

TEXAS A&M UNIVERSITY
&
TEXAS A&M HISPANIC NETWORK

2004 SUMMIT EVALUATION REPORT

NEW AND PRODUCTIVE PARTNERSHIPS OF
COMMITTED AGGIES

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EXECUTIVE SUMMARY

Following the 2004 Texas A&M Hispanic Network (TAMHN) and Texas A&M University (TAMU) Summit, Summit participants (all of those who attended the Summit) were given an opportunity to respond (e.g. respondents) to a 3 page quantitative and qualitative evaluation of their Summit experience. The results of this evaluation are reported herein.

Both TAMHN and TAMU are experiencing unique periods of evolution within their ranks. Additionally, the relationship between TAMU and TAMHN will continue to evolve as the groups maintain collaborative discussions about their common goals including the increased numbers of Hispanic students accepted and graduating from Texas A&M University. Thus, this report is an attempt to typify the nature in which the first Summit contributed to the formation of a productive, meaningful, and collaborative relationship between TAMHN and TAMU.

Overall, the Summit was highly regarded and received generally positive remarks from respondents. Quantitative data exists (see pg. 7) which suggests that the respondents felt the Summit was well organized (95.3% agreed or strongly agreed). Additional data also suggests that 93.7% of the respondents felt the Summit allowed them to demonstrate their commitment to Hispanic student issues. Respondents also indicated favorable sentiments toward Dr. Gates and Mr. Hector Gutierrez '69 in regards to the presentations that they made in their morning presentations. Breakout sessions were revealed by 90.7% of the respondents to be highly relevant to the issues TAMHN is concerned with. However, only 68.7% of the respondents felt the breakout sessions were well organized and facilitated. Lastly, 86.1% of the respondents perceived that a more productive relationship between TAMHN and TAMU will evolve as a result of the 2004 Summit. In all instances, confidence intervals and levels were not calculated as only 30.37% of the Summit participants responded to the evaluation. However, grand mean averages are calculated and represent an average index of agreement for the respondents for a particular question or section.

Rich qualitative data was also obtained and analyzed using a thorough open coding process. Generally speaking, most qualitative themes cross referenced well with quantitative data. Emergent themes in the qualitative data are described in detail in the report. The seven most prevalent and commented upon themes from the 2004 Summit include:

- Major Time Constraints of the Summit
- Actualization of Hispanic Issues on Campus
- Demonstration of Former Students' Commitment and their Willingness to Participate
- TAMHN Leadership's Views Were Not Representative of all Former Student's Views
- Need for Hispanic Representation in President Gates' Council
- Lack of Resolved Action Plans
- Need to Diversify the Future Summit Invitees/Attendees

Several relevant and emergent sub-themes presented themselves to the investigators, as did other relevant themes. This report attempts to synthesize all of this data and make recommendations to continue to improve the new relationship between TAMHN and TAMU to produce powerful, value-added outcomes. As such, we encourage your feedback and are available to answer questions which arise from this report. It is our sincere hope that this report will add value to the readers' reflection upon the 2004 Summit as well as guide the process by which TAMU and TAMHN may continue to develop a more productive relationship.

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SUMMARY OF SUMMIT

In February 2003, under the leadership of Joseph Estrada, Assistant Provost for Admissions, and Daniel Hernandez, Associate Vice Chancellor for Community Development, an initial discussionary meeting was sponsored by the Texas A&M Foundation. Ten former students along with the sponsors met to discuss the possibility of bringing together Hispanic former students to explore the creation of a group capable of working collaboratively with the TAMU administration. The notion was to develop a vision and an action plan for implementation of recruitment, retention and scholarship funding strategies that would increase the number of Hispanic A&M students and graduates.

The initiative was designed to make a connection between and among the former students and the administration. The meeting's success served as a starting point for the next step in the group's development. As a follow up, the group met in Austin, TX two months later and elected its first chair, Hector Gutierrez '69 to lead the group. Under Mr. Gutierrez's leadership, the group scheduled the third gathering of the former students in San Antonio, Texas. The group's meeting resulted in over 50 participants from across the state that included former regents and the current mayor of San Antonio.

The group adopted the name Texas A&M Hispanic Network (TAMHN). TAMHN created teams to address the various concerns that it wanted to address and finalized its goals and targets with a report for TAMU President Robert Gates in August 2003. The report documented the group's mission, purpose, goals and strategies. With the report came a recommendation that a Summit be sponsored by the TAMU administration wherein former Hispanic students could come together to meet with the President and his administration and pursue an ongoing relationship designed to increase the number of Hispanic students and graduates. President Gates agreed to a Summit and a series of meetings were held between TAMHN leadership and TAMU administration to facilitate an agenda that would bring together the interested stakeholders to a historic Summit. The collaborative efforts between TAMHN, Association of Former Students, and TAMU set the stage for the Summit along with the logistics that needed to be addressed for orchestrating the event.

The date of April 22, 2004, the day after Aggie Muster, was agreed on as a symbolic gesture of the former students' commitment the University and its mission. The 2004 Summit was attended by approximately 200 individuals and generated interest among other Aggies who were not able to attend but conveyed their support for the endeavor. The results of the Summit are reported herein; the evaluation of the first Hispanic Issues Summit in the history of Texas A&M University.

SUMMARY OF SUMMIT EVALUATION PROCESS

Review of Evaluation Design

Following the solidification of goals and objectives for the Summit by TAMHN leadership, a draft evaluation was developed and revised by members of the Summit Planning Council and the Office for Institutional Assessment and Diversity. The evaluation was created and would ultimately be shared with Summit participants via Microsoft Word format. The evaluation (See Attachment A: Evaluation Tool) was created by mirroring the goals, objectives, and agenda outlined by the TAMHN Summit Planning Committee. Four quantitative sections (*Effectiveness of Events and Planning*, *Helpfulness of Summit Presentations*, *Organization and Relevancy of Breakout Sessions*, *Helpfulness of TAMHN Committee Reports*), and expressive data in a final qualitative section comprised the evaluation. Quantitative questions used a six point Likert scale with “neutral,” and “Not applicable,” responses. Overall, the evaluation consisted of thirty (30) quantitative questions and five areas for qualitative response.

Review of Evaluation Implementation

During the Summit, Dr. James Anderson announced that the Summit evaluation would be coming to Summit participants via the e-mail account they provided for registration for the event. Three days after the Summit concluded the finalized evaluation was sent via e-mail to 214 invitees to the Summit. The e-mail (See Attachment B: Evaluation Instructions E-mail) instructed respondents to return their completed Summit evaluations to Ms. Kimberlee Pottberg via e-mail. Respondents were informed in the e-mail that their responses would be kept confidential and would only be reported in aggregate. However, if a purely confidential evaluation was desired, respondents were also given the option to print the completed evaluation out and return it via postal mail to the Office of Institutional Assessment and Diversity. Similar detailed instructions for completing the evaluation were also included at the beginning of the evaluation itself. These instructions directed respondents to mark “not applicable” if they did not attend a breakout session or were not able to comment on the statement.

