to forward the President's goal of globalization and enhance students' knowledge and appreciation of cultures different from their own.

**Relevant Associations:**

**General Education/Core Curriculum:**

2 Demonstrate critical analysis skills

**Institutional Priorities:**

6 Provide high-quality advising for all students.

**Strategic Plans:**

Texas A&M University
3 Enhance the Undergraduate Academic Experience.
6 Diversify and globalize the A&M community.
8 Enrich our campus.

**Related Measure:**

**M 9: A&E Program evaluations for cultural programs**
Program evaluations will be conducted at the conclusion of each program.

Source of Evidence: Evaluations

**Achievement Target:**
Each A&E PC committee will produce at least one program in conjunction with Black History Month.

**Findings (2008-2009) - Achievement Target: Met**
5 programs were produced in conjunction with Black History Month (Town Hall - 2; Aggie Cinema - 1; OPAS - 1; VAC - 1).

**O/O 10: A&E: Visual arts, performance arts, and film pgms**
A&E PC committees will meet the needs of students by providing high quality all campus programs in the areas of the visual arts, performance arts, and film.

**Relevant Associations:**

**General Education/Core Curriculum:**
2 Demonstrate critical analysis skills

Institutional Priorities:
   6 Provide high-quality advising for all students.

Strategic Plans:
   Texas A&M University
   3 Enhance the Undergraduate Academic Experience.
   8 Enrich our campus.

Related Measure:

M 10:A&E: Visual / performance arts, and film surveys
Program evaluations will be conducted at the conclusion of each program.

Source of Evidence: Evaluations

Achievement Target:
Produce at least 3 major gallery exhibits (VAC), at least 1 all campus concert program per week (Town Hall), at least 1 major theatrical/performance art program per month (OPAS), and at least 2 film programs per month (Aggie Cinema).

Findings (2008-2009) - Achievement Target: Met
VAC produced 5 gallery exhibits during the year. MSC Town Hall produced approximately 3 campus concert programs per week. MSC OPAS produced approximately 2 major theatrical/performance art programs per month. MSC Aggie Cinema produced approximately 3 film screenings per month.

G 3: Evaluate quality of services
Continuously evaluating the quality of our services

O/O 2: EE PC - International Trips
The committees within the Educational Exploration Programming Council will provide international trips to forward the President's goal of globalization and provide international experiences for Texas A&M students.

Relevant Associations:

General Education/Core Curriculum:
   2 Demonstrate critical analysis skills

Institutional Priorities:
   6 Provide high-quality advising for all students.

Strategic Plans:
   Texas A&M University
   3 Enhance the Undergraduate Academic Experience.
   6 Diversify and globalize the A&M community.
   8 Enrich our campus.

Related Measure:

M 2: EE PC - International Trip Evaluations
The assessment measures will include the advisor's observations of student leaders' development throughout the academic year as a result of planning and implementing the international trips and the program evaluations that will be conducted at the conclusion of each international trip.

Source of Evidence: Evaluations

**Achievement Target:**
Educational Exploration Programming Council Committees will plan and implement at least 8 international trips during the year. Each trip will have an attendance of at least 80% of the capacity for that trip.

**Findings (2008-2009) - Achievement Target: Met**
The LT Jordan International Institute initially produced 9 international trips - ILAP China, ILAP Singapore, ILAP Spain, ILAP Dominican Republic, ILAP England, International Service Program in Dominican Republic, International Service Program in Honduras, Greece Leadership Program, and Fellows Program. Unfortunately the ILAP England trip was canceled during the year due to visa restrictions but has been re-opened for this year. The overall attendance for the 8 international trips taken was 62 students; this was 83% of the overall capacity.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

**EE PC - International Trips**
*Established in Cycle: 2008-2009*
The Educational Exploration Programming Council will continue providing opportunities for Texas A&M students to take international...

**O/O 3: EE PC - International Programming**
The committees within the Educational Exploration Programming Council will provide high-quality, campus-wide programs to increase students' awareness of diverse cultures represented on the Texas A&M Campus. As a result of these types of programs, this will enhance committee members' leadership development and Aggie experience through the planning and implementation of high-quality, campus-wide programs and Texas A&M students will gain an appreciation of diverse cultures by actively participating in programs aimed at enhancing their cultural experiences.

**Relevant Associations:**

**General Education/Core Curriculum:**
2 Demonstrate critical analysis skills

**Institutional Priorities:**
6 Provide high-quality advising for all students.

**Strategic Plans:**
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
6 Diversify and globalize the A&M community.
8 Enrich our campus.
Related Measure:

**M 3:EE PC - International Program Evaluations**
The assessment for international programs will involve three areas: 1) Advisor’s observations of student leaders’ development throughout the academic year as a result of planning and implementing programs; 2) Program evaluations will be conducted at the conclusion of most programs; and 3) Program attendance.

Source of Evidence: Evaluations

**Achievement Target:**
Educational Exploration Programming Council Committees will plan and implement at least 15 programs with topics related to diversity or an international focus. Overall combined student attendance for these programs will be at least 1,100.

**Findings (2008-2009) - Achievement Target: Met**
Educational Exploration Programming Council Committees planned and implemented 32 programs with topics related to diversity and an international focus. The overall combined student attendance for these programs was 4,305 plus an additional 689 for staff or community member attendance. There was a total attendance of 4,994 for these 32 programs.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

**EE PC - International Programming**
*Established in Cycle: 2008-2009*
The Educational Exploration Programming Council Committees will continue producing campus-wide programs on diversity-related and...

**O/O 9:A&E: Produce pgms to enhance culture appreciation**
A&E PC committees will produce cultural programs to forward the President's goal of globalization and enhance students' knowledge and appreciation of cultures different from their own.

**Relevant Associations:**

**General Education/Core Curriculum:**
- 2 Demonstrate critical analysis skills

**Institutional Priorities:**
- 6 Provide high-quality advising for all students.

**Strategic Plans:**
- **Texas A&M University**
  - 3 Enhance the Undergraduate Academic Experience.
  - 6 Diversify and globalize the A&M community.
  - 8 Enrich our campus.

**Related Measure:**

**M 9:A&E Program evaluations for cultural programs**
Program evaluations will be conducted at the conclusion of each program.

Source of Evidence: Evaluations

**Achievement Target:**
Each A&E PC committee will produce at least one program in conjunction with Black History Month.

**Findings (2008-2009) - Achievement Target: Met**
5 programs were produced in conjunction with Black History Month (Town Hall - 2; Aggie Cinema - 1; OPAS - 1; VAC - 1).

**O/O 10:A&E: Visual arts, performance arts, and film pgms**
A&E PC committees will meet the needs of students by providing high quality all campus programs in the areas of the visual arts, performance arts, and film.

**Relevant Associations:**

**General Education/Core Curriculum:**
2 Demonstrate critical analysis skills

**Institutional Priorities:**
6 Provide high-quality advising for all students.

**Strategic Plans:**
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
8 Enrich our campus.

**Related Measure:**

**M 10:A&E: Visual / performance arts, and film surveys**
Program evaluations will be conducted at the conclusion of each program.

Source of Evidence: Evaluations

**Achievement Target:**
Produce at least 3 major gallery exhibits (VAC), at least 1 all campus concert program per week (Town Hall), at least 1 major theatrical/performance art program per month (OPAS), and at least 2 film programs per month (Aggie Cinema).

**Findings (2008-2009) - Achievement Target: Met**
VAC produced 5 gallery exhibits during the year. MSC Town Hall produced approximately 3 campus concert programs per week. MSC OPAS produced approximately 2 major theatrical/performance art programs per month. MSC Aggie Cinema produced approximately 3 film screenings per month.

**G 5:Enhance skill sets of those we serve**
Helping those we serve enhance their skill sets to better prepare them for the future

**O/O 2:EE PC - International Trips**
The committees within the Educational Exploration Programming Council will provide international trips to forward the President's goal of globalization and provide international experiences for Texas A&M students.

**Relevant Associations:**

**General Education/Core Curriculum:**
2 Demonstrate critical analysis skills

**Institutional Priorities:**
6 Provide high-quality advising for all students.

**Strategic Plans:**
- **Texas A&M University**
  3 Enhance the Undergraduate Academic Experience.
  6 Diversify and globalize the A&M community.
  8 Enrich our campus.

**Related Measure:**

**M 2:EE PC - International Trip Evaluations**
The assessment measures will include the advisor's observations of student leaders' development throughout the academic year as a result of planning and implementing the international trips and the program evaluations that will be conducted at the conclusion of each international trip.

Source of Evidence: Evaluations

**Achievement Target:**
Educational Exploration Programming Council Committees will plan and implement at least 8 international trips during the year. Each trip will have an attendance of at least 80% of the capacity for that trip.

**Findings (2008-2009) - Achievement Target: Met**
The LT Jordan International Institute initially produced 9 international trips - ILAP China, ILAP Singapore, ILAP Spain, ILAP Dominican Republic, ILAP England, International Service Program in Dominican Republic, International Service Program in Honduras, Greece Leadership Program, and Fellows Program. Unfortunately the ILAP England trip was canceled during the year due to visa restrictions but has been re-opened for this year. The overall attendance for the 8 international trips taken was 62 students; this was 83% of the overall capacity.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Action Plan Detail* section of this report.

**EE PC - International Trips**
*Established in Cycle: 2008-2009*
The Educational Exploration Programming Council will continue providing opportunities for Texas A&M students to take internation...
The committees within the Educational Exploration Programming Council will provide high-quality, campus-wide programs to increase students' awareness of diverse cultures represented on the Texas A&M Campus. As a result of these types of programs, this will enhance committee members' leadership development and Aggie experience through the planning and implementation of high-quality, campus-wide programs and Texas A&M students will gain an appreciation of diverse cultures by actively participating in programs aimed at enhancing their cultural experiences.

**Relevant Associations:**

**General Education/Core Curriculum:**
2 Demonstrate critical analysis skills

**Institutional Priorities:**
6 Provide high-quality advising for all students.

**Strategic Plans:**
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
6 Diversify and globalize the A&M community.
8 Enrich our campus.

**Related Measure:**

**M 3:EE PC - International Program Evaluations**
The assessment for international programs will involve three areas: 1) Advisor's observations of student leaders' development throughout the academic year as a result of planning and implementing programs; 2) Program evaluations will be conducted at the conclusion of most programs; and 3) Program attendance.

**Source of Evidence:** Evaluations

**Achievement Target:**
Educational Exploration Programming Council Committees will plan and implement at least 15 programs with topics related to diversity or an international focus. Overall combined student attendance for these programs will be at least 1,100.

**Findings (2008-2009) - Achievement Target: Met**
Educational Exploration Programming Council Committees planned and implemented 32 programs with topics related to diversity and an international focus. The overall combined student attendance for these programs was 4,305 plus an additional 689 for staff or community member attendance. There was a total attendance of 4,994 for these 32 programs.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**EE PC - International Programming**
*Established in Cycle: 2008-2009*
The Educational Exploration Programming Council Committees will continue producing campus-wide programs on diversity-related and...
O/O 9:A&E: Produce pgms to enhance culture appreciation
A&E PC committees will produce cultural programs to forward the President's goal of globalization and enhance students' knowledge and appreciation of cultures different from their own.

Relevant Associations:

General Education/Core Curriculum:
2 Demonstrate critical analysis skills

Institutional Priorities:
6 Provide high-quality advising for all students.

Strategic Plans:
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
6 Diversify and globalize the A&M community.
8 Enrich our campus.

Related Measure:

M 9:A&E Program evaluations for cultural programs
Program evaluations will be conducted at the conclusion of each program.

Source of Evidence: Evaluations

Achievement Target:
Each A&E PC committee will produce at least one program in conjunction with Black History Month.

Findings (2008-2009) - Achievement Target: Met
5 programs were produced in conjunction with Black History Month (Town Hall - 2; Aggie Cinema - 1; OPAS - 1; VAC - 1).

O/O 10:A&E: Visual arts, performance arts, and film pgms
A&E PC committees will meet the needs of students by providing high quality all campus programs in the areas of the visual arts, performance arts, and film.

Relevant Associations:

General Education/Core Curriculum:
2 Demonstrate critical analysis skills

Institutional Priorities:
6 Provide high-quality advising for all students.

Strategic Plans:
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
8 Enrich our campus.

Related Measure:

M 10:A&E: Visual / performance arts, and film surveys
Program evaluations will be conducted at the conclusion of each program.

Source of Evidence: Evaluations

**Achievement Target:**
Produce at least 3 major gallery exhibits (VAC), at least 1 all campus concert program per week (Town Hall), at least 1 major theatrical/performance art program per month (OPAS), and at least 2 film programs per month (Aggie Cinema).

**Findings (2008-2009) - Achievement Target: Met**
VAC produced 5 gallery exhibits during the year. MSC Town Hall produced approximately 3 campus concert programs per week. MSC OPAS produced approximately 2 major theatrical/performance art programs per month. MSC Aggie Cinema produced approximately 3 film screenings per month.

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

**A&E: Create PC competency measurement**
Programs Team will create and utilize a PC competency measurement tool.

- **Established in Cycle:** 2008-2009
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** A&E: Student Leader Learning Outcome Rubric | **Outcome/Objective:** A&E PC members will articulate skills developed

**Implementation Description:** November 1, 2009
**Completion Date:** 07/31/2010
**Responsible Person/Group:** P-Team
**Additional Resources Requested:** Time
**Budget Amount Requested:** $0.00

**Continue use of PC Rubric**
Continue use of PC Rubric next year.

- **Established in Cycle:** 2008-2009
- **Implementation Status:** Finished
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** A&E: Student Leader Learning Outcome Rubric | **Outcome/Objective:** A&E PC members will articulate skills developed

**Implementation Description:** Implement rubric 3 times over the course of the year.
**Completion Date:** 04/30/2010
**Responsible Person/Group:** MSC Programs Team
**Additional Resources Requested:**  
Student Life Studies  
**Budget Amount Requested:** $0.00

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**EE PC - International Programming**  
The Educational Exploration Programming Council Committees will continue producing campus-wide programs on diversity-related and international topics. For the 2009-2010 year, the committees will produce at least 25 programs with a student attendance of 2,500.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: EE PC - International Program Evaluations | Outcome/Objective: EE PC - International Programming

**Implementation Description:** These programs will be implemented and evaluated during the 2009-2010 academic year.  
**Completion Date:** 04/30/2010  
**Responsible Person/Group:** PC advisor, vice president, and all Educational Exploration committees and advisors.

**Additional Resources Requested:** Resources will vary based on the programs.

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**EE PC - International Trips**  
The Educational Exploration Programming Council will continue providing opportunities for Texas A&M students to take international trips during the 2009-2010 year.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: EE PC - International Trip Evaluations | Outcome/Objective: EE PC - International Trips

**Implementation Description:** International trips will be planned during the academic year and most will be taken during the summer of 2010.  
**Completion Date:** 07/31/2010  
**Responsible Person/Group:** Educational Exploration Programming Council advisor and vice president will work with the LT Jordan International advisor and committee.

**Additional Resources Requested:** At this time, additional resources are not needed to maintain the current trips. Additional money will be needed for additional trips or for more students to travel internationally.  
**Budget Amount Requested:** $250,000.00
EE PC - Leadership Development
PC advisors will work with current vice president to implement competency review and testing during the 2009 - 2010 with the Educational Exploration Programming Council.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: EE PC - Programming Council Rubric | Outcome/Objective: EE PC - Leadership Development

Implementation Description: We will implement a pre and post competency test throughout the academic calendar with results available in June 2010. The summer will be used to evaluate findings.
Completion Date: 07/31/2010
Responsible Person/Group: PC advisors and vice presidents
Additional Resources Requested: Student Life Studies assistance with creating competency testings.
Budget Amount Requested: $10.00

LD&S PC -- Matriculation - Continuity of Excellence 2008-2009
LD&S Committees will continue to provide matriculation programs for prospective students. Each committee will evaluate the purpose and need of these programs and work to provide unique opportunities to avoid duplication of efforts.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: LD&S PC -- Matriculation Programs | Outcome/Objective: LD&S PC -- Matriculation Programs

Completion Date: 07/31/2010
Responsible Person/Group: LD&S Committee Chairs and Advisors LD&S VP and Advisor

LD&S: Continuation and Expansion of Achievements
LD&S will support a freshman leadership organization and work to expand and improve their programs. LD&S will support the pursuit of committees' that plan and implement international service-learning trips.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: LD&S PC: Globalization | Outcome/Objective: LD&S PC: Globalization

Implementation Description: LD&S VP will work with PC advisor and respective committee advisors to enhance programs and services offered by organizations.
Completion Date: 07/31/2010
Responsible Person/Group: VP of LD&S, LD&S Advisor, Committee Advisors and Chairs
Budget Amount Requested: $100,000.00

LD&S: Future PC Assessment
-PC Advisors will work with current Vice Presidents to implement competency review and testing during the 2009-2010 with the Leadership Development and Service Programming Council.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: LD&S PC: Leadership Development | Outcome/Objective: LD&S PC: Leadership Development

Implementation Description: Pre/Post Competency tests will be given throughout academic calendar. Results will be available in May 2010 and the summer will be used to evaluate findings.
Completion Date: 07/31/2010
Responsible Person/Group: PC Advisors and Vice Presidents
Additional Resources Requested: Student Life Studies assistance with creating competency testing
Budget Amount Requested: $10.00

Detailed Assessment Report
2008-2009 MSCC Visual & Performing Arts

Mission / Purpose
The Memorial Student Center Complex is the gateway linking tradition and tomorrow; a place for the Aggie family to connect with the past, experience the present, and prepare for the future. We enhance the lives of students and others by promoting continuous growth through programs, services and leadership development opportunities offered in a vibrant physical environment.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
**G 1: Anticipate needs**
Anticipating the needs of the unique populations we serve

**SLO 1: OPAS: Provide national and international programs**
OPAS: Provide national and international performing arts presentations as outlined in OPAS’ mission

**Relevant Associations:**

**Institutional Priorities:**
3 Enhance learning community opportunities.

**Strategic Plans:**
Texas A&M University
4 Build the Letters, Arts and Science Core.
6 Diversify and globalize the A&M community.
7 Increase access to intellectual resources.
8 Enrich our campus.
9 Build community and metropolitan connections.

**Related Measure:**

**M 1: OPAS: Quality of programs offered**
OPAS: Number and quality of programs which enlighten, entertain and inspire

Source of Evidence: Activity volume

**Achievement Target:**
Response of public to the announcement of the programs

**Findings (2008-2009) - Achievement Target: Met**
We had our preview event on April 24th and received over $89,000 in sales opening day. This is a record for the opening day of sales. Response to the season was overwhelmingly positive.

**SLO 3: OPAS: Strengthen financial stability**
OPAS: Strengthen financial stability of the organization

**Relevant Associations:**

**Institutional Priorities:**
2 Enhance small class opportunities for freshmen.
3 Enhance learning community opportunities.

**Strategic Plans:**
Texas A&M University
6 Diversify and globalize the A&M community.
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

**Related Measure:**

**M 3: OPAS: Strengthen financial stability**
OPAS: Strengthen financial stability of the organization

Source of Evidence: Activity volume

**Achievement Target:**
$200,000 in donations annually

**Findings (2008-2009) - Achievement Target: Met**
Actual contributions for FY 09' were $243,581, exceeding our projection by $43,581.

**SLO 4:OPAS: Strengthen organizational structure**
OPAS: Strengthen organizational structure of the board of directors, student committee and OPAS Guild

**Relevant Associations:**

**Institutional Priorities:**
2 Enhance small class opportunities for freshmen.
4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.

**Strategic Plans:**
Texas A&M University
7 Increase access to intellectual resources.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

**Related Measure:**

**M 4:OPAS: Strengthen organizational structure**
OPAS: Strengthen organizational structure of the board of directors, student committee and OPAS Guild

Source of Evidence: Efficiency

**Achievement Target:**
Reduce required number of people on committees to better utilize the time of our board volunteers. Re-organize OPAS Guild in an effort to revitalize the organization. Encourage students to enhance recruiting efforts in order to increase numbers.

**Findings (2008-2009) - Achievement Target: Met**
Board re-organization was implemented with each board member serving on no more than two standing committees. Guild was reorganized, re-named (OPAS Encore!) and incorporated as a non-profit corporation Student committee tried many new strategies for recruiting and saw great improvement in the fall semester. The spring was not as successful.

**G 2:Leverage resources and capabilities**
Leveraging resources and capabilities to fulfill the needs of the evolving campus community

**SLO 2:OPAS: Strengthen student and community interest**
OPAS: Strengthen student and community interest in OPAS programs

**Relevant Associations:**

**Institutional Priorities:**
3 Enhance learning community opportunities.

**Strategic Plans:**
Texas A&M University
4 Build the Letters, Arts and Science Core.
6 Diversify and globalize the A&M community.
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

**Related Measure:**

**M 2:OPAS: Ticket Sales**
OPAS: Meet annual ticket sales projections

Source of Evidence: Activity volume

**Achievement Target:**
Our sales projection for FY 09’ was $950,400.

**Findings (2008-2009) - Achievement Target: Met**
Our total sales were $1,089,938, exceeding our projection by $139,538.

**SLO 3: OPAS: Strengthen financial stability**
OPAS: Strengthen financial stability of the organization

**Relevant Associations:**

**Institutional Priorities:**
2 Enhance small class opportunities for freshmen.
3 Enhance learning community opportunities.

**Strategic Plans:**
Texas A&M University
6 Diversify and globalize the A&M community.
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

**Related Measure:**

**M 3:OPAS: Strengthen financial stability**
OPAS: Strengthen financial stability of the organization

Source of Evidence: Activity volume

**Achievement Target:**
$200,000 in donations annually
Findings (2008-2009) - Achievement Target: Met
Actual contributions for FY 09’ were $243,581, exceeding our projection by $43,581.

SLO 4:OPAS: Strengthen organizational structure
OPAS: Strengthen organizational structure of the board of directors, student committee and OPAS Guild

Relevant Associations:

Institutional Priorities:
2 Enhance small class opportunities for freshmen.
4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.

Strategic Plans:
Texas A&M University
7 Increase access to intellectual resources.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

Related Measure:

M 4:OPAS: Strengthen organizational structure
OPAS: Strengthen organizational structure of the board of directors, student committee and OPAS Guild

Source of Evidence: Efficiency

Achievement Target:
Reduce required number of people on committees to better utilize the time of our board volunteers. Re-organize OPAS Guild in an effort to revitalize the organization. Encourage students to enhance recruiting efforts in order to increase numbers.

Findings (2008-2009) - Achievement Target: Met
Board re-organization was implemented with each board member serving on no more than two standing committees. Guild was reorganized, re-named (OPAS Encore!) and incorporated as a non-profit corporation Student committee tried many new strategies for recruiting and saw great improvement in the fall semester. The spring was not as successful.

G 3:Evaluate quality of services
Continuously evaluating the quality of our services

SLO 4:OPAS: Strengthen organizational structure
OPAS: Strengthen organizational structure of the board of directors, student committee and OPAS Guild

Relevant Associations:

Institutional Priorities:
2 Enhance small class opportunities for freshmen.
4. Expand off-campus opportunities, such as internships, study-abroad, and service-learning.

**Strategic Plans:**
Texas A&M University
7. Increase access to intellectual resources.
11. Attain resource parity with the best public universities.

**Related Measure:**

**M 4: OPAS: Strengthen organizational structure**
OPAS: Strengthen organizational structure of the board of directors, student committee and OPAS Guild

Source of Evidence: Efficiency

**Achievement Target:**
Reduce required number of people on committees to better utilize the time of our board volunteers. Re-organize OPAS Guild in an effort to revitalize the organization. Encourage students to enhance recruiting efforts in order to increase numbers.

**Findings (2008-2009) - Achievement Target: Met**
Board re-organization was implemented with each board member serving on no more than two standing committees. Guild was reorganized, re-named (OPAS Encore!) and incorporated as a non-profit corporation. Student committee tried many new strategies for recruiting and saw great improvement in the fall semester. The spring was not as successful.

**G 5: Enhance skill sets of those we serve**
Helping those we serve enhance their skill sets to better prepare them for the future

**SLO 1: OPAS: Provide national and international programs**
OPAS: Provide national and international performing arts presentations as outlined in OPAS' mission

**Relevant Associations:**

**Institutional Priorities:**
3. Enhance learning community opportunities.

**Strategic Plans:**
Texas A&M University
4. Build the Letters, Arts and Science Core.
6. Diversify and globalize the A&M community.
7. Increase access to intellectual resources.
8. Enrich our campus.

**Related Measure:**

**M 1: OPAS: Quality of programs offered**
OPAS: Number and quality of programs which enlighten, entertain and inspire

Source of Evidence: Activity volume

**Achievement Target:**
Response of public to the announcement of the programs

**Findings (2008-2009) - Achievement Target: Met**
We had our preview event on April 24th and received over $89,000 in sales opening day. This is a record for the opening day of sales. Response to the season was overwhelmingly positive.

**SLO 2:OPAS: Strengthen student and community interest**
OPAS: Strengthen student and community interest in OPAS programs

**Relevant Associations:**

**Institutional Priorities:**
3 Enhance learning community opportunities.

**Strategic Plans:**
Texas A&M University
4 Build the Letters, Arts and Science Core.
6 Diversify and globalize the A&M community.
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

**Related Measure:**

**M 2:OPAS: Ticket Sales**
OPAS: Meet annual ticket sales projections

Source of Evidence: Activity volume

**Achievement Target:**
Our sales projection for FY 09' was $950,400.

**Findings (2008-2009) - Achievement Target: Met**
Our total sales were $1,089,938, exceeding our projection by $139,538.

**Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**G 1: Anticipate needs**
Anticipating the needs of the unique populations we serve

**O/O 5:OPAS: Revise philosophy**
OPAS: Revise philosophy and mechanisms for selection of programs

**Relevant Associations:**

**General Education/Core Curriculum:**
2 Demonstrate critical analysis skills
3 Communicate effectively in writing and speaking

**Strategic Plans:**
Texas A&M University
9 Build community and metropolitan connections.

**Related Measure:**

**M 5:OPAS: Revise philosophy**
OPAS: Revise philosophy and mechanisms for selection of programs

Source of Evidence: Efficiency

**Achievement Target:**
Optimum attendance at meetings and better participation on committees

**Findings (2008-2009) - Achievement Target: Met**
We had fewer meetings of the program committee and utilized on-line resources to discuss potential programs. Attendance at the few meetings we had was much better as a result.

**O/O 6:Forsyth: Address MSCC Renovation**
Forsyth: Identify and obtain temporary storage and exhibition facilities and relocate; recommend needs for renovated space

**Relevant Associations:**

**Institutional Priorities:**
1 Expand research and inquiry-based learning opportunities.
2 Enhance small class opportunities for freshmen.

**Strategic Plans:**
Texas A&M University
4 Build the Letters, Arts and Science Core.
6 Diversify and globalize the A&M community.
7 Increase access to intellectual resources.
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.
13 Address space needs.

**Related Measure:**

**M 6:Forsyth: Professional Standards**
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

**Achievement Target:**
Identify and obtain temporary storage space for the Forsyth Center Galleries' collections, including the Runyon Collection, the MSCC Art Collection, the Glass Paperweight Collection, the American Cut Glass Association Collection, and various long-term loan collections containing various art glass, other art objects, antique furniture, art glass tools, and books and other works on paper. Safely pack and relocate to temporary
storage for the Forsyth Center Galleries' collection. Perform registration file maintenance Identify necessary and unnecessary office and gallery items and store or purge Identify and obtain temporary exhibition, programming and office space for the Forsyth Center Galleries and staff. Work with architects and architect liaisons to determine design for renovated museum space Begin collection digitization planning

Findings (2008-2009) - Achievement Target: Met
We identified 110 N. Main St., Bryan TX, as the best option for temporary relocation. The building offers a high level of security and environment control for storage, thereby ensuring the safety of the collection. Storage space is approximately 2,300 sq ft. This increase in storage space is vital for the well-being of the collection. Prior to the relocation, Collection objects had been stored haphazardly, without protection, primarily in the exhibition space. The relocation has allowed us opportunity to analyze the storage protocols that were in place and revise them to meet best standards. In doing so, the collection now occupies, as it is correctly housed in boxes and crates, a significantly larger area. The temporary location will provides approximately XX square feet of exhibition space in two galleries at street level. This environment will offer magnificent opportunity to expand our collaborative efforts, to reach new and greater audiences, and to participate in community events and festivals such as "First Fridays," "Texas Reds," and "ArtWalk." After a site was identified, the majority of Collections activities were spent labeling, tracking, packing, and assuring the safe transport of the Collection. Offices were moved to the new site July 21, 2009. Collections were moved to the new site July 20-August 1, 2009. We began collections digitization planning by writing a workplan, timeline, budget, schedule and applying for an National Endowment for the Arts Artistic Excellence Grant ($35,000) We have worked with architects and liaisons to determine design, placement and logistics for museum in renovated MSC.

O/O 7:Forsyth: Increase Marketing Initiatives
Forysth: Increase print, electronic and broadcast media marketing of FCG programming

Relevant Associations:

Institutional Priorities:
1 Expand research and inquiry-based learning opportunities.
3 Enhance learning community opportunities.

Strategic Plans:
Texas A&M University
7 Increase access to intellectual resources.
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

Related Measure:

M 7:Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

**Achievement Target:**
Update and increase mailing list from 700 to 3000 Create new gallery and electronic brochures reflecting temporary relocation status - send to mailing list and/or electronic lists Design new website to be more easily navigable, informative, aesthetically pleasing and inclusive of new media programming initiatives Coordinate radio, television and print media interviews and article to promote programs and collection Produced exhibition and programming print and electronic announcements Presence at Historic Downtown Bryan's monthly First Fridays and student orientations each semester Initiated exhibition receptions and continued football pre-game receptions

**Findings (2008-2009) - Achievement Target: Met**
Our mailing list has expanded from 600 to 3,500 student, faculty, staff, donors, and museum patrons. FY09 we sent announcements for Guatemalan Maya Weavers, Art From Real Life: TAMU Students Collect/Pieces From the Heart: Quilts from the Permanent Collection, (combined announcement), and Regional Juried Art Exhibition. We have designed and ordered a relocation announcement that will be sent to mailing lists Early October, 2009. In FY08, a new email marketing campaign was created using "Constant Contact" to promote the museum's exhibitions, events, and to send out a monthly e-newsletter. The current list contains 300 contacts that are solicited through the web, sign up lists, promotions, and in the Galleries. We will continue to use, and develop further, this marketing strategy with the hire of a new Communications Specialist. Currently, FCG sends marketing information to more than 45 contacts. Included are: press releases, announcements for online calendars; PSA's; television screen images displayed at the Academy for the Visual and Performing Arts; screensavers in the student computing labs; and direct e-mail to regional and national publications. FCG Director, Nan Curtis, appeared three times on KAMU TV Magazine with Sharon Colson and twice on KAMU Radio Brazos Arts with Penny Zent. The museum re-evaluated the structure and content of the FCG website. We have determined that a new design with greater content is necessary. Preliminary work was done in FY09 and we will continue to build the website with the hire of a new Communications Specialist. One addition to the website is the inclusion of a virtual exhibition that supplemented the Guatemalan Maya Weavers exhibition. We have received positive contact regarding the virtual exhibition, some of which has come from Africa and the Dominican Republic, testament to the effectiveness of new media initiatives as a form of outreach. With the relocation to a temporary venue, our print materials are obsolete. The Communications Coordinator was vacated in June, 2009. We have reclassified the position to Communications Specialist and expect to hire October, 2009. With the hiring of a new Communications Specialist we will create a strategy for better production and distribution of print marketing material such as rack cards, brochures, bookmarks, and more. First Friday's is a monthly event sponsored by the Downtown Business and Economic Development Association of the City of Bryan. Participating restaurateurs, merchants, taverns, musical venues, artisans and galleries keep extended hours (5:30-9:00) in a festive environment
offering many street level demonstrations and activities. First Fridays has regularly drawn between 2,000 and 4,000 visitors monthly. Forsyth Center Galleries began participating in the City of Bryan's First Fridays in April, promoting the temporary relocation of the museum and offering hands-on activities. We were able to do so as collaborators with the Frame Gallery, in Bryan. Beginning September, 2009, we will offer hands-on activities at every First Friday at our temporary site. During the football season, Forsyth Center Galleries hosted receptions and tours of the galleries three hours before each home game. There were 2463 total visitors for the seven football game days. Football reception programming included docent tours, "Find the Pig," MSC Director's Office post-game receptions and extended hours. Exhibitions receptions were as follows: · Guatemalan Maya Weavers, October 16-December 15, 2008. Progressive reception in collaboration with J. Wayne Stark Galleries · Art From Real Life: TAMU Students Collect/Pieces From the Heart: Quilts from the Permanent Collection, January 20-March 13, 2009 · Regional Juried Art Exhibition, March 27-May 11, 2009

O/O 8:Forsyth: Update museum exhibitions
Forsyth: Provide an increased and more dynamic schedule of exhibitions

Relevant Associations:

Institutional Priorities:
1 Expand research and inquiry-based learning opportunities.
2 Enhance small class opportunities for freshmen.
3 Enhance learning community opportunities.
4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.
5 Enhance course delivery via technology-mediated instruction.

Strategic Plans:
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
4 Build the Letters, Arts and Science Core.
5 Build on the tradition of the professional education.
6 Diversify and globalize the A&M community.
7 Increase access to intellectual resources.
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

Related Measure:

M 8:Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

Achievement Target:
Increase exhibitions schedule from 1 temporary exhibition/semester to 2 temporary exhibitions/semester create at least 1 virtual exhibition/academic year and present on website begin filming artist demonstrations for eventual podcast/website/other new media initiative Implement Regional Juried Exhibition Begin organizing traveling exhibition of ACGA collection
Findings (2008-2009) - Achievement Target: Met
In accordance with the Runyon Agreement, Runyon funded temporary exhibitions demonstrate the breadth, depth and multiculturalism of the Collection in conjunction with related loans of art. we organized three fall semester temporary exhibitions, and three spring semester temporary exhibitions. · The Ash Can School ; January 14-October 10, 2008 · Pressed Glass ; March 3-October 10, 2008 · Siempre! Hispanics at Texas A&M Celebrating 130 Years; September 9-December14, 2008 · Flowers by Amanda Krenek; September 26-October 10, 2008 · Guatemalan Maya Weavers; October 16-December 15, 2008 · Art From Real Life: TAMU Students Collect; January 20-March 13, 2009 · Pieces From the Heart: Quilts from the Permanent Collection; January 20-March 13, 2009 · Regional Juried Exhibition; March 27-May 11, 2009 In addition to temporary exhibitions, we maintained exhibition of a significant number (approx. 800-915) of objects from the permanent collection and long-term loans. These objects were drawn from: The Bill and Irma Runyon Art Collection The American Cut Glass Association [National] Collection (cut glass, glassmaking tools) The D.C. Smith Collection (glass paperweights) Anonymous private collection (French art glass) The exhibition Guatemalan Maya Weavers was also presented as a virtual exhibition made available on our website October 1, 2009. It's availability will continue indefinitely. Two artist demonstrations were filmed and are in the process of being edited: Houston Studio Glass (glass blowing) and Pepe Herrmann (Cut Glass). The Galleries continue as managers of record and repository for the ACGA Collection of American cut glass. In November, ACGA President directed that FCG must coordinate a traveling exhibition in order to continue housing the collection of cut glass. An exhibition was made to, and accepted by, the Ann Arbor District Library and the University of Michigan's Gift of Arts Program. ACGA would be responsible for providing funds for shipping. When presented to the ACGA board by the ACGA President, the exhibition was rejected. Subsequently, we have informed that the ACGA must establish a maintenance fund for their collection. The ACGA has provided funds sufficient to house the collection through FY10, with a pledge for additional funds to house through FY12.

O/O 9:Forsyth: Update museum programing
Forsyth: Provide an increased and more dynamic schedule of educational programing

Relevant Associations:

Institutional Priorities:
1 Expand research and inquiry-based learning opportunities.
2 Enhance small class opportunities for freshmen.
3 Enhance learning community opportunities.
4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.
5 Enhance course delivery via technology-mediated instruction.

Strategic Plans:
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
4 Build the Letters, Arts and Science Core.
5 Build on the tradition of the professional education.
6 Diversify and globalize the A&M community.
7 Increase access to intellectual resources.
8 Enrich our campus.
9 Build community and metropolitan connections.
10 Attain resource parity with the best public universities.

Related Measure:

**M 9: Forsyth: Professional Standards**
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

**Achievement Target:**
Increase educational programming to 4-5 FCG coordinated events per month during the academic year, including two new programs: Aggie Visionaries and Forsyth Fridays Begin planning trunk program as outreach initiative Continue home football pre-game receptions and educational tours Conduct one Cultural Trip per academic year Continue Aggie Docent program Utilize social networks as means to increase visibility among student population Continue to offer galleries to campus and non-campus groups for event hosting Begin filming artist demonstrations for eventual podcast/website/other new media initiatives

**Findings (2008-2009) - Achievement Target: Partially Met**
During the seven months we were open in the 2008/2009 period, the Forsyth Center Galleries hosted and made available for campus and non-campus groups 151 scheduled events that drew 3893 visitors. Events included: student group activities, retirement events and other staff events, musical recitals, tours for children, collectors meetings, university class sessions, and more. While Aggie Visionaries and Forsyth Fridays programs were implemented, we did not meet our goal of 4-5 FCG coordinated events per month. Aggie Visionaries: "Sumedh Mankar's Etched Glass" Student Lecture, 9/8 2008 "Ricardo Solar, Painting" Student Lecture 10/6/08 "Barrett Davis, Architecture and Painting" Student Lecture, 11/10/08 "Brant Moore, Painting" Student Lecture, 2/2/09 "Ivan Farr, photography and painting" Student Lecture, 3/9/09 Forsyth Fridays: Vase Painting 9/19/08 Chinese lantern painting, 10/31/08 Handmade Valentines, 1/24/09 We did not begin planning a trunk program FCG conducted a Prague Cultural Trip, March 13-21, 2009. Activities included a day trip to Dresden, Germany's Gemaldegalerie, containing one of the most important collections of paintings in the world; a day trip to Karlovy Vary and the Moser Glass Factory; touring and viewing the collections of the Prague Museum of Decorative Arts, The Mucha Museum, The Kafka Museum; Attending a Ballet at the National Theatre and Mozart's Opera Marriage of Figaro at its 18th century premiere venue, the Estates Theatre (first opera and first ballet for each student); Tour of Prague Castle and St. Vitus Cathedral; Tour Prague's Old Town, Charles Bridge, Astronomical Clock, New Town, and Wenceslas Square; and traveling and interacting with people from another culture and language. The Aggie Docents participated in the opening reception of Guatemalan Maya Weavers. Moreover, Four Aggie Docents self-curation an exhibition featuring objects from their own collections and provided interpretive text that discussed the relevance of
their collections and their experiences with the Runyon Collection. Additionally, some Aggie Docents were throughout the year available to lead visitor tours of the Galleries. During the football season, Forsyth Center Galleries hosted receptions and tours of the galleries three hours before each home game. Some Aggie Docents were present to provide tours and to interact with visitors. Docents were scheduled to attend a special Docent Art Trip on October 25, 2008. The trip was cancelled by FCG Program Coordinator. We began implementing social networks as a means to increase visibility among the student population, however the efforts to maintain the program were minimal.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Programming Plan**

*Established in Cycle: 2008-2009*

Preliminary trunk program planning to begin spring 2010, implementation of the program goal is 2011.

We have lowered our goal...

**O/O 10:Forsyth: Fundraise**

Forsyth: Increase funding for the development of our collections, facilities, staffing, operations and information technologies resources

**Relevant Associations:**

**Institutional Priorities:**

1. Expand research and inquiry-based learning opportunities.
2. Enhance small class opportunities for freshmen.
3. Enhance learning community opportunities.
4. Enhance course delivery via technology-mediated instruction.

**Strategic Plans:**

*Texas A&M University*

3. Enhance the Undergraduate Academic Experience.
4. Build the Letters, Arts and Science Core.
5. Build on the tradition of the professional education.
6. Diversify and globalize the A&M community.
7. Increase access to intellectual resources.
8. Enrich our campus.

**Related Measure:**

**M 10:Forsyth: Professional Standards**

Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

**Achievement Target:**

Increase funding for the development of our collections, facilities, staffing,
operations and information technologies resources via repairing, renewing and obtaining new donor relations, and via grant applications

**Findings (2008-2009) - Achievement Target: Met**
We increased funding by cultivating new donors and by obtaining grant funding as follows: · Individual Commitment (Texas) for MSC Forsyth Center Galleries "storage and maintenance of ACGA collection." $5,000 (additional pledge of $5,000 for 1/10 and 1/11) · Texas Commission on the Arts, Arts Respond Grant 1,500 · Arts Council of Brazos Valley minimum of $1,500 We have also submitted an application for a National Endowment for the Arts, Artistic Excellence grant to support a digitization project. Requested funds are 35,148.00. Decisions regarding awards will be made by the NEA in April, 2010.

**O/O 11:Forsyth: Staff**
Forsyth: Address and resolve deficiency of staffing needs

**Relevant Associations:**

**Strategic Plans:**
Texas A&M University
2 Strengthen our graduate programs.
7 Increase access to intellectual resources.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

**Related Measure:**

**M 10:Forsyth: Professional Standards**
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

**Achievement Target:**
Address and resolve deficiency of staffing needs by hiring collections manager, graduate assistant, and administrative assistant

**Findings (2008-2009) - Achievement Target: Partially Met**
A Collections Manager was hired 11/08 Graduate Assistant was hired 8/08 Funds reserved for Administrative Assistant were reallocated to support funding for renovation temporary relocation. The vacancy of our Communications Coordinator allowed us to reclassify the position to Communications Specialist, who will perform administrative support duties. This position is expected to be filled October 2009.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Salary savings / Reclassification**
*Established in Cycle*: 2008-2009

Funds reserved for Administrative Assistant were reallocated to support funding for renovation temporary relocation. The vaca...
G 2: Leverage resources and capabilities
Leveraging resources and capabilities to fulfill the needs of the evolving campus community

O/O 5: OPAS: Revise philosophy
OPAS: Revise philosophy and mechanisms for selection of programs

Relevant Associations:

General Education/Core Curriculum:
2 Demonstrate critical analysis skills
3 Communicate effectively in writing and speaking

Strategic Plans:
Texas A&M University
9 Build community and metropolitan connections.