Review of Data Analysis

Quantitative results were analyzed for simple statistical data using Microsoft Excel. Frequency counts, mean, and mode calculations were the most readily available data as the Likert scales were scored and scaled in proportion to the number of respondents in each category. For each category of the respective Likert scales, percentage data was obtained. Additionally, tercile or “satisfaction percentage” data, an indication of how many respondents replied above or below “Neutral,” was built off of percentage data and outputted into Microsoft Excel. This satisfaction percentage representation will allow TAMHN leadership and TAMU administrators to view overall satisfaction (above neutral) and dissatisfaction (below neutral) representations of these quantitative results. For the purpose of data analysis, “no response” and “missing value” categories were created to contain results in which a respondent did not mark a response or marked more than one response, respectively. Additionally, all evaluations were numbered and “valid responses,” and “total responses” columns were used for quality assurance reasons and to ensure that all evaluations were reviewed and accounted for. In addition to simple statistical means and modes, overall averages were calculated. This average correlates to the Likert scale scores and serves as a general attitude index for conceptualizing respondents’ attitudes toward the Summit in regards to that specific question. For example, an average score of 4.125 was observed for responses about the comprehensiveness of the Summit’s agenda. This indicates that, if Summit participants were selected at random, a majority of them would *agree* (i.e. Agree = 4 on our Likert scale and 4.125 is close to 4) that the Summit’s agenda was comprehensive. Likewise, *grand averages* were calculated for each section of the evaluation. These grand averages indicate general attitudes toward each specific section of the Summit and serve to assist Summit leaders in identifying “big picture” areas for

concern. In light of this grand average data and index of agreement data, confidence intervals and confidence levels were not calculated as they would have been difficult to use with such a small sample and population.

Qualitative data was analyzed using a general open coding and analysis process. All qualitative data was split up with respect to which question it was a response to and unitized, or broken into completely separate thoughts. This unitized data, more than 620 distinct and separate thoughts, was then coded according to an arbitrarily assigned evaluation number, the question on the evaluation, and the unit of data in that particular response. Unitized data was then reentered into Microsoft Word documents which allowed each distinct thought to be printed on a separate 3x5 color-coded note card. These would be used to complete the qualitative sort of this data according to generally accepted qualitative analysis data. Across the course of four weeks, the investigators painstakingly sifted through each card and discussed the meaning of each thought. These cards were then categorized into the thematic areas seen in the *Qualitative Results* section of this report. All comments in this section represent “discrete” qualitative data. That is to say that after all of the data was unitized, each respondent’s comments were reported such that each comment seen in this report represent the comments of separate and different respondents. These comments are not the comments of one or two people. They are representations of emerging themes from the entire qualitative sort.

Response Rate Data

While no inferences or deductions can be made based off of response rate, simple statistics (such as the agreement indexes and grand mean averages calculated) can help TAMHN leadership and TAMU administrations understand the validity of this data as fairly representative responses of the Summit participants? Of the 214 possible respondents, 65 responded to the evaluation, yielding a 30.37% response rate. Such a response rate would allow fairly well guided decisions to be made with reasonable certainty that they are representative of a majority of 2004 Summit participants.

Evaluation Design and Implementation Limitations

As with the first 2004 Summit data itself, areas for improvement were observed by the investigators in the design of the evaluation. Most notably, the evaluation does not ask for demographic data such as age group (i.e. former or current student), gender, affiliation with the University (i.e. student, former student, TAMHN leadership, University administrator, faculty, or staff), or hometown/region. Data exists within the qualitative results which suggests that differences among Summit participants do exist, especially among age groups. Furthermore, despite being in the Summit’s first year of existence, no questions pertaining to perceived improvements for possible future Summits were asked or even if future Summits are desired by the respondents. Thus, the investigators were left to extrapolate that perceived weaknesses were areas of improvement and perceived strengths were areas to possibly maintain. Additionally, when the evaluation was sent out, no attempt to delineate between Summit attendees and non-attendees was made. Thus, those who RSVPed for attendance but did not actually attend had an opportunity to provide feedback. Some respondents identified themselves as someone who had not attended. Nonetheless, their perspective was valuable and offered insight as to why someone would not attend the Summit as it was proposed. Also of concern, certain language in the evaluation itself may have been confusing to Summit participants. For example, much conversation was given to the definitions and indicators of such words which appeared in the quantitative section as, “comprehensive,” “access,” or “advocate.” Lastly, the evaluation was created using Microsoft Word and circulated via e-mail in the same fashion as the invitations and RSVPs were sent and received. Future evaluations might consider using various delivery media, such as web, paper-based, postal mail evaluations, or phone calls to participants as resources and needs dictated. At this point no attempt to characterize non-respondent biases (Reasons why participants did not take the evaluation) is being made.

EVALUATION RESULTS

Quantitative Results

Within each respective area of the quantitative data (*Events and planning, Presentations, Breakout sessions, and TAMHN Committee Reports*), responses were generally positive. The investigators categorized each question as either a logistical or substantive question to guide the reporting process. More specifically, questions which had to do with the date, time, location, planning, and implementation of the Summit were categorized as *logistical questions*. Questions which dealt more directly with perceptions of the relationship between TAMU and TAMHN, the purpose of the Summit, the outcomes of the Summit, or the nature of Hispanic student issues at TAMU were categorized as *substantive questions*. Such a delineation between logistics and substantive data was made to allow TAMHN leadership and TAMU administrators to focus on these areas as their needs required.

Events and planning - Substantive questions

The highest percentage of satisfied participants observed in the substantive questions was in regard to the Summit's ability to provide opportunities for participants to demonstrate their commitment to Hispanic student issues. Fully 93.75% of the respondents were satisfied with this opportunity. However, of all of the substantive questions, this was the only question in which the mode (the largest reported category) was not in the strongly agree category. No respondents indicated that they were dissatisfied (disagree or strongly disagree) with this aspect of the Summit. Such data indicates that Summit participants represent a highly committed and dedicated group of individuals who care about TAMU Hispanic student issues deeply. It would stand to reason, based on this information, that Summit participants are seeking to find avenues for participation and assistance with Texas A&M University efforts, a conclusion echoed in the qualitative data. See Fig. S.1: Summit Allowed Demonstration of Commitment (Note: Percentages have been rounded in all graphs).

In addition to this data, an overwhelming majority (90.625%) of respondents felt that the issues discussed in the 2004 Summit were highly relevant to issues TAMHN is concerned with. Only 4.6875% of the respondents felt like the issues presented had no relevance to their concerns. If future Summits or Summit-like meetings are held, special attention should be paid to ensure that issues related to recruitment, retention, scholarship monies, matriculation, campus climate, campus activities, or other issues of pertinence to potential Summit participants to ensure that similar positive evaluations of the program's relevance are received and the TAMHN/TAMU bond continues to solidify.

Approximately 82.8% of the respondents felt that "the Summit allowed access to Texas A&M leaders and decision makers." In addition to this relatively positive data, much of the qualitative data revealed the importance of providing access to key TAMU administrators (See pg. 18). Future efforts should seek to maintain high visibility of TAMU administrators and contact between TAMHN and TAMU administrators.

Potential areas for improvement do exist in the substantive nature of the Summit. Specifically, respondents felt that the weakest area of the *Events and Programming* for the Summit was observed in the opportunity to provide input on University policies and programs regarding Hispanic students. In regards to University programs, only 68.25% of the respondents felt they were allowed an opportunity to provide input on programs while 17.46% felt that the Summit did not provide opportunities for input. This section represents the lowest satisfaction and highest dissatisfaction rates in the *Events and Programming* section. Additionally, fewer than 76.6% of the respondents felt the Summit was a good opportunity to provide input on university policies regarding Hispanic students compared to 10.93% who felt the Summit did not provide this opportunity. See Fig S.2a and Fig S.2b

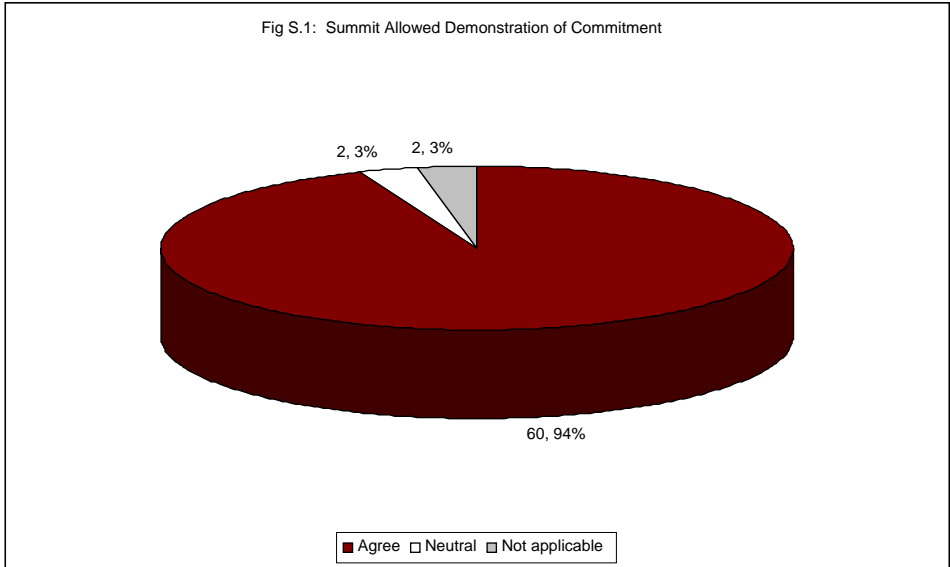
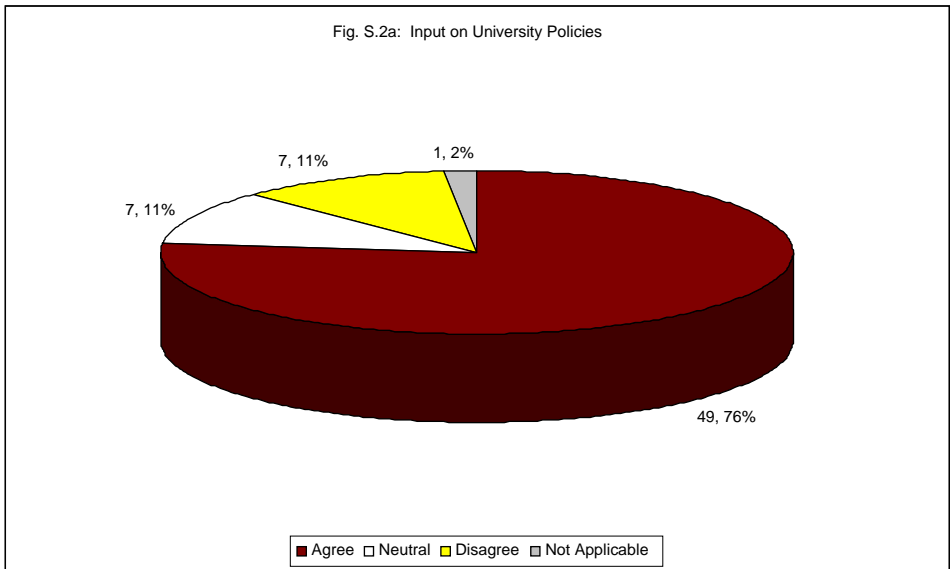
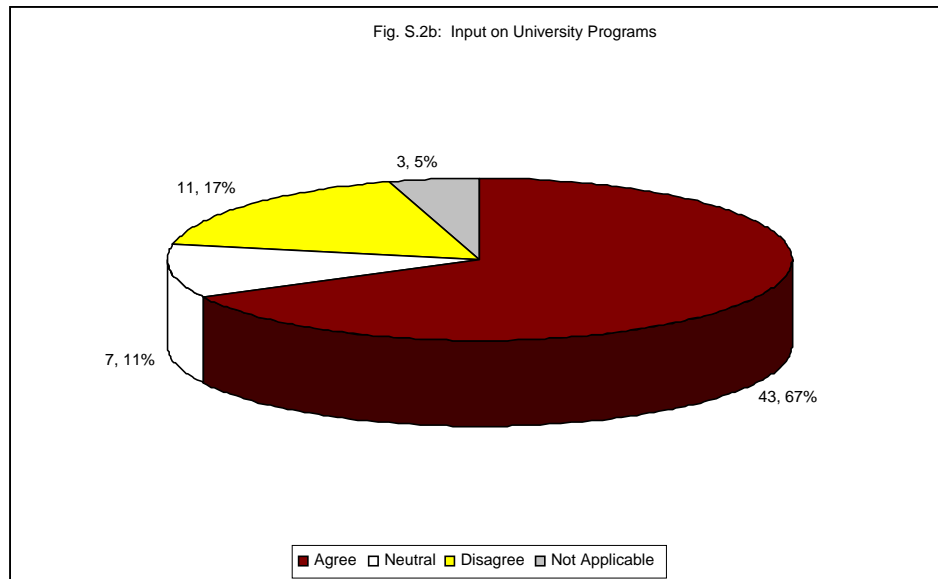


Fig. S.1: Summit allowed Demonstration of Commitment

Such data indicates that Summit participants represent a highly committed and dedicated group of individuals who care about TAMU Hispanic student issues deeply. It would stand to reason, based on this information, that Summit participants are seeking to find avenues for participation and assistance with Texas A&M University efforts, a conclusion echoed in the qualitative data.





Though some discussion was given during analysis to the meaning of “advocate,” the investigators noticed a slight decline in the number of satisfied respondents. Only 79.7% of the respondents felt that the Summit allowed them to “advocate” for issues of diversity in the TAMU administration. Comments on the lack of Hispanic representation in the upper levels of TAMU’s administration were also prevalently represented in the qualitative sections of the report.