Related Measure:

M 5: OPAS: Revise philosophy
OPAS: Revise philosophy and mechanisms for selection of programs

Source of Evidence: Efficiency

Achievement Target:
Optimum attendance at meetings and better participation on committees

Findings (2008-2009) - Achievement Target: Met
We had fewer meetings of the program committee and utilized on-line resources to discuss potential programs. Attendance at the few meetings we had was much better as a result.

O/O 6: Forsyth: Address MSCC Renovation
Forsyth: Identify and obtain temporary storage and exhibition facilities and relocate; recommend needs for renovated space

Relevant Associations:

Institutional Priorities:
1 Expand research and inquiry-based learning opportunities.
2 Enhance small class opportunities for freshmen.

Strategic Plans:
Texas A&M University
4 Build the Letters, Arts and Science Core.
6 Diversify and globalize the A&M community.
7 Increase access to intellectual resources.
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.
13 Address space needs.

Related Measure:
M 6: Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

**Achievement Target:**
Identify and obtain temporary storage space for the Forsyth Center Galleries' collections, including the Runyon Collection, the MSCC Art Collection, the Glass Paperweight Collection, the American Cut Glass Association Collection, and various long-term loan collections containing various art glass, other art objects, antique furniture, art glass tools, and books and other works on paper. Safely pack and relocate to temporary storage for the Forsyth Center Galleries' collection. Perform registration file maintenance Identify necessary and unnecessary office and gallery items and store or purge Identify and obtain temporary exhibition, programming and office space for the Forsyth Center Galleries and staff. Work with architects and architect liaisons to determine design for renovated museum space Begin collection digitization planning

**Findings (2008-2009) - Achievement Target: Met**
We identified 110 N. Main St., Bryan TX, as the best option for temporary relocation. The building offers a high level of security and environment control for storage, thereby ensuring the safety of the collection. Storage space is approximately 2,300 sq ft. This increase in storage space is vital for the well-being of the collection. Prior to the relocation, Collection objects had been stored haphazardly, without protection, primarily in the exhibition space. The relocation has allowed us opportunity to analyze the storage protocols that were in place and revise them to meet best standards. In doing so, the collection now occupies, as it is correctly housed in boxes and crates, a significantly larger area. The temporary location will provides approximately XX square feet of exhibition space in two galleries at street level. This environment will offer magnificent opportunity to expand our collaborative efforts, to reach new and greater audiences, and to participate in community events and festivals such as "First Fridays," "Texas Reds," and "ArtWalk." After a site was identified, the majority of Collections activities were spent labeling, tracking, packing, and assuring the safe transport of the Collection. Offices were moved to the new site July 21, 2009. Collections were moved to the new site July 20-August 1, 2009. We began collections digitization planning by writing a workplan, timeline, budget, schedule and applying for a National Endowment for the Arts Artistic Excellence Grant ($35,000) We have worked with architects and liaisons to determine design, placement and logistics for museum in renovated MSC.

O/O 7: Forsyth: Increase Marketing Initiatives
Forsyth: Increase print, electronic and broadcast media marketing of FCG programming

**Relevant Associations:**

**Institutional Priorities:**
1 Expand research and inquiry-based learning opportunities.
3 Enhance learning community opportunities.
Strategic Plans:
Texas A&M University
7 Increase access to intellectual resources.
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

Related Measure:

M 7:Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

Achievement Target:
Update and increase mailing list from 700 to 3000 Create new gallery and electronic brochures reflecting temporary relocation status - send to mailing list and/or electronic lists Design new website to be more easily navigable, informative, aesthetically pleasing and inclusive of new media programming initiatives Coordinate radio, television and print media interviews and article to promote programs and collection Produced exhibition and programming print and electronic announcements Presence at Historic Downtown Bryan's monthly First Fridays and student orientations each semester Initiated exhibition receptions and continued football pre-game receptions

Findings (2008-2009) - Achievement Target: Met
Our mailing list has expanded from 600 to 3,500 student, faculty, staff, donors, and museum patrons. FY09 we sent announcements for Guatemalan Maya Weavers, Art From Real Life: TAMU Students Collect/Pieces From the Heart: Quilts from the Permanent Collection, (combined announcement), and Regional Juried Art Exhibition. We have designed and ordered a relocation announcement that will be sent to mailing lists Early October, 2009. In FY08, a new email marketing campaign was created using "Constant Contact" to promote the museum's exhibitions, events, and to send out a monthly e-newsletter. The current list contains 300 contacts that are solicited through the web, sign up lists, promotions, and in the Galleries. We will continue to use, and develop further, this marketing strategy with the hire of a new Communications Specialist. Currently, FCG sends marketing information to more than 45 contacts. Included are: press releases, announcements for online calendars; PSA's; television screen images displayed at the Academy for the Visual and Performing Arts; screensavers in the student computing labs; and direct e-mail to regional and national publications. FCG Director, Nan Curtis, appeared three times on KAMU TV Magazine with Sharon Colson and twice on KAMU Radio Brazos Arts with Penny Zent. The museum re-evaluated the structure and content of the FCG website. We have determined that a new design with greater content is necessary. Preliminary work was done in FY09 and we will continue to build the website with the hire of a new Communications Specialist. One addition to the website is the inclusion of a virtual exhibition that supplemented the Guatemalan Maya Weavers exhibition. We have received positive contact regarding the virtual exhibition, some of which has come from Africa and the Dominican Republic, testament to the effectiveness of new media initiatives as a form of outreach. With the
relocation to a temporary venue, our print materials are obsolete. The Communications Coordinator was vacated in June, 2009. We have reclassified the position to Communications Specialist and expect to hire October, 2009. With the hiring of a new Communications Specialist we will create a strategy for better production and distribution of print marketing material such as rack cards, brochures, bookmarks, and more. First Friday's is a monthly event sponsored by the Downtown Business and Economic Development Association of the City of Bryan. Participating restaurateurs, merchants, taverns, musical venues, artisans and galleries keep extended hours (5:30-9:00) in a festive environment offering many street level demonstrations and activities. First Fridays has regularly drawn between 2,000 and 4,000 visitors monthly. Forsyth Center Galleries began participating in the City of Bryan's First Fridays in April, promoting the temporary relocation of the museum and offering hands-on activities. We were able to do so as collaborators with the Frame Gallery, in Bryan. Beginning September, 2009, we will offer hands-on activities at every First Friday at our temporary site. During the football season, Forsyth Center Galleries hosted receptions and tours of the galleries three hours before each home game. There were 2463 total visitors for the seven football game days. Football reception programming included docent tours, "Find the Pig," MSC Director's Office post-game receptions and extended hours. Exhibitions receptions were as follows: · Guatemalan Maya Weavers, October 16-December 15, 2008. Progressive reception in collaboration with J. Wayne Stark Galleries · Art From Real Life: TAMU Students Collect/Pieces From the Heart: Quilts from the Permanent Collection, January 20-March 13, 2009 · Regional Juried Art Exhibition, March 27-May 11, 2009

O/O 8:Forsyth: Update museum exhibitions
Forsyth: Provide an increased and more dynamic schedule of exhibitions

Relevant Associations:

Institutional Priorities:
1 Expand research and inquiry-based learning opportunities.
2 Enhance small class opportunities for freshmen.
3 Enhance learning community opportunities.
4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.
5 Enhance course delivery via technology-mediated instruction.

Strategic Plans:
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
4 Build the Letters, Arts and Science Core.
5 Build on the tradition of the professional education.
6 Diversify and globalize the A&M community.
7 Increase access to intellectual resources.
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

Related Measure:

M 8:Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

**Achievement Target:**
Increase exhibitions schedule from 1 temporary exhibition/semester to 2 temporary exhibitions/semester create at least 1 virtual exhibition/academic year and present on website begin filming artist demonstrations for eventual podcast/website/other new media initiative Implement Regional Juried Exhibition Begin organizing traveling exhibition of ACGA collection

**Findings (2008-2009) - Achievement Target: Met**
In accordance with the Runyon Agreement, Runyon funded temporary exhibitions demonstrate the breadth, depth and multiculturalism of the Collection in conjunction with related loans of art. we organized three fall semester temporary exhibitions, and three spring semester temporary exhibitions. · The Ash Can School ; January 14-October 10, 2008 · Pressed Glass ; March 3-October 10, 2008 · Siempre! Hispanics at Texas A&M Celebrating 130 Years; September 9-December14, 2008 · Flowers by Amanda Krenek; September 26-December 10,2008 · Guatemalan Maya Weavers; October 16-December 15, 2008 · Art From Real Life: TAMU Students Collect; January 20-March 13, 2009 · Pieces From the Heart: Quilts from the Permanent Collection; January 20-March 13, 2009 · Regional Juried Exhibition; March 27-May 11, 2009 In addition to temporary exhibitions, we maintained exhibition of a significant number (approx. 800-915) of objects from the permanent collection and long-term loans. These objects were drawn from: The Bill and Irma Runyon Art Collection The American Cut Glass Association [National] Collection (cut glass, glassmaking tools) The D.C. Smith Collection (glass paperweights) Anonymous private collection (French art glass) The exhibition Guatemalan Maya Weavers was also presented as a virtual exhibition made available on our website October 1, 2009. It's availability will continue indefinitely. Two artist demonstrations were filmed and are in the process of being edited: Houston Studio Glass (glass blowing) and Pepe Herrmann (Cut Glass). The Galleries continue as managers of record and repository for the ACGA Collection of American cut glass. In November, ACGA President directed that FCG must coordinate a traveling exhibition in order to continue housing the collection of cut glass. An exhibition was made to, and accepted by, the Ann Arbor District Library and the University of Michigan's Gift of Arts Program. ACGA would be responsible for providing funds for shipping. When presented to the ACGA board by the ACGA President, the exhibition was rejected. Subsequently, we have informed that the ACGA must establish a maintenance fund for their collection. The ACGA has provided funds sufficient to house the collection through FY10, with a pledge for additional funds to house through FY12.

**O/O 9:Forsyth: Update museum programing**
Forsyth: Provide an increased and more dynamic schedule of educational programing

**Relevant Associations:**

**Institutional Priorities:**
1 Expand research and inquiry-based learning opportunities.
2 Enhance small class opportunities for freshmen.
3 Enhance learning community opportunities.
4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.
5 Enhance course delivery via technology-mediated instruction.

Strategic Plans:
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
4 Build the Letters, Arts and Science Core.
5 Build on the tradition of the professional education.
6 Diversify and globalize the A&M community.
7 Increase access to intellectual resources.
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

Related Measure:

M 9: Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

Achievement Target:
Increase educational programming to 4-5 FCG coordinated events per month during the academic year, including two new programs: Aggie Visionaries and Forsyth Fridays Begin planning trunk program as outreach initiative Continue home football pre-game receptions and educational tours Conduct one Cultural Trip per academic year Continue Aggie Docent program Utilize social networks as means to increase visibility among student population Continue to offer galleries to campus and non-campus groups for event hosting Begin filming artist demonstrations for eventual podcast/website/other new media initiatives

Findings (2008-2009) - Achievement Target: Partially Met
During the seven months we were open in the 2008/2009 period, the Forsyth Center Galleries hosted and made available for campus and non-campus groups 151 scheduled events that drew 3893 visitors. Events included: student group activities, retirement events and other staff events, musical recitals, tours for children, collectors meetings, university class sessions, and more. While Aggie Visionaries and Forsyth Fridays programs were implemented, we did not meet our goal of 4-5 FCG coordinated events per month. Aggie Visionaries: "Sumedh Mankar's Etched Glass" Student Lecture, 9/8 2008 "Ricardo Solar, Painting" Student Lecture 10/6/08 "Barrett Davis, Architecture and Painting" Student Lecture, 11/10/08 "Brant Moore, Painting" Student Lecture, 2/2/09 "Ivan Farr, "photography and painting" Student Lecture, 3/9/09 Forsyth Fridays: Vase Painting 9/19/08 Chinese lantern painting, 10/31/08 Handmade Valentines, 1/24/09 We did not begin planning a trunk program FCG conducted a Prague Cultural Trip, March 13-21, 2009. Activities included a day trip to Dresden, Germany's Gemaldegalerie, containing one of the most important collections of paintings in the world; a day trip to Karlovy Vary and the Moser Glass Factory; touring and viewing the collections of the Prague Museum of
Decorative Arts, The Mucha Museum, The Kafka Museum; Attending a Ballet at the National Theatre and Mozart's Opera Marriage of Figaro at its 18th century premiere venue, the Estates Theatre (first opera and first ballet for each student); Tour of Prague Castle and St. Vitus Cathedral; Tour Prague's Old Town, Charles Bridge, Astronomical Clock, New Town, and Wenceslas Square; and traveling and interacting with people from another culture and language. The Aggie Docents participated in the opening reception of Guatemalan Maya Weavers. Moreover, Four Aggie Docents self-curated an exhibition featuring objects from their own collections and provided interpretive text that discussed the relevance of their collections and their experiences with the Runyon Collection. Additionally, some Aggie Docents were throughout the year available to lead visitor tours of the Galleries. During the football season, Forsyth Center Galleries hosted receptions and tours of the galleries three hours before each home game. Some Aggie Docents were present to provide tours and to interact with visitors. Docents were scheduled to attend a special Docent Art Trip on October 25, 2008. The trip was cancelled by FCG Program Coordinator. We began implementing social networks as a means to increase visibility among the student population, however the efforts to maintain the program were minimal.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Programming Plan**

*Established in Cycle: 2008-2009*

Preliminary trunk program planning to begin spring 2010, implementation of the program goal is 2011.

We have lowered our goa...

**O/O 10:Forsyth: Fundraise**

Forsyth: Increase funding for the development of our collections, facilities, staffing, operations and information technologies resources

**Relevant Associations:**

**Institutional Priorities:**

1. Expand research and inquiry-based learning opportunities.
2. Enhance small class opportunities for freshmen.
3. Enhance learning community opportunities.
4. Enhance course delivery via technology-mediated instruction.

**Strategic Plans:**

*Texas A&M University*

1. Enhance the Undergraduate Academic Experience.
2. Build the Letters, Arts and Science Core.
3. Build on the tradition of the professional education.
4. Diversify and globalize the A&M community.
5. Increase access to intellectual resources.
6. Enrich our campus.
7. Build community and metropolitan connections.
Related Measure:

M 10:Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

Achievement Target:
Increase funding for the development of our collections, facilities, staffing, operations and information technologies resources via repairing, renewing and obtaining new donor relations, and via grant applications

Findings (2008-2009) - Achievement Target: Met
We increased funding by cultivating new donors and by obtaining grant funding as follows: · Individual Commitment (Texas) for MSC Forsyth Center Galleries "storage and maintenance of ACGA collection." $5,000 (additional pledge of $5,000 for 1/10 and 1/11) · Texas Commission on the Arts, Arts Respond Grant 1,500 · Arts Council of Brazos Valley minimum of $1,500 We have also submitted an application for a National Endowment for the Arts, Artistic Excellence grant to support a digitization project. Requested funds are 35,148.00. Decisions regarding awards will be made by the NEA in April, 2010.

O/O 11:Forsyth: Staff
Forsyth: Address and resolve deficiency of staffing needs

Relevant Associations:

Strategic Plans:
Texas A&M University
2 Strengthen our graduate programs.
7 Increase access to intellectual resources.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

Related Measure:

M 10:Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

Achievement Target:
Address and resolve deficiency of staffing needs by hiring collections manager, graduate assistant, and administrative assistant

Findings (2008-2009) - Achievement Target: Partially Met
A Collections Manager was hired 11/08 Graduate Assistant was hired 8/08 Funds reserved for Administrative Assistant were reallocated to support funding for renovation temporary relocation. The vacancy of our Communications Coordinator allowed us to reclassify the position to Communications Specialist, who will perform administrative support duties. This position is expected to be filled October 2009.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Salary savings / Reclassification
Established in Cycle: 2008-2009

Funds reserved for Administrative Assistant were reallocated to support funding for renovation temporary relocation. The vaca...

G 3: Evaluate quality of services
Continuously evaluating the quality of our services

O/O 6: Forsyth: Address MSCC Renovation
Forsyth: Identify and obtain temporary storage and exhibition facilities and relocate; recommend needs for renovated space

Relevant Associations:

Institutional Priorities:
1. Expand research and inquiry-based learning opportunities.
2. Enhance small class opportunities for freshmen.

Strategic Plans:
Texas A&M University
4. Build the Letters, Arts and Science Core.
6. Diversify and globalize the A&M community.
7. Increase access to intellectual resources.
8. Enrich our campus.
11. Attain resource parity with the best public universities.
13. Address space needs.

Related Measure:

M 6: Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

Achievement Target:
Identify and obtain temporary storage space for the Forsyth Center Galleries’ collections, including the Runyon Collection, the MSCC Art Collection, the Glass Paperweight Collection, the American Cut Glass Association Collection, and various long-term loan collections containing various art glass, other art objects, antique furniture, art glass tools, and books and other works on paper. Safely pack and relocate to temporary storage for the Forsyth Center Galleries’ collection. Perform registration file maintenance Identify necessary and unnecessary office and gallery items and store or purge Identify and obtain temporary exhibition, programming and office space for the Forsyth Center Galleries and staff. Work with architects and architect liaisons to determine design for renovated museum space Begin collection digitization planning
Findings (2008-2009) - Achievement Target: Met
We identified 110 N. Main St., Bryan TX, as the best option for temporary relocation. The building offers a high level of security and environment control for storage, thereby ensuring the safety of the collection. Storage space is approximately 2,300 sq ft. This increase in storage space is vital for the well-being of the collection. Prior to the relocation, Collection objects had been stored haphazardly, without protection, primarily in the exhibition space. The relocation has allowed us opportunity to analyze the storage protocols that were in place and revise them to meet best standards. In doing so, the collection now occupies, as it is correctly housed in boxes and crates, a significantly larger area. The temporary location will provide approximately XX square feet of exhibition space in two galleries at street level. This environment will offer magnificent opportunity to expand our collaborative efforts, to reach new and greater audiences, and to participate in community events and festivals such as "First Fridays," "Texas Reds," and "ArtWalk." After a site was identified, the majority of Collections activities were spent labeling, tracking, packing, and assuring the safe transport of the Collection. Offices were moved to the new site July 21, 2009. Collections were moved to the new site July 20-August 1, 2009. We began collections digitization planning by writing a workplan, timeline, budget, schedule and applying for an National Endowment for the Arts Artistic Excellence Grant ($35,000) We have worked with architects and liaisons to determine design, placement and logistics for museum in renovated MSC.

O/O 7:Forsyth: Increase Marketing Initiatives
Forsyth: Increase print, electronic and broadcast media marketing of FCG programming

Relevant Associations:

Institutional Priorities:
1 Expand research and inquiry-based learning opportunities.
3 Enhance learning community opportunities.

Strategic Plans:
Texas A&M University
7 Increase access to intellectual resources.
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

Related Measure:

M 7:Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

Achievement Target:
Update and increase mailing list from 700 to 3000 Create new gallery and electronic brochures reflecting temporary relocation status - send to mailing list and/or electronic lists Design new website to be more easily navigable, informative, aesthetically pleasing and inclusive of new media
programming initiatives Coordinate radio, television and print media interviews and article to promote programs and collection Produced exhibition and programming print and electronic announcements Presence at Historic Downtown Bryan’s monthly First Fridays and student orientations each semester Initiated exhibition receptions and continued football pre-game receptions

**Findings (2008-2009) - Achievement Target: Met**

Our mailing list has expanded from 600 to 3,500 student, faculty, staff, donors, and museum patrons. FY09 we sent announcements for Guatemalan Maya Weavers, Art From Real Life: TAMU Students Collect/Pieces From the Heart: Quilts from the Permanent Collection, (combined announcement), and Regional Juried Art Exhibition. We have designed and ordered a relocation announcement that will be sent to mailing lists Early October, 2009. In FY08, a new email marketing campaign was created using "Constant Contact" to promote the museum's exhibitions, events, and to send out a monthly e-newsletter. The current list contains 300 contacts that are solicited through the web, sign up lists, promotions, and in the Galleries. We will continue to use, and develop further, this marketing strategy with the hire of a new Communications Specialist. Currently, FCG sends marketing information to more than 45 contacts. Included are: press releases, announcements for online calendars; PSA's; television screen images displayed at the Academy for the Visual and Performing Arts; screensavers in the student computing labs; and direct e-mail to regional and national publications. FCG Director, Nan Curtis, appeared three times on KAMU TV Magazine with Sharon Colson and twice on KAMU Radio Brazos Arts with Penny Zent. The museum re-evaluated the structure and content of the FCG website. We have determined that a new design with greater content is necessary. Preliminary work was done in FY09 and we will continue to build the website with the hire of a new Communications Specialist. One addition to the website is the inclusion of a virtual exhibition that supplemented the Guatemalan Maya Weavers exhibition. We have received positive contact regarding the virtual exhibition, some of which has come from Africa and the Dominican Republic, testament to the effectiveness of new media initiatives as a form of outreach. With the relocation to a temporary venue, our print materials are obsolete. The Communications Coordinator was vacated in June, 2009. We have reclassified the position to Communications Specialist and expect to hire October, 2009. With the hiring of a new Communications Specialist we will create a strategy for better production and distribution of print marketing material such as rack cards, brochures, bookmarks, and more. First Friday's is a monthly event sponsored by the Downtown Business and Economic Development Association of the City of Bryan. Participating restaurateurs, merchants, taverns, musical venues, artisans and galleries keep extended hours (5:30-9:00) in a festive environment offering many street level demonstrations and activities. First Fridays has regularly drawn between 2,000 and 4,000 visitors monthly. Forsyth Center Galleries began participating in the City of Bryan's First Fridays in April, promoting the temporary relocation of the museum and offering hands-on activities. We were able to do so as collaborators with the Frame Gallery, in Bryan. Beginning September, 2009, we will offer hands-on activities at every First Friday at our temporary site. During the football season, Forsyth Center Galleries hosted receptions and tours of the galleries three hours before each home game. There were 2463 total
visitors for the seven football game days. Football reception programming included docent tours, "Find the Pig," MSC Director’s Office post-game receptions and extended hours. Exhibitions receptions were as follows: · Guatemalan Maya Weavers, October 16-December 15, 2008. Progressive reception in collaboration with J. Wayne Stark Galleries · Art From Real Life: TAMU Students Collect/Pieces From the Heart: Quilts from the Permanent Collection, January 20-March 13, 2009 · Regional Juried Art Exhibition, March 27-May 11, 2009

**O/O 8:Forsyth: Update museum exhibitions**
Forsyth: Provide an increased and more dynamic schedule of exhibitions

**Relevant Associations:**

**Institutional Priorities:**
1 Expand research and inquiry-based learning opportunities.
2 Enhance small class opportunities for freshmen.
3 Enhance learning community opportunities.
4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.
5 Enhance course delivery via technology-mediated instruction.

**Strategic Plans:**
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
4 Build the Letters, Arts and Science Core.
5 Build on the tradition of the professional education.
6 Diversify and globalize the A&M community.
7 Increase access to intellectual resources.
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

**Related Measure:**

**M 8:Forsyth: Professional Standards**
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

**Achievement Target:**
Increase exhibitions schedule from 1 temporary exhibition/semester to 2 temporary exhibitions/semester create at least 1 virtual exhibition/academic year and present on website begin filming artist demonstrations for eventual podcast/website/other new media initiative Implement Regional Juried Exhibition Begin organizing traveling exhibition of ACGA collection

**Findings (2008-2009) - Achievement Target: Met**
In accordance with the Runyon Agreement, Runyon funded temporary exhibitions demonstrate the breadth, depth and multiculturalism of the Collection in conjunction with related loans of art. we organized three fall semester temporary exhibitions, and three spring semester temporary exhibitions. · The Ash Can School ; January 14-October 10, 2008 · Pressed Glass ; March 3-October 10, 2008 · Siempre! Hispanics at Texas A&M Celebrating 130 Years; September 9-December14, 2008 ·
Flowers by Amanda Krenek; September 26-December 10, 2008 · Guatemalan Maya Weavers; October 16-December 15, 2008 · Art From Real Life: TAMU Students Collect; January 20-March 13, 2009 · Pieces From the Heart: Quilts from the Permanent Collection; January 20-March 13, 2009 · Regional Juried Exhibition; March 27-May 11, 2009

In addition to temporary exhibitions, we maintained exhibition of a significant number (approx. 800-915) of objects from the permanent collection and long-term loans. These objects were drawn from: The Bill and Irma Runyon Art Collection The American Cut Glass Association [National] Collection (cut glass, glassmaking tools) The D.C. Smith Collection (glass paperweights) Anonymous private collection (French art glass) The exhibition Guatemalan Maya Weavers was also presented as a virtual exhibition made available on our website October 1, 2009. It's availability will continue indefinitely. Two artist demonstrations were filmed and are in the process of being edited: Houston Studio Glass (glass blowing) and Pepe Herrmann (Cut Glass). The Galleries continue as managers of record and repository for the ACGA Collection of American cut glass. In November, ACGA President directed that FCG must coordinate a traveling exhibition in order to continue housing the collection of cut glass. An exhibition was made to, and accepted by, the Ann Arbor District Library and the University of Michigan's Gift of Arts Program. ACGA would be responsible for providing funds for shipping. When presented to the ACGA board by the ACGA President, the exhibition was rejected. Subsequently, we have informed that the ACGA must establish a maintenance fund for their collection. The ACGA has provided funds sufficient to house the collection through FY10, with a pledge for additional funds to house through FY12.

O/O 9: Forsyth: Update museum programming
Forsyth: Provide an increased and more dynamic schedule of educational programing

Relevant Associations:

Institutional Priorities:
  1 Expand research and inquiry-based learning opportunities.
  2 Enhance small class opportunities for freshmen.
  3 Enhance learning community opportunities.
  4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.
  5 Enhance course delivery via technology-mediated instruction.

Strategic Plans:
Texas A&M University
  3 Enhance the Undergraduate Academic Experience.
  4 Build the Letters, Arts and Science Core.
  5 Build on the tradition of the professional education.
  6 Diversify and globalize the A&M community.
  7 Increase access to intellectual resources.
  8 Enrich our campus.
  9 Build community and metropolitan connections.
  11 Attain resource parity with the best public universities.

Related Measure:
M 9: Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

Achievement Target:
Increase educational programming to 4-5 FCG coordinated events per month during the academic year, including two new programs: Aggie Visionaries and Forsyth Fridays Begin planning trunk program as outreach initiative Continue home football pre-game receptions and educational tours Conduct one Cultural Trip per academic year Continue Aggie Docent program Utilize social networks as means to increase visibility among student population Continue to offer galleries to campus and non-campus groups for event hosting Begin filming artist demonstrations for eventual podcast/website/other new media initiatives

Findings (2008-2009) - Achievement Target: Partially Met
During the seven months we were open in the 2008/2009 period, the Forsyth Center Galleries hosted and made available for campus and non-campus groups 151 scheduled events that drew 3893 visitors. Events included: student group activities, retirement events and other staff events, musical recitals, tours for children, collectors meetings, university class sessions, and more. While Aggie Visionaries and Forsyth Fridays programs were implemented, we did not meet our goal of 4-5 FCG coordinated events per month. Aggie Visionaries: "Sumedh Mankar's Etched Glass" Student Lecture, 9/8 2008 "Ricardo Solar, Painting" Student Lecture 10/6/08 "Barrett Davis, Architecture and Painting" Student Lecture, 11/10/08 "Brant Moore, Painting" Student Lecture, 2/2/09 "Ivan Farr, "photography and painting" Student Lecture, 3/9/09 Forsyth Fridays: Vase Painting 9/19/08 Chinese lantern painting, 10/31/08 Handmade Valentines, 1/24/09 We did not begin planning a trunk program FCG conducted a Prague Cultural Trip, March 13-21, 2009. Activities included a day trip to Dresden, Germany's Gemaldegalerie, containing one of the most important collections of paintings in the world; a day trip to Karlovy Vary and the Moser Glass Factory; touring and viewing the collections of the Prague Museum of Decorative Arts, The Mucha Museum, The Kafka Museum; Attending a Ballet at the National Theatre and Mozart's Opera Marriage of Figaro at its 18th century premiere venue, the Estates Theatre (first opera and first ballet for each student); Tour of Prague Castle and St. Vitus Cathedral; Tour Prague's Old Town, Charles Bridge, Astronomical Clock, New Town, and Wenceslas Square; and traveling and interacting with people from another culture and language. The Aggie Docents participated in the opening reception of Guatemalan Maya Weavers. Moreover, Four Aggie Docents self-curated an exhibition featuring objects from their own collections and provided interpretive text that discussed the relevance of their collections and their experiences with the Runyon Collection. Additionally, some Aggie Docents were throughout the year available to lead visitor tours of the Galleries. During the football season, Forsyth Center Galleries hosted receptions and tours of the galleries three hours before each home game. Some Aggie Docents were present to provide tours and to interact with visitors. Docents were scheduled to attend a special Docent Art Trip on October 25, 2008. The trip was cancelled by FCG Program Coordinator. We began implementing social networks as
a means to increase visibility among the student population, however the efforts to maintain the program were minimal.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Programming Plan**  
*Established in Cycle: 2008-2009*

Preliminary trunk program planning to begin spring 2010, implementation of the program goal is 2011.

We have lowered our goa...

**O/O 10:Forsyth: Fundraise**  
Forsyth: Increase funding for the development of our collections, facilities, staffing, operations and information technologies resources

**Relevant Associations:**

**Institutional Priorities:**
1. Expand research and inquiry-based learning opportunities.  
2. Enhance small class opportunities for freshmen.  
3. Enhance learning community opportunities.  
4. Enhance course delivery via technology-mediated instruction.

**Strategic Plans:**
**Texas A&M University**  
3. Enhance the Undergraduate Academic Experience.  
4. Build the Letters, Arts and Science Core.  
5. Build on the tradition of the professional education.  
6. Diversify and globalize the A&M community.  
7. Increase access to intellectual resources.  
8. Enrich our campus.  

**Related Measure:**

**M 10:Forsyth: Professional Standards**  
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

**Achievement Target:**  
Increase funding for the development of our collections, facilities, staffing, operations and information technologies resources via repairing, renewing and obtaining new donor relations, and via grant applications

**Findings (2008-2009) - Achievement Target: Met**  
We increased funding by cultivating new donors and by obtaining grant funding as follows:  
- Individual Commitment (Texas) for MSC Forsyth Center Galleries "storage and maintenance of ACGA collection." $5,000 (additional pledge of $5,000 for 1/10 and 1/11)  
- Texas Commission on
the Arts, Arts Respond Grant 1,500 · Arts Council of Brazos Valley minimum of $1,500 We have also submitted an application for a National Endowment for the Arts, Artistic Excellence grant to support a digitization project. Requested funds are 35,148.00. Decisions regarding awards will be made by the NEA in April, 2010.

O/O 11:Forsyth: Staff
Forsyth: Address and resolve deficiency of staffing needs

**Relevant Associations:**

**Strategic Plans:**
Texas A&M University
2 Strengthen our graduate programs. 7 Increase access to intellectual resources. 9 Build community and metropolitan connections. 11 Attain resource parity with the best public universities.

**Related Measure:**

M 10:Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

**Achievement Target:**
Address and resolve deficiency of staffing needs by hiring collections manager, graduate assistant, and administrative assistant

**Findings (2008-2009) - Achievement Target: Partially Met**
A Collections Manager was hired 11/08 Graduate Assistant was hired 8/08 Funds reserved for Administrative Assistant were reallocated to support funding for renovation temporary relocation. The vacancy of our Communications Coordinator allowed us to reclassify the position to Communications Specialist, who will perform administrative support duties. This position is expected to be filled October 2009.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Action Plan Detail* section of this report.

**Salary savings / Reclassification**
*Established in Cycle: 2008-2009*

Funds reserved for Administrative Assistant were reallocated to support funding for renovation temporary relocation. The vaca...

G 4:Provide state of the art technology and facilities
Providing state of the art technology and facilities allowing global interaction

O/O 6:Forsyth: Address MSCC Renovation
Forsyth: Identify and obtain temporary storage and exhibition facilities and relocate; recommend needs for renovated space
Relevant Associations:

Institutional Priorities:
1. Expand research and inquiry-based learning opportunities.
2. Enhance small class opportunities for freshmen.

Strategic Plans:
Texas A&M University
4. Build the Letters, Arts and Science Core.
6. Diversify and globalize the A&M community.
7. Increase access to intellectual resources.
8. Enrich our campus.
11. Attain resource parity with the best public universities.
13. Address space needs.

Related Measure:

M 6: Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

Achievement Target:
Identify and obtain temporary storage space for the Forsyth Center Galleries' collections, including the Runyon Collection, the MSCC Art Collection, the Glass Paperweight Collection, the American Cut Glass Association Collection, and various long-term loan collections containing various art glass, other art objects, antique furniture, art glass tools, and books and other works on paper. Safely pack and relocate to temporary storage for the Forsyth Center Galleries' collection. Perform registration file maintenance Identify necessary and unnecessary office and gallery items and store or purge Identify and obtain temporary exhibition, programming and office space for the Forsyth Center Galleries and staff. Work with architects and architect liaisons to determine design for renovated museum space Begin collection digitization planning

Findings (2008-2009) - Achievement Target: Met
We identified 110 N. Main St., Bryan TX, as the best option for temporary relocation. The building offers a high level of security and environment control for storage, thereby ensuring the safety of the collection. Storage space is approximately 2,300 sq ft. This increase in storage space is vital for the well-being of the collection. Prior to the relocation, Collection objects had been stored haphazardly, without protection, primarily in the exhibition space. The relocation has allowed us opportunity to analyze the storage protocols that were in place and revise them to meet best standards. In doing so, the collection now occupies, as it is correctly housed in boxes and crates, a significantly larger area. The temporary location will provides approximately XX square feet of exhibition space in two galleries at street level. This environment will offer magnificent opportunity to expand our collaborative efforts, to reach new and greater audiences, and to participate in community events and festivals such as "First Fridays," "Texas Reds," and "ArtWalk." After a site was identified, the majority of Collections activities were spent labeling, tracking, packing, and assuring
the safe transport of the Collection. Offices were moved to the new site July 21, 2009. Collections were moved to the new site July 20-August 1, 2009. We began collections digitization planning by writing a workplan, timeline, budget, schedule and applying for an National Endowment for the Arts Artistic Excellence Grant ($35,000) We have worked with architects and liaisons to determine design, placement and logistics for museum in renovated MSC.

O/O 7:Forsyth: Increase Marketing Initiatives
Forsyth: Increase print, electronic and broadcast media marketing of FCG programming

Relevant Associations:

Institutional Priorities:
1 Expand research and inquiry-based learning opportunities.
3 Enhance learning community opportunities.

Strategic Plans:
Texas A&M University
7 Increase access to intellectual resources.
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

Related Measure:

M 7:Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

Achievement Target:
Update and increase mailing list from 700 to 3000 Create new gallery and electronic brochures reflecting temporary relocation status - send to mailing list and/or electronic lists Design new website to be more easily navigable, informative, aesthetically pleasing and inclusive of new media programming initiatives Coordinate radio, television and print media interviews and article to promote programs and collection Produced exhibition and programming print and electronic announcements Presence at Historic Downtown Bryan’s monthly First Fridays and student orientations each semester Initiated exhibition receptions and continued football pre-game receptions

Findings (2008-2009) - Achievement Target: Met
Our mailing list has expanded from 600 to 3,500 student, faculty, staff, donors, and museum patrons. FY09 we sent announcements for Guatemalan Maya Weavers, Art From Real Life: TAMU Students Collect/Pieces From the Heart: Quilts from the Permanent Collection, (combined announcement), and Regional Juried Art Exhibition. We have designed and ordered a relocation announcement that will be sent to mailing lists Early October, 2009. In FY08, a new email marketing campaign was created using “Constant Contact” to promote the museum’s exhibitions, events, and to send out a monthly e-newsletter. The current list contains 300 contacts that are solicited through the web,
sign up lists, promotions, and in the Galleries. We will continue to use, and develop further, this marketing strategy with the hire of a new Communications Specialist. Currently, FCG sends marketing information to more than 45 contacts. Included are: press releases, announcements for online calendars; PSA's; television screen images displayed at the Academy for the Visual and Performing Arts; screensavers in the student computing labs; and direct e-mail to regional and national publications. FCG Director, Nan Curtis, appeared three times on KAMU TV Magazine with Sharon Colson and twice on KAMU Radio Brazos Arts with Penny Zent. The museum re-evaluated the structure and content of the FCG website. We have determined that a new design with greater content is necessary. Preliminary work was done in FY09 and we will continue to build the website with the hire of a new Communications Specialist. One addition to the website is the inclusion of a virtual exhibition that supplemented the Guatemalan Maya Weavers exhibition. We have received positive contact regarding the virtual exhibition, some of which has come from Africa and the Dominican Republic, testament to the effectiveness of new media initiatives as a form of outreach. With the relocation to a temporary venue, our print materials are obsolete. The Communications Coordinator was vacated in June, 2009. We have reclassified the position to Communications Specialist and expect to hire October, 2009. With the hiring of a new Communications Specialist we will create a strategy for better production and distribution of print marketing material such as rack cards, brochures, bookmarks, and more. First Friday's is a monthly event sponsored by the Downtown Business and Economic Development Association of the City of Bryan. Participating restaurateurs, merchants, taverns, musical venues, artisans and galleries keep extended hours (5:30-9:00) in a festive environment offering many street level demonstrations and activities. First Fridays has regularly drawn between 2,000 and 4,000 visitors monthly. Forsyth Center Galleries began participating in the City of Bryan's First Fridays in April, promoting the temporary relocation of the museum and offering hands-on activities. We were able to do so as collaborators with the Frame Gallery, in Bryan. Beginning September, 2009, we will offer hands-on activities at every First Friday at our temporary site. During the football season, Forsyth Center Galleries hosted receptions and tours of the galleries three hours before each home game. There were 2463 total visitors for the seven football game days. Football reception programming included docent tours, "Find the Pig," MSC Director's Office post-game receptions and extended hours. Exhibitions receptions were as follows: · Guatemalan Maya Weavers, October 16-December 15, 2008. Progressive reception in collaboration with J. Wayne Stark Galleries · Art From Real Life: TAMU Students Collect/Pieces From the Heart: Quilts from the Permanent Collection, January 20-March 13, 2009 · Regional Juried Art Exhibition, March 27-May 11, 2009

O/O 8:Forsyth: Update museum exhibitions
Forsyth: Provide an increased and more dynamic schedule of exhibitions

Relevant Associations:

Institutional Priorities:
1 Expand research and inquiry-based learning opportunities.
2 Enhance small class opportunities for freshmen.
3 Enhance learning community opportunities.
4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.
5 Enhance course delivery via technology-mediated instruction.

Strategic Plans:
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
4 Build the Letters, Arts and Science Core.
5 Build on the tradition of the professional education.
6 Diversify and globalize the A&M community.
7 Increase access to intellectual resources.
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

Related Measure:

M 8: Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

Achievement Target:
Increase exhibitions schedule from 1 temporary exhibition/semester to 2 temporary exhibitions/semester create at least 1 virtual exhibition/academic year and present on website begin filming artist demonstrations for eventual podcast/website/other new media initiative Implement Regional Juried Exhibition Begin organizing traveling exhibition of ACGA collection

Findings (2008-2009) - Achievement Target: Met
In accordance with the Runyon Agreement, Runyon funded temporary exhibitions demonstrate the breadth, depth and multiculturalism of the Collection in conjunction with related loans of art. we organized three fall semester temporary exhibitions, and three spring semester temporary exhibitions. · The Ash Can School ; January 14-October 10, 2008 · Pressed Glass ; March 3-October 10, 2008 · Siempre! Hispanics at Texas A&M Celebrating 130 Years; September 9-December 14, 2008 · Flowers by Amanda Krenek; September 26-December 10, 2008 · Guatemalan Maya Weavers; October 16-December 15, 2008 · Art From Real Life: TAMU Students Collect; January 20-March 13, 2009 · Pieces From the Heart: Quilts from the Permanent Collection; January 20-March 13, 2009 · Regional Juried Exhibition; March 27-May 11, 2009 In addition to temporary exhibitions, we maintained exhibition of a significant number (approx. 800-915) of objects from the permanent collection and long-term loans. These objects were drawn from: The Bill and Irma Runyon Art Collection The American Cut Glass Association [National] Collection (cut glass, glassmaking tools) The D.C. Smith Collection (glass paperweights) Anonymous private collection (French art glass) The exhibition Guatemalan Maya Weavers was also presented as a virtual exhibition made available on our website October 1, 2009. It's availability will continue indefinitely. Two artist demonstrations were filmed and are in the process of being edited: Houston Studio Glass (glass blowing) and Pepe Herrmann (Cut Glass). The Galleries continue as managers of record and repository for the ACGA Collection of American cut glass. In November, ACGA President directed that FCG
must coordinate a traveling exhibition in order to continue housing the collection of cut glass. An exhibition was made to, and accepted by, the Ann Arbor District Library and the University of Michigan's Gift of Arts Program. ACGA would be responsible for providing funds for shipping. When presented to the ACGA board by the ACGA President, the exhibition was rejected. Subsequently, we have informed that the ACGA must establish a maintenance fund for their collection. The ACGA has provided funds sufficient to house the collection through FY10, with a pledge for additional funds to house through FY12.

O/O 9:Forsyth: Update museum programing
Forsyth: Provide an increased and more dynamic schedule of educational programing

Relevant Associations:

Institutional Priorities:
1. Expand research and inquiry-based learning opportunities.
2. Enhance small class opportunities for freshmen.
3. Enhance learning community opportunities.
4. Expand off-campus opportunities, such as internships, study-abroad, and service-learning.
5. Enhance course delivery via technology-mediated instruction.

Strategic Plans:
Texas A&M University
3. Enhance the Undergraduate Academic Experience.
4. Build the Letters, Arts and Science Core.
5. Build on the tradition of the professional education.
6. Diversify and globalize the A&M community.
7. Increase access to intellectual resources.
8. Enrich our campus.
11. Attain resource parity with the best public universities.