Events and planning – Logistical questions

The most positively reported area of the Summit fell within the logistics of the Summit. Specifically, the logistics of the *Events and Planning* were met with generally positive attitudes by respondents. An overwhelming 96.875% felt the Memorial Student Center (MSC) was an appropriate location for the Summit with almost no one disagreeing. If program content allowed, future events could be held in the MSC to replicate such a warmly received environment. This question received the most resounding and positive quantitative results of the entire evaluation.

Following the extremely positive opinions regarding the MSC, another area of overwhelmingly positive response was noted in question 10 of *Events and Planning*: “Overall the Summit was well-planned and organized.” Fully 95.3% of the respondents felt the Summit was well-planned and organized. Few were in disagreement with this statement. Only three questions exhibited results in which no respondent fell below neutral and all three of these questions were asked in the *Events and Planning* section of the evaluation. In the areas of demonstrating commitment to Hispanic student issues, the location of the Summit, and the overall planning of the Summit saw none of the respondents in disagreement.

However, some questions in the *logistics* area of the evaluation require further review. Only 84.4% of respondents also felt “the goals of the Summit were clearly articulated.” With regard to the Summit’s goals, nearly 9.4% felt the goals of the Summit were not clearly articulated. It was questioned, “What does articulated mean and at which point of the planning process did we wish the goals were articulated?” The investigators felt some respondents could have felt that this question had to do with receiving the goals of the Summit prior to their arrival (which they did in the information received upon RSVP). However, some respondents could have felt that the goals of the Summit should have been commented upon during the

opening addresses or transparently demonstrated throughout the Summit. Future investigations should pay close attention to the evaluation’s language and design and seek to discover more indicators of a successful Summit and productive relationship.

Additional areas of concern were noted in question 2: “The agenda of the Summit was comprehensive.” While the investigators were unclear what a “comprehensive” agenda might look like, 82.8% of the respondents felt that the 2004 TAMHN Summit agenda was “comprehensive.” Only 3 respondents disagreed, representing 4.7% of the respondents.

Averages for each of the questions in the *Events and Planning* section are listed below. These points of data gave an overall grand mean for *Events and Planning* of 4.15. Correlating each category of the Likert scale to a number on a number line (Not applicable = 0; Strongly agree = 5), an overall agreement index can be arrived upon. In the example of the *Events and planning*, if a group of Summit participants were selected at random, a majority of them would more than likely say that they “agree” with the statements of this section of the evaluation (i.e. 4.15 was the average and agree is 4.0 on the Likert scale). See Fig S.3. Average Score of Questions

Fig. S.3: Average Scores of Questions

| Question/Statement | Average (out of 5) |
|--|---------------------------|
| 1. Goals clearly articulated | 4.13 |
| 2. Agenda was comprehensive | 4.11 |
| 3. The MSC was an appropriate location | 4.61 |
| 4. Presentations were representative of issues TAMHN is concerned with | 4.31 |
| 5. Input on University policies | 3.95 |
| 6. Input on University programs | 3.65 |
| 7. Opportunity to demonstrate my commitment | 4.27 |
| 8. Advocate for issues of diversity in TAMU administration | 3.95 |
| 9. Access to TAMU leaders | 4.11 |
| 10. Well planned and organized | 4.45 |
| Overall average index of agreement | 4.15 out of 5 |

Presentations – Substantive questions

Because of the content of the discussions, the investigators felt that all of the questions pertaining to the presentations throughout the day were *substantive* in nature. Each question asked respondents to comment on the helpfulness of the presenter’s comments. One example of such a question is noted below:

How helpful was the information presented by President Robert Gates during his morning keynote address?

Extremely helpful Helpful Neutral Not helpful Not at all helpful N/A

With an understanding of the question design, let us review the results of this section. The most helpful presentation of the Summit appeared to be Dr. Robert Gate’s morning keynote address which reviewed statistics on student body demographics, university program data, and other useful data. Approximately 91.93% of the respondents felt Dr. Gates’ information was helpful with the largest responded category (with 35 respondents) falling under extremely helpful. On average, a randomly selected Summit participant would comment that Dr. Gate’s keynote speech was “slightly more than helpful” (average index of helpfulness =

4.34 out of 5). By far, Dr. Gates is the most commented upon administrator in the qualitative section of the report, with an overwhelming majority of these comments being highly positive. In connection with these quantitative results, Dr. Gate’s involvement with the Summit would, on the whole, be best characterized as an extremely positive experience from the respondents’ perspective.

By far, Dr. Gates is the most commented upon administrator in the qualitative section of the report, with an overwhelming majority of these comments being highly positive. In connection with these quantitative results, Dr. Gate’s involvement with the Summit would, on the whole, be best characterized as an extremely positive experience from the respondents’ perspective.

One area for concern to the investigator was noted in question 5 of the *Presentations* Section: “How helpful was the Admissions and Financial Aide information presented by Frank Ashley and Arnold Trejo in the afternoon session? The lowest reporting of satisfaction (70.3%) was noted in this session. Possible areas of influence might be the placement of this session in context of the agenda. Dr. Ashley and Mr. Trejo’s afternoon session could have been influenced by lower attendance and the fact that it came immediately after the lunch break. It is noted that 9 respondents marked “not applicable” in regards to Dr. Ashley and Mr. Trejo’s session, indicating that they possibly left after the morning sessions, which, at most reported 2 “not applicable” remarks. These nine “not applicable” responses represent 13.85% of the 65 total responses. Such “not applicable” responses do have an influence on the data in such a small sample or population.

Negligible percentages of dissatisfaction were recorded as 7.8% for the presentations given by Col. Robert Gonzales and Dr. James Anderson. With satisfaction percentages of 82.8% and 78.1% for Col. Gonzales and Dr. Anderson, respectively, and mode data which both lie in the “extremely helpful” category, the investigators decided not to extrapolate upon why the highest dissatisfaction data was noticed in these presentations. The population and sample size of the Summit respondents was too small.

On the whole, results for the presenters were “helpful” as indicated by the grand average helpfulness index of 4.05 out of 5. Results for the *Presentations* Section can be seen below in Fig S.4 Quantitative Results Regarding Presentations.

Fig. S.4: Quantitative Results Regarding Presentations

| <i>Presenter and Time</i> | <i>Percent Satisfied</i> | <i>Percent Dissatisfied</i> | <i>Average (Out of 5)</i> |
|---|---------------------------------|--|----------------------------------|
| Hector Gutierrez, morning welcome address | 87.5% | 3.125% | 4.19 |
| President Robert Gates, morning keynote address | 91.9% | 4.83% | 4.34 |
| Dr. James Anderson, morning discussion session | 78.1% | 7.81% | 4.06 |
| Col. Robert Gonzales, morning remarks session | 82.85% | 7.81% | 4.125 |
| Dr. Frank Ashley and Mr. Arnold Trejo, afternoon sessions | 70.3% | 6.25% | 3.5 |
| | | <i>Overall average index of helpfulness</i> | 4.05 |

Breakout Sessions

Four questions on the evaluation were asked which sought to quantify:

- 1.) How well each session was organized,
- 2.) How relevant the topic of the session was to the issues TAMHN is concerned with,
- 3.) How helpful the session was to the participants,
- 4.) And, to what extent the session allowed participants to provide feedback for linkages between TAMU and TAMHN.