Related Measure:

M 9:Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

Achievement Target:
Increase educational programming to 4-5 FCG coordinated events per month during the academic year, including two new programs: Aggie Visionaries and Forsyth Fridays Begin planning trunk program as outreach initiative Continue home football pre-game receptions and educational tours Conduct one Cultural Trip per academic year Continue Aggie Docent program Utilize social networks as means to increase visibility among student population Continue to offer galleries to campus and non-campus groups for event hosting Begin filming artist demonstrations for eventual podcast/website/other new media initiatives

Findings (2008-2009) - Achievement Target: Partially Met
During the seven months we were open in the 2008/2009 period, the
Forsyth Center Galleries hosted and made available for campus and non-campus groups 151 scheduled events that drew 3893 visitors. Events included: student group activities, retirement events and other staff events, musical recitals, tours for children, collectors meetings, university class sessions, and more. While Aggie Visionaries and Forsyth Fridays programs were implemented, we did not meet our goal of 4-5 FCG coordinated events per month. Aggie Visionaries: "Sumedh Mankar's Etched Glass" Student Lecture, 9/8 2008 "Ricardo Solar, Painting" Student Lecture 10/6/08 "Barrett Davis, Architecture and Painting" Student Lecture, 11/10/08 "Brant Moore, Painting" Student Lecture, 2/2/09 "Ivan Farr, "photography and painting" Student Lecture, 3/9/09 Forsyth Fridays: Vase Painting 9/19/08 Chinese lantern painting, 10/31/08 Handmade Valentines, 1/24/09 We did not begin planning a trunk program FCG conducted a Prague Cultural Trip, March 13-21, 2009. Activities included a day trip to Dresden, Germany's Gemaldegalerie, containing one of the most important collections of paintings in the world; a day trip to Karlovy Vary and the Moser Glass Factory; touring and viewing the collections of the Prague Museum of Decorative Arts, The Mucha Museum, The Kafka Museum; Attending a Ballet at the National Theatre and Mozart's Opera Marriage of Figaro at its 18th century premiere venue, the Estates Theatre (first opera and first ballet for each student); Tour of Prague Castle and St. Vitus Cathedral; Tour Prague's Old Town, Charles Bridge, Astronomical Clock, New Town, and Wenceslas Square; and traveling and interacting with people from another culture and language. The Aggie Docents participated in the opening reception of Guatemalan Maya Weavers. Moreover, Four Aggie Docents self-curated an exhibition featuring objects from their own collections and provided interpretive text that discussed the relevance of their collections and their experiences with the Runyon Collection. Additionally, some Aggie Docents were throughout the year available to lead visitor tours of the Galleries. During the football season, Forsyth Center Galleries hosted receptions and tours of the galleries three hours before each home game. Some Aggie Docents were present to provide tours and to interact with visitors. Docents were scheduled to attend a special Docent Art Trip on October 25, 2008. The trip was cancelled by FCG Program Coordinator. We began implementing social networks as a means to increase visibility among the student population, however the efforts to maintain the program were minimal.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Programming Plan**

*Established in Cycle: 2008-2009*

Preliminary trunk program planning to begin spring 2010, implementation of the program goal is 2011.

We have lowered our goa...

**O/O 10:Forsyth: Fundraise**

Forsyth: Increase funding for the development of our collections, facilities, staffing, operations and information technologies resources
Relevant Associations:

Institutional Priorities:
1. Expand research and inquiry-based learning opportunities.
2. Enhance small class opportunities for freshmen.
3. Enhance learning community opportunities.
4. Enhance course delivery via technology-mediated instruction.

Strategic Plans:
Texas A&M University
3. Enhance the Undergraduate Academic Experience.
4. Build the Letters, Arts and Science Core.
5. Build on the tradition of the professional education.
6. Diversify and globalize the A&M community.
7. Increase access to intellectual resources.
8. Enrich our campus.

Related Measure:

M 10:Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

Achievement Target:
Increase funding for the development of our collections, facilities, staffing, operations and information technologies resources via repairing, renewing and obtaining new donor relations, and via grant applications

Findings (2008-2009) - Achievement Target: Met
We increased funding by cultivating new donors and by obtaining grant funding as follows: · Individual Commitment (Texas) for MSC Forsyth Center Galleries "storage and maintenance of ACGA collection." $5,000 (additional pledge of $5,000 for 1/10 and 1/11) · Texas Commission on the Arts, Arts Respond Grant 1,500 · Arts Council of Brazos Valley minimum of $1,500 We have also submitted an application for a National Endowment for the Arts, Artistic Excellence grant to support a digitization project. Requested funds are 35,148.00. Decisions regarding awards will be made by the NEA in April, 2010.

O/0 11:Forsyth: Staff
Forsyth: Address and resolve deficiency of staffing needs

Relevant Associations:

Strategic Plans:
Texas A&M University
2. Strengthen our graduate programs.
7. Increase access to intellectual resources.
11. Attain resource parity with the best public universities.

Related Measure:
M 10:Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

**Achievement Target:**
Address and resolve deficiency of staffing needs by hiring collections manager, graduate assistant, and administrative assistant

**Findings (2008-2009) - Achievement Target: Partially Met**
A Collections Manager was hired 11/08 Graduate Assistant was hired 8/08 Funds reserved for Administrative Assistant were reallocated to support funding for renovation temporary relocation. The vacancy of our Communications Coordinator allowed us to reclassify the position to Communications Specialist, who will perform administrative support duties. This position is expected to be filled October 2009.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Action Plan Detail* section of this report.

**Salary savings / Reclassification**
*Established in Cycle: 2008-2009*

Funds reserved for Administrative Assistant were reallocated to support funding for renovation temporary relocation. The vaca...

G 5:Enhance skill sets of those we serve
Helping those we serve enhance their skill sets to better prepare them for the future

O/O 5:OPAS: Revise philosophy
OPAS: Revise philosophy and mechanisms for selection of programs

**Relevant Associations:**

**General Education/Core Curriculum:**
2 Demonstrate critical analysis skills
3 Communicate effectively in writing and speaking

**Strategic Plans:**
Texas A&M University
9 Build community and metropolitan connections.

**Related Measure:**

**M 5:OPAS: Revise philosophy**
OPAS: Revise philosophy and mechanisms for selection of programs

Source of Evidence: Efficiency

**Achievement Target:**
Optimum attendance at meetings and better participation on committees
Findings (2008-2009) - Achievement Target: Met
We had fewer meetings of the program committee and utilized on-line resources to discuss potential programs. Attendance at the few meetings we had was much better as a result.

O/O 8:Forsyth: Update museum exhibitions
Forsyth: Provide an increased and more dynamic schedule of exhibitions

Relevant Associations:

Institutional Priorities:
1 Expand research and inquiry-based learning opportunities.
2 Enhance small class opportunities for freshmen.
3 Enhance learning community opportunities.
4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.
5 Enhance course delivery via technology-mediated instruction.

Strategic Plans:
Texas A&M University
3 Enhance the Undergraduate Academic Experience.
4 Build the Letters, Arts and Science Core.
5 Build on the tradition of the professional education.
6 Diversify and globalize the A&M community.
7 Increase access to intellectual resources.
8 Enrich our campus.
9 Build community and metropolitan connections.
11 Attain resource parity with the best public universities.

Related Measure:

M 8:Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards

Achievement Target:
Increase exhibitions schedule from 1 temporary exhibition/semester to 2 temporary exhibitions/semester. Create at least 1 virtual exhibition/academic year and present on website begin filming artist demonstrations for eventual podcast/website/other new media initiative. Implement Regional Juried Exhibition. Begin organizing traveling exhibition of ACGA collection.

Findings (2008-2009) - Achievement Target: Met
In accordance with the Runyon Agreement, Runyon funded temporary exhibitions demonstrate the breadth, depth and multiculturalism of the Collection in conjunction with related loans of art. We organized three fall semester temporary exhibitions, and three spring semester temporary exhibitions.

- The Ash Can School; January 14-October 10, 2008
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- Siempre! Hispanics at Texas A&M Celebrating 130 Years; September 9-December 14, 2008
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O/O 9:Forsyth: Update museum programming
Forsyth: Provide an increased and more dynamic schedule of educational programing

Relevant Associations:

Institutional Priorities:
1 Expand research and inquiry-based learning opportunities.
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11 Attain resource parity with the best public universities.

Related Measure:

M 9:Forsyth: Professional Standards
Forsyth: Meet standards set by American Association of Museums

Source of Evidence: Professional standards
Achievement Target:
Increase educational programming to 4-5 FCG coordinated events per month during the academic year, including two new programs: Aggie Visionaries and Forsyth Fridays Begin planning trunk program as outreach initiative Continue home football pre-game receptions and educational tours Conduct one Cultural Trip per academic year Continue Aggie Docent program Utilize social networks as means to increase visibility among student population Continue to offer galleries to campus and non-campus groups for event hosting Begin filming artist demonstrations for eventual podcast/website/other new media initiatives

Findings (2008-2009) - Achievement Target: Partially Met
During the seven months we were open in the 2008/2009 period, the Forsyth Center Galleries hosted and made available for campus and non-campus groups 151 scheduled events that drew 3893 visitors. Events included: student group activities, retirement events and other staff events, musical recitals, tours for children, collectors meetings, university class sessions, and more. While Aggie Visionaries and Forsyth Fridays programs were implemented, we did not meet our goal of 4-5 FCG coordinated events per month. Aggie Visionaries: "Sumedh Mankar's Etched Glass" Student Lecture, 9/8 2008 "Ricardo Solar, Painting" Student Lecture 10/6/08 "Barrett Davis, Architecture and Painting" Student Lecture, 11/10/08 "Brant Moore, Painting" Student Lecture, 2/2/09 "Ivan Farr, "photography and painting" Student Lecture, 3/9/09 Forsyth Fridays: Vase Painting 9/19/08 Chinese lantern painting, 10/31/08 Handmade Valentines, 1/24/09 We did not begin planning a trunk program FCG conducted a Prague Cultural Trip, March 13-21, 2009. Activities included a day trip to Dresden, Germany's Gemaldegalerie, containing one of the most important collections of paintings in the world; a day trip to Karlovy Vary and the Moser Glass Factory; touring and viewing the collections of the Prague Museum of Decorative Arts, The Mucha Museum, The Kafka Museum; Attending a Ballet at the National Theatre and Mozart's Opera Marriage of Figaro at its 18th century premiere venue, the Estates Theatre (first opera and first ballet for each student); Tour of Prague Castle and St. Vitus Cathedral; Tour Prague's Old Town, Charles Bridge, Astronomical Clock, New Town, and Wenceslas Square; and traveling and interacting with people from another culture and language. The Aggie Docents participated in the opening reception of Guatemalan Maya Weavers. Moreover, Four Aggie Docents self-curated an exhibition featuring objects from their own collections and provided interpretive text that discussed the relevance of their collections and their experiences with the Runyon Collection. Additionally, some Aggie Docents were throughout the year available to lead visitor tours of the Galleries. During the football season, Forsyth Center Galleries hosted receptions and tours of the galleries three hours before each home game. Some Aggie Docents were present to provide tours and to interact with visitors. Docents were scheduled to attend a special Docent Art Trip on October 25, 2008. The trip was cancelled by FCG Program Coordinator. We began implementing social networks as a means to increase visibility among the student population, however the efforts to maintain the program were minimal.

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Action Plan Detail* section of this report.

**Programming Plan**  
*Established in Cycle: 2008-2009*

Preliminary trunk program planning to begin spring 2010, implementation of the program goal is 2011.

We have lowered our goals to 4 educational programs monthly, including First Fridays activities. Programming Plan to be developed by May 2010 to facilitate programming. Student workers to maintain social networking subscriptions.

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

**Programming Plan**  
**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
*Measure:* Forsyth: Professional Standards  
*Outcome/Objective:* Forsyth: Update museum programming

**Implementation Description:** We expect to begin full implementation of 4 programs/month January 2010. We will have student workers maintain our social networking subscriptions beginning October 2009. Preliminary trunk program planning to begin spring 2010, implementation of the program goal is 2011. Programming Plan to be developed by May 2010  
**Completion Date:** 12/31/2009  
**Responsible Person/Group:** Myiesha Gordon, MSC Forsyth Center Galleries Programming Coordinator

**Salary savings / Reclassification**  
Funds reserved for Administrative Assistant were reallocated to support funding for renovation temporary relocation. The vacancy of our Communications Coordinator allowed us to reclassify the position to Communications Specialist, who will perform administrative support duties. This position is expected to be filled October 2009

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
*Measure:* Forsyth: Professional Standards  
*Outcome/Objective:* Forsyth: Staff
Completion Date: 09/30/2009
Responsible Person/Group: Nan Curtis, Director
<table>
<thead>
<tr>
<th>GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be the premiere campus side programming body</td>
</tr>
<tr>
<td>Acquire and leverage resources and capabilities to fulfill the anticipated needs of the evolving campus</td>
</tr>
<tr>
<td>Evaluate the quality and effectiveness of our programs and services and their impact on the Texas A&amp;M community</td>
</tr>
<tr>
<td>Provide state of the art technology and facilities to prepare students to lead and interact in a global environment</td>
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<tr>
<td>Model an inclusive, welcoming environment that encourages the holistic development of the students.</td>
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<tr>
<td>Prepare students for the future by providing experiential learning opportunities and leadership development</td>
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<thead>
<tr>
<th>RATING</th>
<th>4</th>
<th>4</th>
<th>4</th>
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<th>2.5</th>
<th>4.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVIDENCE</td>
<td>1) Different types of programs out of our Union. 2) BHM Campaign presented at national conference</td>
<td>1) High program productions</td>
<td>1) Events management. 2) outlet for evaluation, creates historical database, assessments with SLS on programs</td>
<td>1) Old furnishings, SMALL spaces</td>
<td>1) Provide wide variety of communication. 2) Learning contracts</td>
<td>1) Task, accomplishments, testimonies, feedback, Weave Online, other assessments (learning contracts, entrance/exit.) 2) Involvement and feedback of Former Students.</td>
</tr>
<tr>
<td>NEXT STEP</td>
<td>1) Tell our story more broadly and more effectively. 2) We have specific marketing strategies</td>
<td>1) Consider capabilities as we leverage resources</td>
<td>1) Specific evaluations to measure impact. 2) Utilize and share information</td>
<td>1) Creative wall space to promote inclusiveness</td>
<td>1) Global perspective. 2) Embrace the whole person</td>
<td>1) Diversity programs and experiences as well as program to a larger audience. 2) Actively seek out feedback from Former Students as to what we can do better</td>
</tr>
<tr>
<td>VISION</td>
<td>Anticipating the needs of the unique populations we serve</td>
<td>Leveraging resources and capabilities to fulfill the needs of the evolving campus community</td>
<td>Continuously evaluating the quality of our services</td>
<td>Providing state of the art technology and facilities allowing global interaction</td>
<td>Helping those we serve enhance their skill sets to better prepare them for the future</td>
<td>Setting the standard of excellence for college and university unions</td>
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<tr>
<td>Rating</td>
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<td>4</td>
<td>3.5</td>
<td>1</td>
<td>4</td>
<td>4,2.5,3.3,3.5,4,4</td>
</tr>
<tr>
<td>Evidence</td>
<td>1) We excel at leadership development 2) Improved in global and cultural programming 3) Surveys, assessments, testimony, focus groups, program participation, attendance and response. 4) Trending (ACU-1), student input, proactive, customer survey results, Program attendance</td>
<td>1) Fundraising successes.</td>
<td>1) CPR and Weave Online</td>
<td>1) What is global interaction? Don't control technology only on our User Committee. 2) Don't control building only on Use Committee.</td>
<td>1) Student feedback</td>
<td>1) Successful SILOS; strength of advisors and staff; programming. 2) Variety and strength. 3) Student leadership development and applied learning. 4) Consistently great programming. 5) Adequate services to students 6) Internal + student evaluations, external. Former student support. 7) Structure of involvement; depths of student involvement. 8) Diversity of programs and services. 9) Fundraising (AFS support and individual FS).</td>
</tr>
<tr>
<td>Next Step</td>
<td>VISION</td>
<td></td>
<td></td>
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<td>-----------</td>
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<tr>
<td><strong>1)</strong> Student voice. <strong>2)</strong> Program for a broader audience. <strong>3)</strong> Need to prepare students for life outside of Texas. <strong>4)</strong> Improve the Art education. <strong>5)</strong> Use past data. <strong>6)</strong> Intentionally planning based on assessments. <strong>7)</strong> Increased collaboration to help fill needs. <strong>8)</strong> Continual conversation with student union peers. <strong>9)</strong> Info sharing.</td>
<td><strong>1)</strong> Utilize or play to our strengths. <strong>2)</strong> Maybe assess the needs more effectively. <strong>3)</strong> Evolve with the campus (willing to change)</td>
<td></td>
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<tr>
<td><strong>1)</strong> Applying results, share results at staff meetings, share OPAS and Box Office and Art</td>
<td><strong>1)</strong> Take advantage of our personal office space within building. <strong>2)</strong> Make commitment to create strong partnerships with parties &quot;in control&quot;.</td>
<td></td>
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<tr>
<td><strong>1)</strong> Better assessment</td>
<td><strong>1)</strong> Control of facilities or stronger partnership. <strong>2)</strong> do less and be great at it. <strong>3)</strong> limit external influences. <strong>4)</strong> open-minded. <strong>5)</strong> control of facilities greater partnership. <strong>6)</strong> enhancing collaboration efforts-SSF &amp; other. <strong>7)</strong> willingness to develop new programs or delete programs. <strong>8)</strong> more &amp; more convenient services;create connections b/w what we each do to what we all do. <strong>9)</strong> Unity.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Rating</td>
<td>Gateway</td>
<td>Linking tradition and tomorrow</td>
<td>A place for the Aggie family</td>
<td>To connect with the past</td>
<td>Experience the present</td>
<td>And prepare for the future</td>
</tr>
<tr>
<td>--------</td>
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<td>--------------------------------</td>
<td>----------------------------</td>
<td>--------------------------</td>
<td>------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Rating</td>
<td>4</td>
<td>4.5</td>
<td>4.5</td>
<td>4</td>
<td>4.5</td>
<td>4</td>
</tr>
</tbody>
</table>
| Evidence | 1) Variety of programs.  
2) new experiences. | 1) Integration of former students & historical knowledge with current students' needs and interests. | 1) Face/spirit of building.  
2) staff special events.  
3) utilize space for all TAMU community.  
4) open events.  
5) gameday tailgates. | 1) Embrace our history | 1) Programming around current issues.  
2) budget cuts.  
3) former students at football games. | 1)Our students are empowered to be left in charge when needed.  
2) projects, tasks, work assign. In addition to programs.  
3) student worker base and graduate students. |
| Next Step | 1) More staff | 1) Constantly re-assess traditional aspects to make sure they align with current students' needs. | 1) SPO information booth.  
2) diversity of programs | 1) Open to change.  
2) acknowledge the full history. | 1)Provide a consistant welcome environment. | 1) diversify programs and content so that we can positively impact a larger audience.  
2) ensure that student workers/GA's across the board are r/c equal/intentional development. |
<table>
<thead>
<tr>
<th>Rating</th>
<th>We enhance to lives of students and other</th>
<th>By promoting continuous growth</th>
<th>Through campus-wide programs</th>
<th>Services</th>
<th>and leadership development opportunities</th>
<th>offered in a vibrant physical environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>3.5</td>
<td>5</td>
<td>4</td>
<td>4.8</td>
<td>4</td>
</tr>
<tr>
<td>Evidence</td>
<td>1) Exposure to the Arts; student feedback. 2) providing opportunity to connect. 3) witness their growth 4) success in future endeavors.</td>
<td>1) Student development. 2) work with students</td>
<td>1) Student rule support 2) breadth of programs. 3) # of programs per year</td>
<td>1) Good customer service. 2) high usage</td>
<td>1) committee leadership. 2) leadership conferences</td>
<td>1) Students have been actively involved in the renovation process and are eagerly anticipating the reopening. 2) attention has not been impacted by the move. 3) Students still remain involved without the physical building</td>
</tr>
<tr>
<td>Next Step</td>
<td>1) Look outside of our circle. 2) more of everything that was previously stated.</td>
<td>1) Programs and the growth they provide. 2) developmental opportunities for staff</td>
<td>1) Evaluate programs for improvement. 2) change or removal</td>
<td>1) Better definition</td>
<td>1) Communicating the value</td>
<td>1) Maximize and plan for new space (programming &amp; office space). 2) Re-educate the Aggie family on the tradition, history, and significance of the MSC.</td>
</tr>
</tbody>
</table>
## Core Values

<table>
<thead>
<tr>
<th>Excellence</th>
<th>Collaboration</th>
<th>Respect</th>
<th>Loyalty</th>
<th>Diversity</th>
<th>Developing the whole person</th>
<th>Service</th>
<th>Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using word in definition</td>
<td>Wording needs to be better articulated</td>
<td>Loyalty wasn't defined correctly or articulated well</td>
<td>We are committed to a culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ties closely to premiere programming and our work</td>
<td>Definition is muddy-need clarification</td>
<td>Not reader friendly</td>
<td></td>
<td></td>
<td></td>
<td>Well Defined</td>
<td></td>
</tr>
<tr>
<td>Quality of effort doesn't need to be a measurement</td>
<td>Value working together and partnering with others and cherish these partnerships</td>
<td>Questioned often and difficult to encapsulate</td>
<td></td>
<td></td>
<td></td>
<td>We understand it and think other will as well</td>
<td></td>
</tr>
<tr>
<td>Dave Salmon volunteered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>We can easily articulate it</td>
<td></td>
</tr>
<tr>
<td>Review how A&amp;M defines it and articulates it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Division of Student Affairs  
Texas A&M University  
Leadership Syndicate Final Report  
December 9, 2011

The Leadership Syndicate was tasked with increasing communication, coordination, collaboration, and cooperation between and among departments in the Division of Student Affairs pertaining to leadership programs. An oversight group consisting five department heads (see Appendix A) provided leadership and direction. The Leadership Syndicate was developed as a working group and included a wide range of staff members in areas in the division who had an interest or investment in leadership (see Appendix A for membership list).