Breakout sessions were quantitatively analyzed in two fashions. First, each session was analyzed on its own with regards to the four questions asked in the evaluation. Secondly, the responses on the breakout sessions were compiled and analyzed so that reviewers would have a general idea of how the breakout sessions overall were received by respondents. Breakout sessions were concurrently occurring (see pg. 20), meaning most participants attended one breakout session; they did not usually attend part of two or all three sessions. Thus, participants were asked to mark “not applicable” for sessions which they did not attend. Because the sessions were concurrently occurring, it is important to note that response rate data in the breakout session section of the report does not correlate to attendance trends for each particular breakout session. Also, such small responses in each individual breakout sessions do not represent data which would be as sound and definitive as previously observed responses. Finally, an attempt was made to correlate each breakout session to all of the breakout sessions with respect to each question asked on the evaluation (See Figs. S.5a Percent Satisfied 5.b, Percent Neutral, and 5.c % Dissatisfied)

Breakout Sessions – Linkage Between TAMU and TAMHN

Twenty-one (21) responses were received regarding the quality of the presentation on means to link TAMU and TAMHN. Only 57.1% of the respondents felt that the session was well organized. When compared to the 28.6% which felt that the session was poorly organized, significant attention to this data should be paid. Qualitative data exists which resoundingly indicated that the breakout sessions overall were not afforded enough time and, in the respondents’ opinion, the quality of the breakout sessions was sacrificed. This is reflected by the fact that two of the three the breakout sessions scored lowest in the area of organization with none scoring highest in the area of organization.

Qualitative data exists which resoundingly indicated that the breakout sessions overall were not afforded enough time and, in the respondents’ opinion, the quality of the breakout sessions was sacrificed. This is reflected by the fact that all of the breakout sessions scored lowest in the area of organization.

Overall 81.8% of the respondents to this session indicated that they felt the session was relevant to the purpose of the 2004 Summit AND that the breakout session was helpful. Lastly, 77.2% of the respondents felt the session allowed them to provide feedback on a means to link TAMU and TAMHN. With an average satisfaction index of 3.93 out of 5 (slightly below agree), this breakout session most closely reflected the patterns observed by the entirety of the Summit participants in regards to all of the breakout sessions.

Breakout Sessions – Training in recruitment, retention, and admissions

With the largest response pool of all of the breakout sessions, the data regarding the quality of the breakout session on training of recruitment, retention, and admission efforts is the most confident data in this section. As was observed in two of the three breakout sessions, the lowest scored area of the responses for this

section (67.7%) was observed in the organization of this session. Impressively, 100% of the respondents indicated that they either agreed or strongly agreed with the statement that the topics presented in the breakout session were relevant to the 2004 Summit's purpose. This data suggests that receiving training from the University in recruitment, retention, and admissions efforts which they can influence was and may continue to be a significant issue for TAMHN Summit participants.

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With regard to the helpfulness of the session 73.3% of the respondents were satisfied that the session was helpful to them while precisely 80% felt the session allowed them to provide feedback on a means to link TAMU and TAMHN. The highest satisfaction index of any of the breakout sessions was observed in this section (4.0 out of 5) and indicates that if a "training on recruitment, retention, and admissions" breakout session participant were selected at random, they would more than likely say that they "agreed" with the areas questioned in this section of the evaluation.

Breakout Sessions – Campus Life and leadership

The breakout session on campus life and leadership was commented upon by the lowest number of respondents; sixteen (16). Thus, extrapolation based upon this data may not be as definitive as the investigators wished. However areas of remarkable data are exhibited in this breakout session, nonetheless. Particularly, 81.25% of the respondents felt that this session was well organized, representing the highest score in this category for all breakout sessions; the only score in which this question was not rated the lowest of all of the breakout sessions. However, it is interesting to note that no respondents in the area of this sessions' organization were neutral. Participants either really liked the organization of the session, or they truly disliked it; there was not middle ground. However, a mere 35.7% of the respondents felt the session allowed for feedback on means to link TAMU and TAMHN. In this regard, this was the only question the entire evaluation in which the largest category of respondents remained "neutral" toward the session. Additionally only 45.5% of the respondents felt the breakout session was helpful while 27.7% indicated that the breakout session was not helpful. Despite these lower responses, 83.3% of the respondents felt the topic of this breakout session was relevant to the Summit's purpose. Data with such gaps and splits between the organization, relevancy, and the implementation of the session might indicate that the presenters were rushed for time or had difficulty delivering the presentation to the participants as was outlined in the Summit agenda. Even with the lowest satisfaction index of 3.6 out of 5, participants of this breakout session would still be prone to indicate that they were "slightly more likely to agree than to remain neutral" on issues questioned on the evaluation.

Breakout Sessions – Overall

As was previously stated, the data on the breakout session was compiled into "lump form" and analyzed so that trends regarding the breakout sessions on the whole could be made. Some participants indicated on their evaluations that they attended parts of two or even all three sessions and felt informed enough to comment on multiple sessions. Thus the sample size for this section of data alone ranges from 63 to 67 and accounted for negligible percentage differences.

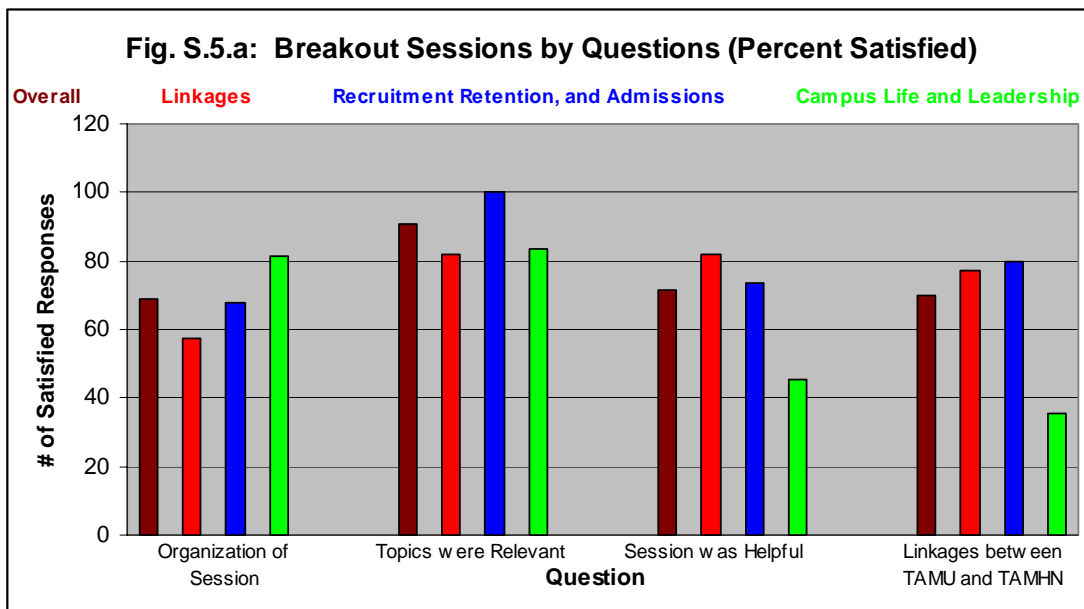
Overall, respondents felt the topics of the breakout sessions were highly relevant to the issues the Summit was seeking to address as indicated by the 90.76% satisfaction rate in terms of relevance. However, only 68.7% of the respondents felt the sessions were well organized. The largest percentage of dissatisfied respondents (19.4%) was also observed in the area of organization of the breakout sessions. Overwhelmingly significant qualitative data exists which indicated the breakout session did not have enough time to