As a leadership committee, the Syndicate spent time understanding each other’s strengths and how they could individually contribute to the purpose of the group. A daylong retreat was held where the purpose and goals of the group were identified and clarified. One goal was to brainstorm factors that lead to duplication of leadership programs and services in the division. Factors included: history driving current practice, student organization culture, silos, size of the institution, lack of awareness, and lack of intentionality. This brainstorming session brought important topics to the discussion of duplication and contributed to an honest assessment of reasons why they occur (see Appendix B for brainstorming notes).

Another priority of the Syndicate was to clarify language amongst the committee and provide categories for further understandings of programs in the division. The operational definition of leadership used by the Syndicate included: the offering of broad opportunities for students to learn, engage, and apply principles of leadership. Specifically, the goal of leadership in the division is leadership learning. Leadership learning, as defined by Roberts and Allen (2011) and utilized by the Syndicate, includes leadership training, education, and development (see Appendix C for notes and reference). Leadership learning is classified as activities designed to develop an individual or group’s ability to perform practical skills that facilitate effective leadership; this would include activities such as Residence Life Resident Assistant training. Leadership education is defined as a series of training interventions designed to enhance the knowledge, skills, and abilities of individuals interested in engaging in leadership; this would include for example Student Activities Emerging Leaders program or leadership courses offered through the division such as the Corps of Cadets SOMS classes. Lastly, leadership development
is classified as a continuous, systematic process designed to expand the capacities and awareness of individuals, groups, and organizations in an effort to meet shared goals and objectives; for example MSC FISH would be included in this category.

Based off the three categories of leadership learning, an inventory of student leadership programs, activities, and events within the division was conducted. The results included an extensive list, however, not exhaustive. This list included what department it was held within, the program type (staff or student driven, class, student worker or other), program purpose, learning outcomes, scholarship/theory base and targeted student audience (classification, gender, ethnicity). Additionally, the Syndicate looked at how and when students get involved in the programs, activities, or events (recruitment timeline, registration, application, fee, etc.). Advisors and staff members were also asked if there were areas they viewed as opportunities for enhanced collaboration. To further understand the impact of student learning through leadership programs, the list of programs was aligned with Texas A&M’s Undergraduate Student Learning Outcomes. Finally, the Syndicate researched and contacted Academic Departments to compile a list of leadership programs within colleges. In summation, we have a great deal of data.

**Findings**

**Benefits of the Leadership Syndicate**

The Syndicate found that the meetings provided a great opportunity for different departments within the division to learn about different perspectives and to see what others are doing for leadership learning and development. Additionally, developing a common language for leadership was a positive result and proved that students at Texas A&M develop as leaders through a wide-range of experiences and programs.

**The Four C’s**

**Challenges.**

The first challenge identified by the Syndicate was existing department silos within the division. These silos may have been the result of departments’ history, endowments, or traditions that develop an entrenchment in their programming and a certain way of making decisions. Departments need to be willing to change and challenge the past customs to work together with other areas in the division. This could require a culture shift throughout the
division and would take a significant time to fully accomplish greater communication, coordination, cooperation, and collaboration.

The silos may have been a prompter to our second challenge, duplication amongst leadership programs. Duplication of program types was identified as existing in various departments. These duplications ranged from leadership conferences to service programs to tradition programming. However, the Syndicate identified a positive value of the amount of leadership programs on Texas A&M’s campus because of the large student population. There may be a need for duplication to reach and provide more students the opportunity for leadership development. For example duplication may be merited in freshman leadership organizations or community service opportunities. Further assessment needs to be conducted to determine actual student participation or repetition within leadership programs and will be described in the opportunities section below.

The duplications led to our third finding of the need for education with our students. Many times students have significant power in decision-making within organizations or leadership programs and saying no to them can be difficult. Student leaders desire to leave a legacy within their organization and make positive change; however, challenging the students to identify how each program, event, or activity contributes to the purpose of the organization will help reduce mission creep. Educating student leaders on the impact of duplicated efforts may include understanding efficiencies, finances, effectively utilizing campus resources, advisor time, and student time.

Not only did the Syndicate identify a need for student education, but the final finding included a need for advisor or staff education. Staff members and advisors should be aware of the various organizations and leadership programs throughout the Division to be able to identify opportunities for the four C’s. Training and providing awareness will assist with reducing duplication and increasing cooperation, coordination, communication and possible collaboration, specifically, with new staff members or advisors. Additionally, communication was identified as a particular challenge and the need to share what is happening with leadership programs is important.
Opportunities.

One opportunity for further assessment includes understanding who is actually participating in our leadership programs and whether we are serving a diverse population. This assessment can also assist in understanding how many students are repeating involvement in various leadership programs rather than understanding how many different, individual students are involved. This will assist in further understanding the type of student we are serving and how we can better serve them. Sustained assessment is suggested to document student leader learning and continue to be aware of current leadership programs in the division.

Another opportunity of growth is marketing to the students we serve and improving educational efforts. Marketing of the leadership programs, events, and activities can be enhanced to educate students on how to get involved in leadership learning opportunities. A centralized website of all leadership program opportunities would be an effective solution so students can go to one location and decide what to get involved in. This website can serve as an education tool by directing students to skills learned from involvement in each organization and how that has potential for their future. The website can feature either division-wide leadership learning outcomes or an alignment with the Undergraduate Student Learning Outcomes. This can serve as an opportunity for cooperation amongst a wide-range of departments and provide a simpler marketing strategy.

Improved coordination was also identified as an opportunity across leadership programs. A common organization application process and potentially shared retreat sites, transportation, or food services was suggested. Additionally, a need for increased opportunities for interaction between sponsored student organization advisors was identified as a way to create increased discussion on the four C’s. It is important to recognize that areas for increased education exist on campus currently and include Student Leader Learning Outcomes Project (SLLO) and Student Organization Development and Assessment Team (SODAT). To improve student education, creating opportunities for student leaders in sponsored student organizations to gather together and create a forum of discussion for timely and relevant topics (i.e. hazing, alcohol, budget, marketing, etc.) was also suggested.

The Syndicate’s final opportunity focused more on a division-wide initiative for increased leadership learning and included opportunities for a co-curricular capstone course for student leaders and a certificate program in partnership with Academic Affairs. The Syndicate
discussed the need for students to articulate what they have gained from their leadership experiences, how it applies to their classroom experiences, and how it can apply to their future career. This division-wide initiative would require a clarity and vision of student learning outcomes as a result of students’ involvement in co-curricular leadership programs. However, to recommend this opportunity, clarification and discussion is needed from the Office of the VPSA on the potential development of a center for leadership instruction through the Corps of Cadets.

**Recommendations**

The committee spent a lot of time researching and surveying leadership programs, which resulted in a clearer understanding across Syndicate members. However, the Syndicate mainly focused discussions around opportunities of collaboration. The oversight group recognized the further need of education across the division on what the four C’s actually mean. At first, the Syndicate viewed collaboration as collaborating with departments and programs that already existed or an event that already occurred. For example, collaborating and combining resources when a conference or retreat occurred on the same weekend. The true definition eventually surfaced as collaborating on new initiatives and using current information to create something new. It is important that staff members and advisors understand how to integrate the four C’s into their day-to-day practices. Furthermore, communication could have been discussed further because there are areas of growth between department communications amongst leadership programs.

The Syndicate suggests a committee be formed to further develop the stated opportunities and bring them to fruition. Suggestions for this committee would be to: develop a plan for implementation for student leadership development in the division, educate division staff and student organization advisors in order to create a common language for leadership development, and further assess opportunities for high impact practices. Additionally, many of the Syndicate members requested for a group from different departments to meet annually or bi-annually to discuss leadership program updates, further communication, and to explore new trends in leadership. These two groups would have distinct differences but still function with essential purposes.
Appendix A

Division of Student Affairs
Leadership Syndicate
2010 - 2012

MEMBERSHIP:

- Student Activities – Matt Starcke
- MSC – Katy King
- Greek Life – Tammie Preston-Cunningham
- DMS – Lesley Ann Brown/Dr. Alan Sutton (6/11)
- Res Life – Dr. Craig Rotter
- Rec Sports – Sikirat Kazeem
- Student Life – Meredith Malnar
- Student Life Studies – Kelly Cox
- Corps of Cadets – Col. Byron Stebbins
- Women’s Resource Center – Dr. Merna Jacobsen
- Directors’ Team
  - Bill Stackman – Student Activities – Chair
  - Ann Goodman – Greek Life
  - Jake Betty – Corps of Cadets
  - Luke Altendorf – MSC
  - Sandi Osters – Student Life Studies
Appendix B

After a brainstorming session, LS members identified six overall factors that lead to or are perceived to have lead to department efforts or programs being duplicated or a lack of collaboration. The common themes recognized were: FEAR * EGO ("It’s Personal") * BATTLING PERCEPTIONS * REPUTATION * COMPETITION (money, space, recognition, rewards) * POLITICS

These were derived from the following factors that were recognized on Tuesday May 31, 2011

HISTORY DRIVES PRACTICE
1. History driven
2. Disrespect history / former students
   if you don’t do something
3. Funding
4. Politics
5. Power and Influence’
6. Fear of losing…
   a. Job
   b. Tradition
   c. Power
   d. Public support
7. It becomes personal
   a. Don’t want to be “that” person that changes something = especially if it is bad
   b. Loss of reputation or focus of controversy

DIVISION LEADERSHIP ISSUES
1. Who is driving?
   a. Political
   b. State
   c. Board of Regents
   d. Provost
2. Lack of Faith
   a. Out of element
   b. Directors fear – no safety net
   c. Trying to prove something
   d. I told you so…
   e. “For the kids”… not able to think holistically… they are our students… not friends
   f. Tough choices may not be what “they” want but is what “they” need.
3. History of decentralization as a leadership approach in the division
4. Pressure from former members/former students
5. Pressure on department heads / directors to perform
6. Implied expectations
7. Administrative Priorities (focus areas)
8. Reward system
   a. What is cherished
   b. What is actually rewarded

STUDENT ORGANIZATION CULTURE
1. Students want it & are willing to fund it, put the work into it, etc.
2. Lack of clearly defined student organization missions
3. Student organization mission creep – duplication of stu orgs
4. Student organization culture (i.e. # of members, types of students)
5. Student organization that has a revolt – angry members start a new group
6. Student comfort zones
7. Duplication by large/sponsored orgs because they can, because they have $$$, relationships, etc.
8. Current needs are not being met – students seek ways to make things happen

SILOS
1. Separate Departments
2. Organizational Silos
3. Unwillingness to work with others
4. Territoriality – Empire building
5. Mission Creep among departments
6. Power & Control – those who seek it and those who have it

HISTORY DRIVING CURRENT PRACTICE
1. Personality/historical differences
2. Leadership being a core value at A&M and it’s in the purpose statement
3. Lack of consistency from one staff member to the next
4. Historical cycles of program existence
5. Tradition: We’ve always done it (even if we haven’t)
6. History of the institution (i.e. leadership, service, & sacrifice)
7. Historic structures (i.e. Corps, MSC, DMS…)

SIZE OF THE INSTITUTION
1. Communicating on what one another is doing (so large)
2. A need to provide many opportunities for students
3. Being a big school with many students
4. Size of the institutions

5. Populations size – one program can’t serve all

CAN’T SAY NO
1. We can’t say “NO” II
2. We cannot legally say no – recognition

LOSS OF RESOURCES
– FEAR THAT THEY WILL BE LOST
1. We could afford duplication
2. University / Division/ SSFAB continues to fund duplicate programs
3. Fear of loss of resources

LACK OF AWARENESS
1. Unaware of any problems resulting from duplication
2. Lack of communication/awareness of duplication
3. Lack of communication about programs

EGO
1. Personal agendas / areas of passion for advisors
2. Source of pride “My legacy”

PROGRAMS ARE NOT DUPLICATED
1. Current programs don’t meet needs of sub-populations
2. Current programs are not viewed as duplicates of another
3. There is a perceived difference in the program

NEW INITIATIVES AS PER A PRESIDENT OR...
1. The rise of academic organizations

LACK OF INTENTIONALITY
2. Lack of intentionality to see what others are doing to avoid duplication

Appendix C
Leadership in the Division of Student Affairs: A Model for Consideration

The goal of leadership in the Division of Student Affairs is leadership learning. Leadership is learned through experience, organization environment, background and culture, and the process of absorbing and interpreting one’s life experiences. ...Leadership learning is not simply a laundry list of programs, services, and resources. It is an outcome of purposefully designed and integrated experiences that foster the development of human capacity for change. It is about the substance of our efforts, the purposefulness of learning, and the individual/collective pursuit of organization culture that demonstrates respect, appreciation, mutuality, and strives to fulfill the potential that we all possess. (Roberts & Allen, 2011)

Leadership learning is the sum total of leadership training, education, and development.

- Leadership training is: Activities designed to develop an individual or group’s ability to perform practical skills that facilitate effective leadership – usually a component of leadership education
- Leadership education is: A series of training interventions designed to enhance the knowledge, skills, and abilities of individuals interested in engaging in leadership
- Leadership development: A continuous, systemic process designed to expand the capacities and awareness of individuals, groups, and organizations in an effort to meet shared goals and objectives.
  - Leadership development is a process – continuous, progressive, and sequential.
  - Leadership development enhances individuals and expands the capacity of individuals, groups, and organizations – broadens horizons and changes mental models
  - Leadership development should increase the capacity of the whole system – a multi-level endeavor

Process issues: Important to clarify language while not quibbling over details.


12/9/11 11:00am
MSC Freshmen in Service and Hosting (FISH)
Costa Rica Service Learning Trip
Spring 2011

Background
According to the website (http://fish.tamu.edu), the Memorial Student Center (MSC) Freshmen in Service and Hosting (FISH) “provides leadership opportunities aimed at enhancing its members’ purpose and identity by engaging in community service and program development on campus and within the community.” MSC FISH sponsored a service learning trip to Costa Rica over spring break (March 12-18, 2011). They developed the following learning outcomes for the trip:

As a result of participating in MSC FISH’s international service learning trip, participants will:
- Enhance their knowledge of other cultures through interacting with local children/citizens during service projects.
- Enhance their knowledge of other cultures during excursions and other “free time” activities.
- Identify differences between themselves and citizens of Costa Rica.
- Articulate how working with another culture challenged their personal identity.
- Improve their Spanish communication skills.
- Improve their non-verbal communication skills by working through a language and cultural barrier.
- Apply knowledge gained through trip orientations to adapt to an international setting.

Participants were provided a pre- and post-assessment in order to gauge how well the outcomes were met. This is the second time MSC FISH has worked with Student Life Studies to assess the trip.

Method and Sample
The 15-question pre-assessment was produced using Teleform®, a software program that creates scannable paper surveys and databases. The pre-assessment contained 10 quantitative questions, three qualitative questions, and two demographic questions. The 36 question post-assessment was developed using Vovici EFM Community®, survey design software that creates web-based forms and databases. The post-assessment contained 25 quantitative questions, nine qualitative questions, and two demographic questions. The data for both assessments was analyzed using PASW® (formerly SPSS), a statistical software package, and Microsoft Excel®.

The pre-assessment was distributed to participants at a meeting prior to departing on the trip. The post-assessment was sent to all participants through an email invitation on April 7, 2011. There were up to three reminders sent to non-respondents before the survey closed on April 20, 2011. Out of 31 participants, 18 completed the pre-assessment (58% response rate) and 21 completed the post-assessment (68% response rate). For the pre-assessment, participants included 12 females and 6 males who were all freshmen. For the post-assessment, participants included 12 females and 9 males as well as 15 freshmen, 4 sophomores, and 1 junior. It should be noted that due to the small number of participants, one response accounts for approximately 5% of the results.

Results
Results include frequency percentages, means, and standard deviations (sd) for the number of people (n) who responded to the question. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Tables are listed in descending 2011 mean order with comparisons to last year made where appropriate. In addition, qualitative themes are contained within this report while the full qualitative responses can be found in a separate document. Results are provided within three sections: Travel Experience, Trip Preparations, and Trip Experiences.
Travel Experience
Participants were asked if they had traveled abroad prior to the MSC FISH trip. Over half (53%, n=9) said yes, and they were asked two additional questions. The first asked why they had traveled abroad. A majority (56%) said for leisure purposes, 22% said for service, and 22% selected the “other” option and wrote in vacation, mission trip, and leadership trip. No one reported doing a study abroad experience. The second question asked them where they had traveled, and the responses included South Africa, Italy, Australia, New Zealand, Namibia, China, Honduras, Greece, Europe, Ireland, England, Slovenia, Puerto Rico, Mexico, and Canada.

Another question asked participants why they decided to go on this service-learning trip. They explained that they wanted to participate in a service trip, to experience a new place and culture, to traveling more, to do something with friends, and to get out of the country.

Trip Preparations
Participants were asked, both before and after the trip, to indicate how prepared they were for a variety of activities and tasks based on the provided orientation sessions. Table 1, in descending order from the post-assessment mean, illustrates both the pre-trip and post-trip responses. After taking the trip, participants were more confident that they were prepared for all activities except for working in the schools, where there was a very slight decrease.

<table>
<thead>
<tr>
<th>Pre-Trip Orientations Prepared Me…</th>
<th>Very Prepared (3)</th>
<th>Somewhat Prepared (2)</th>
<th>Not At All Prepared (1)</th>
<th>2011 Mean (sd)</th>
<th>2010 Mean (sd)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE - For traveling logistics of the trip (flight, packing, accommodations, excursions, etc.)</td>
<td>72%</td>
<td>28%</td>
<td>--</td>
<td>2.72 (.46)</td>
<td>18</td>
</tr>
<tr>
<td>POST - For traveling logistics of the trip (flight, packing, accommodations, excursions, etc.)</td>
<td>95%</td>
<td>5%</td>
<td>--</td>
<td>2.95 (.22)</td>
<td>21</td>
</tr>
<tr>
<td>PRE - For the living conditions</td>
<td>65%</td>
<td>35%</td>
<td>--</td>
<td>2.65 (.49)</td>
<td>17</td>
</tr>
<tr>
<td>POST - For the living conditions</td>
<td>95%</td>
<td>5%</td>
<td>--</td>
<td>2.95 (.22)</td>
<td>21</td>
</tr>
<tr>
<td>PRE – The embrace the Costa Rican culture (food, weather, interaction with wildlife, etc.)</td>
<td>78%</td>
<td>22%</td>
<td>--</td>
<td>2.78 (.43)</td>
<td>18</td>
</tr>
<tr>
<td>POST – The embrace the Costa Rican culture (food, weather, interaction with wildlife, etc.)</td>
<td>95%</td>
<td>5%</td>
<td>--</td>
<td>2.95 (.22)</td>
<td>21</td>
</tr>
<tr>
<td>PRE – To problem solve when needed</td>
<td>71%</td>
<td>29%</td>
<td>--</td>
<td>2.71 (.47)</td>
<td>17</td>
</tr>
<tr>
<td>POST – To problem solve when needed</td>
<td>95%</td>
<td>5%</td>
<td>--</td>
<td>2.95 (.22)</td>
<td>21</td>
</tr>
<tr>
<td>PRE - To analyze situations from a cultural framework</td>
<td>72%</td>
<td>28%</td>
<td>--</td>
<td>2.72 (.46)</td>
<td>18</td>
</tr>
<tr>
<td>POST - To analyze situations from a cultural framework</td>
<td>86%</td>
<td>14%</td>
<td>--</td>
<td>2.86 (.36)</td>
<td>21</td>
</tr>
<tr>
<td>PRE - To explore Costa Rica’s environmental issues</td>
<td>72%</td>
<td>28%</td>
<td>--</td>
<td>2.72 (.46)</td>
<td>18</td>
</tr>
<tr>
<td>POST - To explore Costa Rica’s environmental issues</td>
<td>81%</td>
<td>19%</td>
<td>--</td>
<td>2.81 (.40)</td>
<td>21</td>
</tr>
<tr>
<td>PRE - For engaging in the Costa Rican culture</td>
<td>56%</td>
<td>44%</td>
<td>--</td>
<td>2.56 (.51)</td>
<td>18</td>
</tr>
<tr>
<td>POST - For engaging in the Costa Rican culture</td>
<td>67%</td>
<td>33%</td>
<td>--</td>
<td>2.67 (.48)</td>
<td>21</td>
</tr>
<tr>
<td>PRE - To work in the schools</td>
<td>56%</td>
<td>44%</td>
<td>--</td>
<td>2.56 (.51)</td>
<td>18</td>
</tr>
<tr>
<td>POST - To work in the schools</td>
<td>52%</td>
<td>48%</td>
<td>--</td>
<td>2.52 (.51)</td>
<td>21</td>
</tr>
</tbody>
</table>

Table 1: Pre-Trip Orientations
Prior to the trip, participants were offered an opportunity to explain any additional information they needed. Of the 14 participants who responded, most (n=10) said they did not need any additional information. Some wanted to know common words or phrases in Spanish and how much money they should bring.