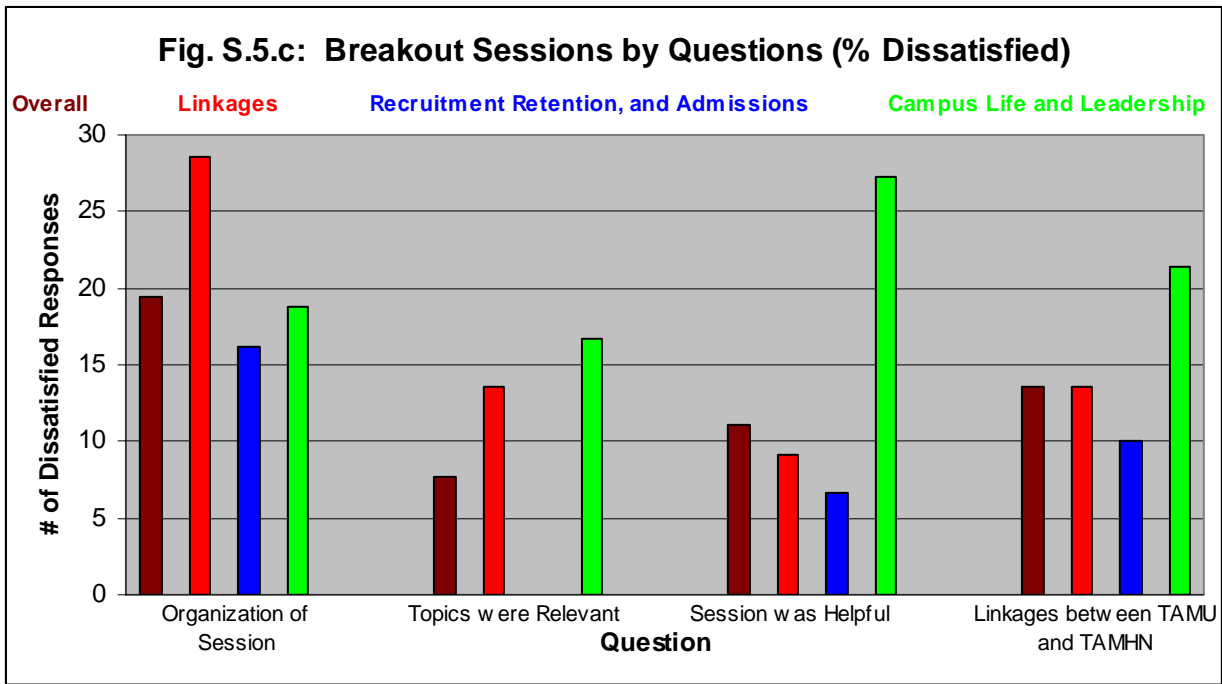
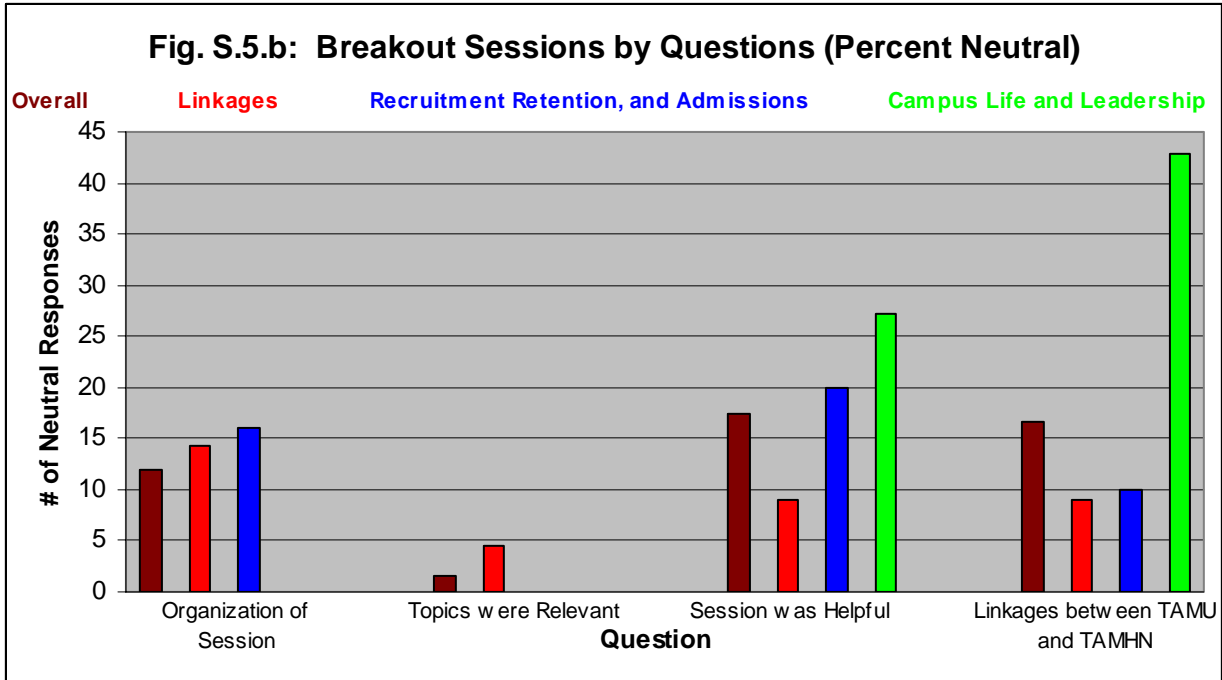
comprehensively discuss the topics and that many of the participants desired to fully attend more than 1 breakout session. This data indicates that participants felt the topics were highly relevant, yet the sessions were poorly planned or facilitated. Coupled with the qualitative data on the lack of time and the concurrent nature of the breakout sessions, the investigators felt the remainder of the data on the breakout session was influenced by these observations on relevancy, time afforded, and organization.

This data indicates that participants felt the topics were highly relevant, yet the sessions were poorly planned or facilitated. Coupled with the qualitative data on the lack of time and the concurrent nature of the breakout sessions, the investigators felt the remainder of the data on the breakout session was influenced by these observations on relevancy, time afforded, and organization.

It was noticed that quantitative results indicated 95.3% of the respondents felt the Summit was well-organized. Yet, only 68.7% of the respondents felt the breakout sessions were well organized. One possible reason as to why such a difference may be observed is illuminated in qualitative data which suggests that the respondents felt the breakout sessions were poorly moderated.

Only 69.7% of the respondents felt the sessions allowed for opportunities to provide feedback on ways to link TAMU and TAMHN while 13.65% disagreed with this statement. This data is most directly influenced by the extremely low data observed in the campus life and leadership session which recorded satisfaction and dissatisfaction percentages as low as 35.7% and 21.4% respectively. Not including the percentages from the campus life and leadership session, the overall percentage of satisfaction and dissatisfaction in regards to “the linkage between TAMU and TAMHN” question for the other two sessions would be 78.63%, (representing approximately 3 more responses in the satisfied category of each of the two other sessions). In actuality, only 71.4% of the respondents felt that the sessions were helpful while 11.1% felt they were not helpful. The largest percentage of neutral responses was also noted in regards to the helpfulness of the sessions.





TAMHN Committee Reports

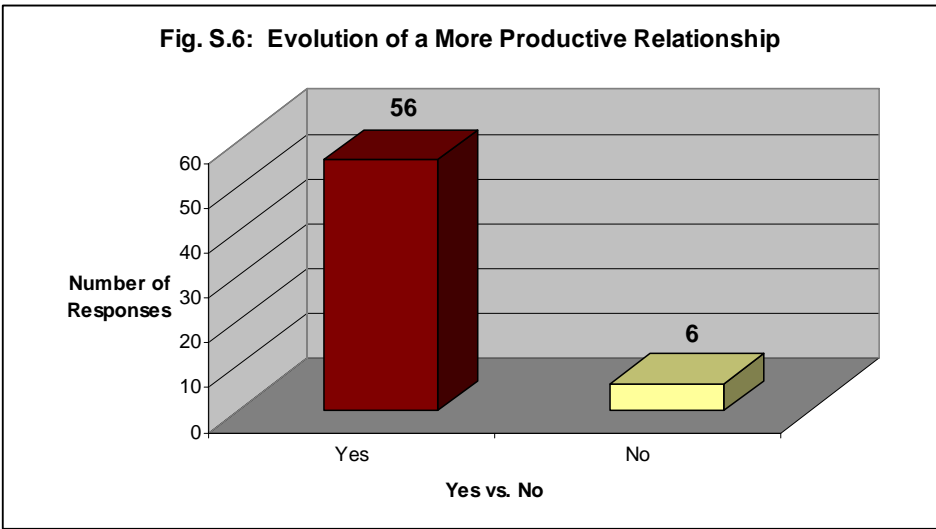
In regards to the quality of the TAMHN committee reports, the respondents indicated relatively low percentages of satisfaction in response to the 2 questions asked in the evaluation. Only 43.3% of the respondents felt that the committee reports were, in some fashion, helpful to their understanding of TAMHN operations. However, no significant increase in the percentage of dissatisfied respondents (11.6%) was noticed in this regard. Furthermore, only 45.8% of the respondents felt the committee reports were an appropriate length. As with the first question, no significant increase in the percentage of dissatisfied

respondents (1.69%) was noticed. The most telling data in the *TAMHN Committee Reports* section is noticed in the “Not Applicable” category. As respondents who did not attend the committee report meetings were instructed to mark “Not Applicable,” the investigators made some inferences (coupled with sound agreeing observations noted in the qualitative section) that attendance at the Summit dropped significantly after lunch. However, it is noted that there is no way to know for certain if all of the “Not Applicable” responses can be attributed to non-attendance.

Productive Relationships

Imbedded within the qualitative section of the evaluation, one question asks respondents to reply with “yes” or “no” to their perception as to whether or not the Summit will lead to a more productive relationship between TAMU and TAMHN. Following this quantitative question, respondents were asked to qualitatively “provide details” of their reasoning. An overwhelming majority (86.15%) of the respondents indicated “Yes,” while only six respondents (9.2%) felt that the Summit would *not* lead to a productive relationship between TAMU and TAMHN. This self-reported data supports the statement that the 2004 Summit accomplished the fourth goal which the TAMHN leadership outlined for the Summit: “To identify and promote the most functional approaches of linking the work of TAMHN with the Hispanic Community at A&M, and other diverse groups comprised of faculty, staff and students.” Furthermore, rich qualitative data exists from this question which supports the perception that the 2004 Summit, overall, was an effective and highly-supported method of linking TAMU leadership with the concerned Hispanic community and TAMHN leaders. See Fig S.6 Evolution of a More Productive Relationship

This data supports the statement that the 2004 Summit accomplished the fourth goal which the TAMHN leadership outlined for the Summit: “To identify and promote the most functional approaches of linking the work of TAMHN with the Hispanic Community at A&M, and other diverse groups comprised of faculty, staff and students.” Furthermore, rich qualitative data exists from this question which supports the perception that the 2004 Summit, overall, was an effective and highly-supported method of linking TAMU leadership with concerned Hispanic community and TAMHN leaders.



Qualitative Results

As was discussed earlier in the report, this report should be examined with the idea that the relationship between TAMU and TAMHN is amorously defined and young in nature. As with any new relationship, be it between individuals or organizations, a certain amount of dissonance and questioning will (and should) naturally occur. Along these lines, we encourage the reader not to review the qualitative results of the 2004 Summit evaluation through a bipolar lens of good and bad, right and wrong, or, us vs. them, for example. This qualitative data is much more useful if viewed objectively and if the questions, comments, and concerns are viewed not as an attack on any individual or organization, but as a vital step in the process of continuing the new and powerful partnership between TAMU and TAMHN. Indeed, all of the respondents have made comments “Con respecto,” “with the deepest respect,” or “with the best of intentions.” As two respondents stated: “Even when we are led to say things such as ‘Why are you just now starting to get excited about admitting more Hispanics into Texas A&M University?’, we quickly go past that and say things such as ‘We are here now and let us make the best of it.’” and “We are the Aggies the Aggies are We... True to each other as Aggies should be.”

In an attempt to more appropriately conceptualize the relationship between TAMU and TAMHN as a result of the Summit, we have arranged the qualitative data in regards to the questions under which the respondents offered an opinion. No information which the investigators reviewed labeled the Summit as a complete and utter failure. Instead, the overwhelming majority of the qualitative data could best be characterized as positive. Several areas of strengths to be maintained, weaknesses to improve upon, questions, and comments do exist and are supported by quantitative data as well.

Seven themes emerged as the most clearly delineated veins of thought in the qualitative data. Along these lines, a listing of the “top seven” most prevalent themes are listed below:

- Major Time Constraints of the Summit
- Actualization of Hispanic Issues on Campus
- Demonstration of Former Students’ Commitment and Their Willingness to Participate
- TAMHN Leadership’s Views Were Not Representative of Former Student’s Views
- Need for Hispanic Representation in President Gates’ Council
- Lack of Resolved Action Plans
- Need to Diversify the Future Summit Invitees/Attendees

The following represent a more detailed focus on all of the themes presented in the 2004 Hispanic Summit.