After the trip, participants were asked to explain anything they rated less than very prepared. Although no one selected the “not at all prepared” option, participants said working with the schools were a little disorganized and that they were not ready for the group. One person indicated he/she was unsure of his/her Spanish language skills. One person suggested visiting a non-touristy town to experience more of the Costa Rican culture.

**Trip Experiences**
Participants were asked to indicate their agreement to a variety of statements about the actual trip. Table 2 illustrates that participants felt they could adapt to their surroundings, believed the excursions added to the educational mission of the trip, they could recognize cultural differences, and that the reflections periods were beneficial.

<table>
<thead>
<tr>
<th>During the trip I felt…</th>
<th>Strongly Agree (5)</th>
<th>Agree (4)</th>
<th>Neutral (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
<th>2011 Mean (sd) [n=21]</th>
<th>2010 Mean (sd) [n=25]</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was able to adapt to my surroundings</td>
<td>91%</td>
<td>10%</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>4.90 (.30)</td>
<td>4.76 (.44)</td>
</tr>
<tr>
<td>The excursions added to the intercultural educational mission of the trip</td>
<td>91%</td>
<td>5%</td>
<td>5%</td>
<td>--</td>
<td>--</td>
<td>4.86 (.48)</td>
<td>5.00 (.00)</td>
</tr>
<tr>
<td>Able to recognize the differences of the Costa Rica culture and my own</td>
<td>86%</td>
<td>14%</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>4.86 (.36)</td>
<td>4.92 (.28)</td>
</tr>
<tr>
<td>The reflection periods at the end of each day were beneficial</td>
<td>86%</td>
<td>14%</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>4.86 (.36)</td>
<td>4.76 (.28)</td>
</tr>
<tr>
<td>Confident in my adequate completion of the service projects</td>
<td>81%</td>
<td>14%</td>
<td>5%</td>
<td>--</td>
<td>--</td>
<td>4.76 (.36)</td>
<td>4.76 (.37)</td>
</tr>
<tr>
<td>My communication skills were enhanced by interacting with local community members</td>
<td>76%</td>
<td>24%</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>4.76 (.44)</td>
<td>4.84 (.37)</td>
</tr>
<tr>
<td>Comfortable offering offer suggestions to enhance the trip</td>
<td>81%</td>
<td>10%</td>
<td>10%</td>
<td>--</td>
<td>--</td>
<td>4.71 (.64)</td>
<td>4.68 (.63)</td>
</tr>
<tr>
<td>The communication between trip leaders and trip participants was sufficient</td>
<td>67%</td>
<td>29%</td>
<td>--</td>
<td>5%</td>
<td>--</td>
<td>4.57 (.75)</td>
<td>4.72 (.46)</td>
</tr>
<tr>
<td>My input during reflection activities was valued</td>
<td>48%</td>
<td>52%</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>4.48 (.51)</td>
<td>4.68 (.56)</td>
</tr>
<tr>
<td>Prepared for work involved with service projects</td>
<td>57%</td>
<td>29%</td>
<td>10%</td>
<td>5%</td>
<td>--</td>
<td>4.38 (.87)</td>
<td>4.64 (.57)</td>
</tr>
</tbody>
</table>

Table 2: Trip Experiences

Participants were asked to indicate their agreement to statements addressing what they learned during the trip. Table 3, on the following page, illustrates that participants felt more comfortable in an international setting and that they increased their cultural knowledge.
### After the trip I felt...

<table>
<thead>
<tr>
<th>After the trip I felt...</th>
<th>Strongly Agree (5)</th>
<th>Agree (4)</th>
<th>Neutral (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
<th>2011 Mean (sd) [n=21]</th>
<th>2010 Mean (sd) [n=25]</th>
</tr>
</thead>
<tbody>
<tr>
<td>More comfortable in an international setting</td>
<td>86%</td>
<td>10%</td>
<td>5%</td>
<td>--</td>
<td>--</td>
<td>4.81 (.51)</td>
<td>4.88 (.33)</td>
</tr>
<tr>
<td>More knowledgeable of the Costa Rican culture due to my interactions with local children/citizens</td>
<td>81%</td>
<td>19%</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>4.81 (.40)</td>
<td>4.96 (.20)</td>
</tr>
<tr>
<td>More knowledgeable of the Costa Rican culture due to the excursions</td>
<td>81%</td>
<td>14%</td>
<td>5%</td>
<td>--</td>
<td>--</td>
<td>4.76 (.54)</td>
<td>4.96 (.20)</td>
</tr>
<tr>
<td>More competent working in a team setting</td>
<td>76%</td>
<td>24%</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>4.76 (.44)</td>
<td>4.84 (.37)</td>
</tr>
<tr>
<td>That I improved my Spanish language skills</td>
<td>71%</td>
<td>14%</td>
<td>14%</td>
<td>--</td>
<td>--</td>
<td>4.57 (.75)</td>
<td>4.76 (.44)</td>
</tr>
</tbody>
</table>

Table 3: Learning Outcomes

When asked if they were discouraged by any adversity that arose during any portion of the trip, 5% of the participants (n=1) said yes and 95% said no. Participants were given the opportunity to explain if they selected the “yes” option. The one person indicated he/she felt discouraged after the first day of school upon hearing that maybe the principals did not want the group there. This individual continued by indicating that on the second and third days, after talking with the principals, that they appreciated the group's help.

Participants were asked to explain the most valuable skill they gained from the trip. They listed a variety of things they learned including improving their communication skills, being more comfortable in another culture, learning to adapt to differences or things not going as planned, and stepping up as a leader.

Participants were asked what they learned during the trip orientations that they were able to apply to the trip experience. They identified being able to use some Spanish that was introduced during the orientations, respecting the environment and wildlife, and feeling comfortable with the culture.

When asked to provide examples of a time during the trip that they overcame the language barrier either through non-verbal or spoken communication, participants shared a variety of examples. Almost everyone discussed something related to working with children or being at the school. They described using their Spanish skills (regardless of how proficient they were), using gestures or body language, describing things, and playing games (specifically soccer).

Participants were asked for any recommendations they had for future MSC FISH international service learning trips. The suggestions included making the trip longer, practicing Spanish more, being open-minded, having more information on the service project and culture before the trip, scheduling more time with the people and at the schools, and providing the schedule to all members.

Participants were asked to explain how the trip challenged their sense of self (if applicable). They mentioned re-evaluating their life and their goals, being forced out of their comfort zones, broadening their perspectives, appreciating all that they have, and meeting new friends.

Another question asked participants how they understood their role in a globalized community now that they had experienced this trip, and there were a wide range of responses. They explained the need to appreciate differences in each other, the idea that everyone can make an impact, the need for everyone to help others, the importance of being aware of issues around the world and telling others about these issues, and that despite differences, people are the same.

The final questions asked participants if they would be interested in serving as a leader of the trip in the future and to explain why or why not. Almost all (95% n=20) said yes and explained that they had a great experience, they wanted to help others, and they wanted to help make the trip even better. One participant said no and explained he/she did not think it would be an option financially.
Conclusions and Recommendations

Many participants had some experience with international travel prior to taking the trip to Costa Rica. They generally felt prepared for the experience and believed they learned some skills and something about themselves. Based on the responses, most of the outcomes identified for the trip were met. It is not clear based on the responses if participants overcame language or cultural barriers specifically based on their non-verbal communication.

- 100% of the participants agreed that they enhanced their knowledge of other cultures through interacting with local children/citizens during service projects;
- 95% of the participants agreed that they enhanced their knowledge of other cultures during excursions and other “free time” activities;
- 100% of the participants agreed that they could identify differences between themselves and citizens of Guatemala;
- 18 out of 21 participants who completed the post-assessment (86%) could articulate how working with another culture challenged their personal identity;
- 85% of the participants agreed that they improved their Spanish communication skills;
- 19 out of the 21 participants who completed the post-assessment (90%) could provide an example of how they overcame a language or cultural barrier, however only a few specifically indicated it was due to using their non-verbal communication skills; and
- 18 out of 21 participants who completed the post-assessment (86%) could apply knowledge gained through trip orientations to adapt to an international setting.

The leadership of MSC FISH may want to consider a follow-up assessment of the participants in another year to see what kind of impact the trip had over a longer period of time. Do participants feel they have changed based on what they experienced in Costa Rica? If so, how? What are they doing differently that they did not do prior to the trip? Have they traveled internationally since the trip? Have they participated in other service projects since the trip? Understanding how the trip impacts participants in the short-term and long-term could help identify ways to improve the program.

MSC FISH may want to review their mission, which seems to focus “on campus and within the community.” International service adds a new dynamic to the organization. In addition, the potential members may want to know about the expectation to go on this trip, the cost, and the purpose as it relates to the organization mission.

MSC FISH is encouraged to read all the qualitative comments provided to better understand and appreciate the participants’ feedback.
### Appendix 28

**Memorial Student Center**

<table>
<thead>
<tr>
<th>Fiscal Acct. Name</th>
<th>Fiscal Acct. #</th>
<th>Budget Amt</th>
<th>Revenue</th>
<th>Expenditure</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sum of FY12</strong></td>
<td><strong>Fiscal Acct. #</strong></td>
<td><strong>MSC OPAS</strong></td>
<td><strong>MSC SCONA</strong></td>
<td><strong>MSC TOWN HALL</strong></td>
<td><strong>MSC WILEY LECTURE SERIES</strong></td>
</tr>
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<td><strong>Rev/Exp</strong></td>
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<td>216640</td>
<td>301060</td>
<td>550824</td>
<td>300940</td>
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<td>Student Fees</td>
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<td>Gifts</td>
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<td>Miscellaneous Inc</td>
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<td></td>
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<td>Allocation In-Out</td>
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<td><strong>Revenue Total</strong></td>
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<td>-214404</td>
<td>-115490</td>
</tr>
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<td><strong>Expenditure</strong></td>
<td>Salaries-Non Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>GAR &amp; GANT</td>
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<td>Unallocated Salaries-Non Faculty</td>
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<td></td>
<td>Longevity Pay</td>
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<td>Fringe Benefits</td>
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<td></td>
<td>Scholarships &amp; Fellowships</td>
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<td></td>
<td>Travel</td>
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<td>Supplies &amp; Materials</td>
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<td>Communications</td>
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<tr>
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<td>Maintenance &amp; Repairs</td>
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<td>Capital Equipment</td>
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<td></td>
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<tr>
<td></td>
<td>Operations &amp; Maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td>Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Furniture &amp; Equipment</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expenditure Total</strong></td>
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<td>115490</td>
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<tr>
<td><strong>Grand Total</strong></td>
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<td>-250000</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*OPAS: Each season spans 18 months. Need to pull out portion of Season 39 sales collected in FY12 and include as beginning balance and reduce by $250,000 ending balance. Also reduce expenditures by amount already paid in FY12 for Season 39 and reduce the portion brought forward as beginning balance.*

Return to Index
Thank you for your interest in a Memorial Student Center Officer position. Please note position-specific requirements on the Application Checklist below.

Application Layout:

- **Pages 1:** Application Check List
- **Pages 2:** President/Chief Executive Officer (CEO) Information
- **Pages 3-4:** Application - Completed by Applicant
- **Pages 5-8:** Important Dates and Information / Grade Release
- **Pages 9-11:** Performance Appraisals - Completed by Appraiser(s)

Application Checklist:

1. **One** signed Member Management Privacy Policy Page *(refer to steps below to access the page)*
   - Step 1. Go to [http://www.msc.tamu.edu/spo/apply/](http://www.msc.tamu.edu/spo/apply/)
   - Step 2. Click on Step 2: “Enter your personal contact information online”
   - Step 3. Log in with your Net ID and Password
   - Step 4. Submit contact information
   - Step 5. Select the organization you are seeking a position with and then “Apply”
   - Step 6. Choose the position for which you are applying and then “Submit”
   - Step 7. Sign and print the corresponding sheet *(should be first page of entire application)*

2. **One** copy of the following informational pages *paper clipped* together:
   - Information page and references
   - Signed Grade Release Form
   - Signed Important Dates and Information Page (page 8)

3. **One** copy of the following materials *paper clipped* together:
   - Your Cover Letter
   - Your Resume
   - Your Goals Statement
   - Your Personal Appraisal

4. Performance appraisals in sealed envelopes
   - CEO/COO/CAO - require 5 (two must be from the following: Advisor or Faculty and Peer)
   - VPs - require 3 (two must be from the following: Advisor or Faculty and Peer)
   - Chairs/Directors - require 2 (one must be from the following: Advisor or Faculty and Peer)

5. All items should be enclosed in a *manila envelope*, with the following printed on the outside:
   - Your name, phone number, email address, and position for which you are applying

<table>
<thead>
<tr>
<th>Position</th>
<th>Application Due by 5pm</th>
<th>Interview Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>President/CEO</td>
<td>Wednesday, January 25, 2012</td>
<td>Sunday, January 29, 2012</td>
</tr>
<tr>
<td>CAO/COO</td>
<td>Wednesday, February 1, 2012</td>
<td>Saturday, February 4, 2012</td>
</tr>
<tr>
<td>Vice-Presidents</td>
<td>Monday, February 13, 2012</td>
<td>February 16-18, 2012</td>
</tr>
<tr>
<td>Chairs/Directors</td>
<td>Wednesday, February 29, 2012</td>
<td>Saturday, March 3, 2012</td>
</tr>
</tbody>
</table>

**Note:** If you have a conflict with the interview date, you must contact the Vice President of Human Resources.
MSC President/CEO Applicants!
MUST READ INFORMATION

The following outlines the process for the selection of the MSC President/CEO. All applicants should note the following requirements and steps, and prepare accordingly. If you have any questions, please contact the MSC Human Resources advisor, Lyndon Pryor at lyndon@msc.tamu.edu or (979) 845-1515.

**Step 1: Application Review**
As noted in the previous section, the MSC President/CEO application is due by **5 pm on Wednesday, January 25, 2012** to Koldus Suite 233. All applications will be reviewed by the selection committee, which consists of current MSC President, MSC Director, current CAO or COO (if not applying for the position), a current programs VP, current resource area VP, Current Chair, two advisors, and an external member. If deemed necessary, the selection committee will make a paper cut of all the MSC President/CEO applicants. You will be notified by **Friday, January 27, 2012** if you have received an interview.

**Step 2: Presentation**
As part of the interview, we are asking each candidate to give a 10-15 minute presentation to the interview committee. This presentation can be designed and presented however the candidate desires. Through the presentation, we ask that you explain your desire for pursuing the MSC Presidency along with the goals and vision you would have, if selected. Additional information on interview topics will be posted a week before the scheduled interviews.

We encourage you to detail the action plan needed to accomplish these goals and what the expected outcome would be for the 63rd MSC Officer team. This presentation allows you to articulate your goals and vision and allows the selection committee to assess your presentation and public speaking skills.

Any presentation materials that you would need to provide to the selection committee should be emailed to the current MSC President no later than **Friday, January 27 at 5:00pm**. Should you have any questions about the presentation, please contact the MSC President via email at president@msc.tamu.edu.

Note: It is highly recommended that all candidates begin preparing their presentation before submitting an application. This will ensure that you have ample time to prepare in the event you are selected to move forward.

**Step 3: Interview**
The selection committee will conduct interviews with each candidate following their presentations. Interviews will last approximately 60 minutes and will cover a range of topics including, but not limited to your application, presentation, and the subsequent feedback received.

Candidates will be notified in of their specific interview time and room location by **Friday, January 27, 2012 at 5:00pm** prior to the interview date.

**Step 4: Selection**
The selection committee will notify each candidate of their decision no later than the Monday following interviews.

**Note:** All candidates should be aware of the other selection dates. When selected, the new MSC President will sit in on interviews for the new CAO and COO.
63rd MSC Officer Application

Name: ___________________________ First ___________________________ UIN: ___________________________
Last MI

Position Sought: ___________________________ Expected Graduation: _________

Only check the valid statements:

☐ I will be in the Bryan/College Station area during the academic semesters (excluding summer) from the
application due date through the fulfillment of the term in office.
☐ I will also be in the Bryan/College Station area during the summer of 2012.

Performance Appraisals:

➢ Appraisals should be turned in with your application or faxed before the deadline to (979) 845-5117.

Appraisals can come from the following types of references - consistent with criteria on page 1:

• Advisor (Current MSC students must use their current MSC advisor)
• Peer (Current MSC students are highly encouraged to select another MSC student)
• Faculty
• Colleague or Mentor

<table>
<thead>
<tr>
<th>Type of Reference</th>
<th>Name of Appraiser</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>5</td>
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<td></td>
</tr>
</tbody>
</table>

Please complete the following materials on separate sheets of paper and paper clip them together with your personal appraisal:

1. **Cover Letter**: Provide a cover letter explaining why you want this position and how your previous accomplishments will contribute to your success *(should be limited to one page)*.

2. **Resume**: Provide a resume detailing the experiences you have had which prepare you for the MSC position you are seeking. Be sure to include all university relevant information, significant activities which demonstrate leadership and community involvement, specific duties performed, length in office, and awards or recognitions *(should be limited to one page)*.

3. **Goals Statement**: Please outline at least three goals which you hope to accomplish in your position. Explain how you plan to accomplish these goals and how each fits into the strategic plan of the MSC and committee or resource area for which you are applying. When writing your goals statement, please include at least one short term goal and one long term goal *(list the goals and elaborate with bullets underneath each section)*.

4. **Personal Appraisal**: Please fill out the attached personal appraisal. Try to be objective when assessing your personal skills and abilities.
• Please rate yourself in the following areas:

(a) Commitment
   □ Exceptional  □ Good  □ Average  □ Poor  □ Not observed

(b) Integrity
   □ Exceptional  □ Good  □ Average  □ Poor  □ Not observed

(c) Maturity
   □ Exceptional  □ Good  □ Average  □ Poor  □ Not observed

(d) Communication
   □ Exceptional  □ Good  □ Average  □ Poor  □ Not observed

(e) Leadership
   □ Exceptional  □ Good  □ Average  □ Poor  □ Not observed

(f) Teamwork abilities
   □ Exceptional  □ Good  □ Average  □ Poor  □ Not observed

• Describe a specific time when you demonstrated leadership and/or influenced the action of others.

• Describe a time when you demonstrated the ability to be an effective team player.

• Please discuss at least one strength and one weakness you possess, and what, if anything, you have done to utilize or improve on it.

Signature: ____________________________  Date: ________________
Important Dates and Information

Thank you for your interest in a Memorial Student Center Officer position. This cover page explains the Mission and Goals of the MSC, the positions available, and information to get further knowledge and assistance during the application process.

Informational
An informational for applying within the Memorial Student Center will be held the second week of February for all those interested in applying. This informational will cover how the process will work, the jobs of officers, programs council responsibilities, and answer any questions you may have. More information about the informational will be provided on a later date.

Mandatory Transitions Workshop, Trainings, and Interviews
All students selected as 63rd MSC Officers will be required to attend Transitions Workshop on Saturday, April 14, 2012. Also, all students selected must sit on interviews as needed, and attend all workshops and trainings implemented by the Memorial Student Center throughout the term as seen necessary. Officers are expected to attend the new transition workshops, sit on their respective interviews and be available during Super Saturday as set by the Vice President for Human Resources. Students will notify in advance if they are unable to attend due to extreme circumstances.

Programming Council
All students selected as 63rd MSC Officers will be required to sit in within Programming Council’s as requested of them from the MSC. Programming Councils were created to make sure that all of the programs the MSC provides to the campus and community have been reviewed by both peers and advisors. This assessment process ensures that all of our programs maintain the expect levels of excellence and innovation. The membership of each PC includes the respective chairs of each committee, a director from each resource area (except Services and Facilities), the Vice President of the PC, and the appropriate MSC staff.

MSC Mission, Values, and Goals

MISSION
The Memorial Student Center is the gateway linking tradition and tomorrow; a place for the Aggie family to connect with the past, experience the present, and prepare for the future. We enhance the lives of students and others by promoting continuous growth through campus-wide programs, services, and leadership development opportunities offered in a vibrant physical environment.

CORE VALUES
Integrity: We value a working and learning environment that fosters the principles of honesty, fairness, and respect for others.

Service: We value helping others and demonstrate this through our words and actions.

Developing the Whole Person: We value the ways in which people grow and mature; we seek to develop the whole person by offering opportunities for intellectual, social, and personal growth.

Diversity: We value and respect the aspects that make every individual unique. We are committed to the culture of inclusivity that embraces every student, former student, employee and guest.

Loyalty: We value the faithfulness to commitment we make on behalf of our department, division and the university.
Respect: We value professional and personal relationships built on mutual trust and an appreciation for the variety of perspectives, contributions and abilities each individual can provide.

Collaboration: We value working together in partnership with others and the importance of individuals being responsible, reliable, supportive, and friendly.

Excellence: We value quality of effort, improvement, and results; performance excellence is our standard.

GOALS
- Be the premiere campus wide programming body.
- Acquire and leverage resources and capabilities to fulfill the anticipated needs of the evolving campus community.
- Evaluate the quality and effectiveness of our programs and services and their impact on the Texas A&M community.
- Provide state of the art technology and facilities to prepare students to lead and interact in a global environment.
- Model an inclusive, welcoming environment that encourages the holistic development of students.
- Prepare students for the future by providing experiential learning opportunities and leadership development.

Positions Available

<table>
<thead>
<tr>
<th>Abbott Family Leadership Conference Chair</th>
<th>Freshmen Leadership International (FLI) Chair</th>
<th>Vice President for Assessment and Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggie Cinema Chair</td>
<td>Hospitality Chair</td>
<td>Vice President for Development</td>
</tr>
<tr>
<td>Aggie Leaders Of Tomorrow (ALOT) Chair</td>
<td>LEAD Chair</td>
<td>Vice President for Diversity</td>
</tr>
<tr>
<td>Committee for the Awareness of Mexican</td>
<td>Leadership Empowering Aggie Females (LEAF) Chair</td>
<td>Vice President for Human Resources</td>
</tr>
<tr>
<td>American Culture (CAMAC) Chair</td>
<td>LT Jordan Chair</td>
<td>Vice President for Marketing</td>
</tr>
<tr>
<td>Director for Assessment and Finance</td>
<td>MSC Chief Administrative Officer (CAO)</td>
<td>Vice President for Services and Facilities</td>
</tr>
<tr>
<td>Director for Development</td>
<td>MSC Chief Operational Officer (COO)</td>
<td>Vice President Leadership Development and Service PC</td>
</tr>
<tr>
<td>Director for Diversity</td>
<td>MSC President/Chief Executive Officer</td>
<td>Visual Arts Committee (VAC) Chair</td>
</tr>
<tr>
<td>Director for Human Resources</td>
<td>OPAS Chair</td>
<td>Wiley Lecture Series Chair</td>
</tr>
<tr>
<td>Director for Marketing</td>
<td>Student Conference On National Affairs (SCONA) Chair</td>
<td>Woodson Black Awareness Committee (WBAC) Chair</td>
</tr>
<tr>
<td>Director for Services and Facilities</td>
<td>Vice President Arts and Entertainment PC</td>
<td></td>
</tr>
<tr>
<td>Fall Leadership Conference (FLC) Chair</td>
<td>Vice President Educational Exploration PC</td>
<td></td>
</tr>
<tr>
<td>Freshmen In Service and Hosting (FISH) Chair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Job descriptions must be read for the position you seek. Job Descriptions can be found on the MSC HR Website, http://hr.msc.tamu.edu, under MSC Officer Selections.

Aggie Code of Honor

An Aggie does not lie, cheat, or steal or tolerate those who do.

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.
Grade Release/ Grade Appeal Information

I, ________________________________, authorize the following MSC Officers and Staff, in their capacity as staff and student supervisors, to view my name and grades for the purpose of discussion in relation to retaining a Memorial Student Center Officer Position.

MSC Officers and Staff
The following student positions are authorized to view the names and grades of MSC Officers: President/CEO, Chief Administrative Officer/CAO, Chief Operating Officer/COO, Vice President for Assessment and Finance, Vice President for Development, Vice President for Diversity, Vice President for Marketing, Vice President for Services and Facilities, Vice President for Human Resources, Vice President for Arts and Entertainment, Vice President for Educational Exploration, Vice President for Leadership Development and Service

All advising professional staff members are authorized to view the names and grades of MSC Officers. Advising professional staff members are any MSC staff member or graduate assistant, who directly advise an MSC Officer, Programming Council, or committee.

Signature: ___________________________ Date: __________________

Note: Students who do not meet the MSC grade requirement of a 2.25 for their cumulative or most recent semester GPR, will not be allowed to apply for an MSC Officer position.

MSC Oath of Office
As an officer of the 63rd Memorial Student Center (MSC), I pledge that I will faithfully execute all the duties incumbent upon me as (your position); in all my actions as (your position), I will strive to advance the mission and goals of the Memorial Student Center. I will adhere to all policies outlined in the constitution and operating procedures of the Memorial Student Center. I do further pledge that I will represent the MSC in all my actions with dignity and respect and live according to the Aggie Code of Honor.

Please initial and verify that the following statements are true:
- I have reviewed the position description online at http://hr.msc.tamu.edu
- I will be available for the mandatory retreat on Saturday, April 14, 2012.
- I will be able to participate in Workshops, Trainings, and Interviews.
- I will sit in on a Programming Council as needed of me.
- I know and am available to interview on my assigned date.

Initials ________

If you do not meet each of the above requirements, you must contact the MSC Vice President for Human Resources via email at vp-hr@msc.tamu.edu at least 7 days PRIOR TO submitting your application to determine if the application can continue in the selections process.

I have read this complete application and agree to accomplish the goals of this position (as outlined in the job description) and the MSC to the best of my ability. I fully acknowledge the commitment this position entails and understand that my performance may be reviewed in accordance with MSC HR performance review procedures if I fail to fulfill the obligations of this position. I also agree to uphold the MSC Oath of Office and the Aggie Code of Honor. The MSC has my permission to use my Universal Identification Number (UIN) for notification purposes.

Signature: ___________________________ Date: __________________

Persons with disabilities please call 979-845-1515 to inform us of your special needs.

Applications must be turned in at the MSC Student Programs Office in Koldus Suite 233.
Incomplete applications will not be accepted.
DATE: May 4, 2011

TO: ____________________________ (Performance Appraiser)
FROM: MSC Vice President for Human Resources
RE: Performance Appraisal for MSC Officer Application

_________________________ is applying for a leadership position with the 63rd Memorial Student Center Officer Team for the 2012-2013 academic year. Performance appraisals are a critical aspect of the application process. This applicant has requested that you complete one of their appraisals.

The performance appraisal is designed to evaluate past performance and draw conclusions as to the applicant’s future ability as a leader in the Memorial Student Center.

The appraisal will ask you to explain your relationship with the applicant, rate them on several characteristics that our organization looks for in our leadership, and give us some examples of their strengths and weaknesses. I ask that you answer these questions as candidly as possible.

Upon completion of this appraisal, please place it into an envelope, seal it, and sign over the seal of the envelope. Return the signed and sealed envelope to the applicant to include in their application packet.

You may also choose to fax this appraisal to (979) 845-5117. Please inform the applicant if you will be faxing the appraisal; they must note this on their application to be considered. The dates that the appraisals are due have been listed below.

<table>
<thead>
<tr>
<th>Position</th>
<th>Application Due by 5pm</th>
<th>Interview Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>President/CEO</td>
<td>Wednesday, January 25, 2012</td>
<td>Saturday, January 28, 2012</td>
</tr>
<tr>
<td>CAO/COO</td>
<td>Wednesday, February 1, 2012</td>
<td>Saturday, February 4, 2012</td>
</tr>
<tr>
<td>Vice-Presidents</td>
<td>Monday, February 13, 2012</td>
<td>February 16-18, 2012</td>
</tr>
<tr>
<td>Chairs/Directors</td>
<td>Wednesday, February 29, 2012</td>
<td>Saturday, March 3, 2012</td>
</tr>
</tbody>
</table>

If you have any questions, I can be reached at the MSC Student Programs Office at 979-845-1515 or via email at vp-hr@msc.tamu.edu. Thank you for your time and effort.
Performance Appraisal

To be completed by the applicant:

Applicant: ________________________________________________________________

Position Sought: __________________________________________________________

Appraiser’s Name: _________________________________________________________

Type of Reference: _________________________________________________________

In accordance with federal regulation, materials in student files, such as performance appraisals, are open to inspection upon request, unless the student has waived the right of access in advance.

Please indicate your wish by completing and signing the statement below. Your right to view this form is considered waived if you do not circle a response. Your decision will in no way affect the decision on your application.

I (circle one)  DO  DO NOT  waive access to this appraisal.

Applicant’s Signature: _____________________________________________________

To be completed by the appraiser (2 pages):

- How long, and in what capacity, have you known the applicant?

- I interact with the applicant at least (circle one):
  Daily  Twice a week  Weekly  Every other week  Monthly

- Please rate the applicant in the following areas:

  (a) Commitment
      □ Exceptional  □ Good  □ Average  □ Poor  □ Not observed

  (b) Integrity
      □ Exceptional  □ Good  □ Average  □ Poor  □ Not observed

  (c) Maturity
      □ Exceptional  □ Good  □ Average  □ Poor  □ Not observed

  (d) Communication
      □ Exceptional  □ Good  □ Average  □ Poor  □ Not observed

  (e) Leadership
      □ Exceptional  □ Good  □ Average  □ Poor  □ Not observed

  (f) Teamwork abilities
      □ Exceptional  □ Good  □ Average  □ Poor  □ Not observed
• The MSC strives to develop students who will be active leaders in their city, state, nation, and world. Please choose one of the following and provide an example of how the applicant has demonstrated this strength: leadership, flexibility, innovation, dedication, motivation, or integrity.

• Describe a time when the applicant demonstrated the ability to be an effective team player.

• Please discuss at least one strength and one weakness the applicant possesses, and what, if anything, the applicant has done to utilize or improve on it.

• Additional comments:

• Overall Assessment of Applicant:
  □ Strongly recommended
  □ Recommended
  □ Recommended with reservation
  □ Not recommended

Signature: ____________________________________________ Date: ________________________

Please place this form in a sealed envelope, sign over the seal, and return to the applicant.
Student Union Operations

At your student union, which answer best describes the relationship between the union operations and programming entities:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are administered within the same department.</td>
<td>66.7%</td>
<td>12</td>
</tr>
<tr>
<td>They are administered as separate departments but are administered as completely separate</td>
<td>27.8%</td>
<td>5</td>
</tr>
<tr>
<td>They are administered as completely separate</td>
<td>5.6%</td>
<td>1</td>
</tr>
</tbody>
</table>

answered question 18
skipped question 0

Student Union Operations

Which statement best describes your reporting structure: Our union programming board reports directly to the...

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Union Director</td>
<td>33.3%</td>
<td>4</td>
</tr>
<tr>
<td>Student Activities Director</td>
<td>66.7%</td>
<td>8</td>
</tr>
<tr>
<td>Campus Life Director</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Student Life Director</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Facilities Director</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Vice President of Student Affairs</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>0.0%</td>
<td>9</td>
</tr>
</tbody>
</table>

answered question 12
skipped question 6

Number | Response Date       | Other (please specify)                                                                 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep 13, 2011 6:59 PM</td>
<td>The Director of Student Activities answers to the Director of the Union</td>
</tr>
<tr>
<td>2</td>
<td>Sep 13, 2011 4:35 PM</td>
<td>Assistant Director for Student Activities</td>
</tr>
<tr>
<td>3</td>
<td>Sep 9, 2011 7:47 PM</td>
<td>Our Programming Board reports to an Associate Director who reports to me the Director of Student Union &amp; Activities</td>
</tr>
<tr>
<td>4</td>
<td>Sep 8, 2011 3:06 PM</td>
<td>we dont have a union board.</td>
</tr>
<tr>
<td>5</td>
<td>Sep 8, 2011 2:31 PM</td>
<td>We have a tea board system with a program and policy board. Would like to have just one board and working towards that</td>
</tr>
<tr>
<td>6</td>
<td>Sep 8, 2011 2:23 PM</td>
<td>Assistant Director, Missouri Unions</td>
</tr>
<tr>
<td>7</td>
<td>Sep 8, 2011 2:19 PM</td>
<td>Director of Student Involvement, Activities &amp; Leadership Development (who then reports to the Union Director</td>
</tr>
<tr>
<td>8</td>
<td>Sep 8, 2011 1:48 PM</td>
<td>Assistant Vice President/Director Student Union</td>
</tr>
<tr>
<td>9</td>
<td>Sep 8, 2011 1:41 PM</td>
<td>Program Director, Student Activities who reports to the Associate Director who reports to the Senior Associate Director...</td>
</tr>
</tbody>
</table>
### Student Union Operations

#### Please enter the name of your student union.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>12</td>
</tr>
<tr>
<td>skipped question</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Response Date</th>
<th>Response Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep 14, 2011 1:50 PM</td>
<td>The University of Texas at Austin</td>
</tr>
<tr>
<td>2</td>
<td>Sep 14, 2011 1:17 PM</td>
<td>Kansas State University</td>
</tr>
<tr>
<td>3</td>
<td>Sep 13, 2011 7:03 PM</td>
<td>Iowa State University</td>
</tr>
<tr>
<td>4</td>
<td>Sep 13, 2011 4:35 PM</td>
<td>University of Minnesota-Twin Cities</td>
</tr>
<tr>
<td>5</td>
<td>Sep 9, 2011 7:50 PM</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td>6</td>
<td>Sep 9, 2011 4:35 PM</td>
<td>The University of Kansas</td>
</tr>
<tr>
<td>7</td>
<td>Sep 8, 2011 6:38 PM</td>
<td>University of North Carolina at Chapel Hill</td>
</tr>
<tr>
<td>8</td>
<td>Sep 8, 2011 3:37 PM</td>
<td>University of Nebraska Lincoln</td>
</tr>
<tr>
<td>9</td>
<td>Sep 8, 2011 2:52 PM</td>
<td>Oklahoma State University</td>
</tr>
<tr>
<td>10</td>
<td>Sep 8, 2011 2:31 PM</td>
<td>University of Colorado Boulder</td>
</tr>
<tr>
<td>11</td>
<td>Sep 8, 2011 2:25 PM</td>
<td>University of Missouri</td>
</tr>
<tr>
<td>12</td>
<td>Sep 8, 2011 12:11 PM</td>
<td>University of Illinois at Urbana-Champaign</td>
</tr>
</tbody>
</table>

### Student Union Operations

#### Please enter the enrollment at your university.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>12</td>
</tr>
<tr>
<td>skipped question</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Response Date</th>
<th>Response Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep 14, 2011 1:50 PM</td>
<td>&gt;51,000</td>
</tr>
<tr>
<td>2</td>
<td>Sep 14, 2011 1:17 PM</td>
<td>23500</td>
</tr>
<tr>
<td>3</td>
<td>Sep 13, 2011 7:03 PM</td>
<td>29867</td>
</tr>
<tr>
<td>4</td>
<td>Sep 13, 2011 4:35 PM</td>
<td>51,721 on the Twin Cities campus</td>
</tr>
<tr>
<td>5</td>
<td>Sep 9, 2011 7:50 PM</td>
<td>33,000 last time I checked! May have gone down this year! :</td>
</tr>
<tr>
<td>6</td>
<td>Sep 9, 2011 4:35 PM</td>
<td>26000</td>
</tr>
<tr>
<td>7</td>
<td>Sep 8, 2011 6:38 PM</td>
<td>26000</td>
</tr>
<tr>
<td>8</td>
<td>Sep 8, 2011 3:37 PM</td>
<td>24697</td>
</tr>
<tr>
<td>9</td>
<td>Sep 8, 2011 2:52 PM</td>
<td>21000</td>
</tr>
<tr>
<td>10</td>
<td>Sep 8, 2011 2:31 PM</td>
<td>Approx. 30,000 total students (of which about 25,000 are undergraduates</td>
</tr>
<tr>
<td>11</td>
<td>Sep 8, 2011 2:25 PM</td>
<td>34000</td>
</tr>
<tr>
<td>12</td>
<td>Sep 8, 2011 12:11 PM</td>
<td>42000</td>
</tr>
</tbody>
</table>
### How many student members in total participate in your union programming board?

<table>
<thead>
<tr>
<th>Number</th>
<th>Response Date</th>
<th>Response Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep 14, 2011 1:47 PM</td>
<td>500</td>
</tr>
<tr>
<td>2</td>
<td>Sep 14, 2011 1:16 PM</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>Sep 13, 2011 7:03 PM</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>Sep 13, 2011 4:35 PM</td>
<td>around 80 including program chairs and volunteers</td>
</tr>
<tr>
<td>5</td>
<td>Sep 9, 2011 7:49 PM</td>
<td>80-90</td>
</tr>
<tr>
<td>6</td>
<td>Sep 9, 2011 4:35 PM</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>Sep 8, 2011 6:30 PM</td>
<td>14 this year are Committee Chairs or the President which make up the Activities Board.</td>
</tr>
<tr>
<td>8</td>
<td>Sep 8, 2011 3:37 PM</td>
<td>35</td>
</tr>
<tr>
<td>9</td>
<td>Sep 8, 2011 2:51 PM</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>Sep 8, 2011 2:31 PM</td>
<td>About 30 student employees</td>
</tr>
<tr>
<td>11</td>
<td>Sep 8, 2011 2:25 PM</td>
<td>25</td>
</tr>
<tr>
<td>12</td>
<td>Sep 8, 2011 12:11 PM</td>
<td>Depends on the level of the organization. Of the voting board members, about 16 are students, three staff, two faculty, and one alumni.</td>
</tr>
</tbody>
</table>

### How many full time staff members work your union programming area?

<table>
<thead>
<tr>
<th>Number</th>
<th>Response Date</th>
<th>Response Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep 14, 2011 1:47 PM</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Sep 14, 2011 1:16 PM</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Sep 13, 2011 7:03 PM</td>
<td>6 FTE and 3 G.A.s support the Student Activities department which includes the Student Union Board (SUB).</td>
</tr>
<tr>
<td>4</td>
<td>Sep 13, 2011 4:35 PM</td>
<td>4 full time and 1 grad assistant</td>
</tr>
<tr>
<td>5</td>
<td>Sep 9, 2011 7:49 PM</td>
<td>4 directly, all of us in one form or another plus a couple grad students</td>
</tr>
<tr>
<td>6</td>
<td>Sep 9, 2011 4:35 PM</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Sep 8, 2011 6:30 PM</td>
<td>2 full time</td>
</tr>
<tr>
<td>8</td>
<td>Sep 8, 2011 3:37 PM</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Sep 8, 2011 2:51 PM</td>
<td>2.5 FTE</td>
</tr>
<tr>
<td>10</td>
<td>Sep 8, 2011 2:31 PM</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>Sep 8, 2011 2:25 PM</td>
<td>0-1</td>
</tr>
<tr>
<td>12</td>
<td>Sep 8, 2011 12:11 PM</td>
<td>4</td>
</tr>
</tbody>
</table>
Before we open our reservation system to the campus community, our programming board (through the professional advising staff) places space in the building on hold to assist with contract negotiations. We use a master calendar process that includes scheduling campus wide events (welcome week, homecoming, spring jam, orientation, etc) two years in advance. After that, the program board gets first priority, but there are restrictions on their reservations (e.g. they can only book the Great Hall once per month, cannot have more than two Theater reservations in a week, etc). Student Groups, then University Departments have the remaining 3rd and 4th priorities. Program Board is allowed to book before other student organizations. May reserve certain spaces before others on campus are allowed to.

This year we have 13. There are no standing committees defined in our By-Laws, the governing document for the Board. The financial info provided here only relates to the Union programming board called Program Council. There are other programming boards that the Union advises that are part of student government that have their own budgets that are not under the control of the Union.

Approximately 20 committees.
### Student Union Operations

**What is your total budget for union programming, exclusive of staffing?**

<table>
<thead>
<tr>
<th>Number</th>
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<th>Response Text</th>
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<td>461153</td>
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<td>2</td>
<td>Sep 14, 2011 1:15 PM</td>
<td>317800</td>
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<td>3</td>
<td>Sep 13, 2011 7:00 PM</td>
<td>$160,000 annually</td>
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<td>4</td>
<td>Sep 13, 2011 4:30 PM</td>
<td>789448</td>
</tr>
<tr>
<td>5</td>
<td>Sep 9, 2011 7:47 PM</td>
<td>Approx $480,000</td>
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<tr>
<td>6</td>
<td>Sep 9, 2011 4:34 PM</td>
<td>350000</td>
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<td>7</td>
<td>Sep 8, 2011 6:24 PM</td>
<td>FY 2010-11 was $458,736.</td>
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<tr>
<td>8</td>
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<td>200000</td>
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<td>9</td>
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<td>1500000</td>
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<tr>
<td>10</td>
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<td>$361,231 = Program Council (includes student staffing only)$62,231 = Union Programming (included student staff only)</td>
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<td>$75,000/year</td>
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<td>12</td>
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<td>Are you talking just programming board...this is unclear. Penn State has many areas of programming that come out of the student activities office that would include leadership and service learning</td>
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### Student Union Operations

**What are the sources of funding for your union programming, and the estimated percentage of your total revenue?**

<table>
<thead>
<tr>
<th>% of Total Funding</th>
<th>&lt;10%</th>
<th>10-25%</th>
<th>25-50%</th>
<th>50-75%</th>
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<td>Student Fees</td>
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<td>Transfers from Retail and Service Operations</td>
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<td>3</td>
<td>2</td>
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<td>Revenue from Membership Dues</td>
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<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>9</td>
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<tr>
<td>Revenue from Program or Ticket Sales</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
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<tr>
<td>Gifts/Endowments</td>
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<td>0</td>
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**Question Totals**

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<td>answered question</td>
<td>13</td>
</tr>
<tr>
<td>skipped question</td>
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<table>
<thead>
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<th>Other (please specify)</th>
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<td>1</td>
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<td>This is programming done by the Union's Activities Board only</td>
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