Strengths of the Summit

Five major themes presented themselves to the investigators as they reviewed the responses to the qualitative question on strengths of the Summit. These thematic areas include:

- Collaborative Venue for Input on Hispanic Student Issues
- Community and Social Capital Building Opportunities
- Commitment of TAMU Administration
- Insight into University Initiatives
- Demonstration of Former Students’ Commitment and their Willingness to Participate
- Summit Logistics and Implementation

Collaborative Venue for Input on Hispanic Student Issues

In the area of strengths, the most powerful respondent-reported outcome was that the Summit provided a meaningful venue for expressing concerns. Most particularly, Summit respondents felt that what made the Summit meaningful was the candid interaction between Summit participants and TAMU administration. Additionally, Hispanic issues were being acknowledged in a formal public forum for the first time. This actualization of Hispanic student issues on campus represented a truly significant occurrence for the respondents who felt that they had been neglected heretofore. Many respondents commented in this section that the fact that “the Summit was supported at all was amazing, but that it [the Summit] was so spectacular was even more astounding.” Other respondents commented:

“It was great to see A&M taking steps to bring this issue (the need for Hispanic students at A&M) to the forefront,” and, another,

“I was proud to be representing the former students at such a historic event.”

Community and Social Capital Building Opportunities

The investigation of the responses discovered a theme that the Summit provided a community building opportunity between and among the TAMHN membership and University administration. Respondents felt that building an intra- and inter-relation social capital base between members of TAMHN and TAMU was of paramount importance. However, the ability to socialize at the 2004 Summit would best be characterized as “just barely acceptable” as it appears that areas for improvement upon socialization in future Summits were offered in the weakness question.

Commitment of TAMU Administration

As with all other areas of the evaluation, Dr. Gates’ participation was highlighted as a significant and symbolic gesture which represented his high commitment. Comments regarding Dr. Gates’ participation were all recognized as positive strengths. Additionally, a portion of this data also recognized the contributions of other university staff as strengths in the Summit and in larger diversity initiatives at Texas A&M University. Respondents stated:

“The opportunity for former students to meet with the President and his key staff reinforces the perception that Dr. Gates is serious about his goal of increasing diversity at the university.”

“President Gates’ commitment to our particular concern was evident and strongly reaffirmed by Dr. Anderson’s sincerity and passion for diversity.”

This information is supported by a significant amount of perceptions that the current administration is highly committed to Hispanic issues. In one of the most powerfully positive statements in all of the data, one respondent is quoted, “There is a feeling that the Hispanic Community’s issues are legitimate with this administration.” Prevalent throughout the data are underpinnings of thought which led the investigators to believe that the Hispanic Community has heretofore felt neglected and currently feels as if TAMHN and the greater Hispanic Community will be considered a valid and endeared source of information and perspectives with the current University Administration.

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Insight into University Initiatives

The University's participation in the Summit also provided the participants with insight into the University's initiatives. Several of the respondents indicated that they "came away with more insight," "learned what the University was doing," or can "better understand" where Texas A&M University stands in terms of attracting and retaining more Hispanic students. One similar comment stated,

"I believe this was an excellent opportunity to learn more about the initiatives of the university, the presentation of ongoing efforts, and to learn about admissions/financial aid issues."

Demonstration of Former Students' Commitment and Willingness to Participate

Many respondents felt that the Summit allowed them to demonstrate their very personal and vital commitment to Hispanic student issues at Texas A&M University. For example, 24 comments were made which pertained to some form or ability to contribute to local community based recruitment efforts or other forms of long term participation in University efforts. This data was characteristic of approximately 1 out of every fifth Summit participant.

Summit Logistics and Implementation

With regard to logistics of the Summit, several perceived strengths indicated areas which might be maintained in future Summits or similar meetings. The respondents reported that they enjoyed the informal "question and answer" style of the Summit and that participation in these sessions was high. One respondent commented that "[They] enjoyed the participants' ability to express questions and for those to be addressed immediately."

There were other encouraging responses which held that this first Summit was well managed and well organized. Commentary on Mr. Hector Gutierrez's facilitation of the Summit was positive. Additionally, for the first meeting of its kind between TAMHN and TAMU, the Summit appeared to have been smoothly executed and offered the appropriate kinds of opportunities for a new relationship between the two groups to form.

A number of respondents felt that the Summit's attendance represented a "large group of people." Much more contrasting data exists in the weakness section of the responses which indicated that Summit respondents felt the Summit's attendance was too small. Recalling that such dissonance is indicative of any new venture or relationship, this topic will be discussed in more detail shortly and should be reviewed by TAMHN leadership and TAMU administration.

Weaknesses of the Summit

Within the area of perceived weakness of the Summit were reflected five major themes which represent opportunities for improvements in future Summits. These areas for improvements include:

- Summit Logistics and Implementation
 - Major Time Constraints of the Summit
 - Comments on Breakout Sessions
 - Building of Social Capital
 - Goals of the Summit Not Clearly Communicated
- Summit Invitee/Attendee Makeup
- Lack of Resolved Action Plans
- TAMHN Leadership's Views Were Not Representative of Former Student's Views
- Comments on TAMU Administration and Policies

Summit Logistics and Implementation

The most significantly commented upon theme in the area of Summit weaknesses (In fact, throughout the entire evaluation) had to do with perceived weaknesses in the Summit's logistics. Such comments accounted for fully 11% of all comments made about the Summit in general. While weaknesses in the Summit's logistics can be easily remedied, sub-themes within the theme of logistics may very well have influenced the substantive outcomes of the Summit. Thus, these logistical improvements should not be overlooked or discounted.

Major Time Constraints of the Summit

The most significant theme presented in all of the responses of the entire evaluation (logistical or substantive) was that respondents felt that the Summit was heavily constrained on time and that the highest quality of the presentations was not reached as a result of this constraint. More than half of the comments received in the weakness category commented upon the "rushed" nature of the Summit. Comments such as, "The breakout session appeared to be rushed and limited on time," or "Not enough time to really focus on what we do next," were typical of these perceptions. Several respondents felt as the following participant did: "It is very difficult to discuss such complex issues with such little time. Perhaps a 2 day Summit would have been better." It is predicted that extending the length of the Summit will increase the costs of the Summit, not only for both TAMU and TAMHN, but additionally for Summit attendees who would need to give up more of their time for the longer Summit. Thus, it is recommended that TAMHN leadership discuss this idea with their constituents and with TAMU leadership prior to proposing to extend the length of the Summit if a longer Summit is so desired.

Comments on Breakout Sessions

There were a significant amount of comments which felt that the breakout sessions should not have been concurrent and should have allowed participants to attend more than one session at a time. Moreover, respondents also felt that the breakout sessions were rushed, a sentiment which is echoed by the idea that the entire Summit was "cut short on time." Additionally, respondents also felt that the breakout sessions were not well organized. Yet, no specific recommendations beyond allowing more time for the breakout sessions were offered. The general feeling that the breakout sessions

were one of the most vital parts of the Summit was noticed. This idea was reaffirmed in quantitative data which stated that the respondents felt the issues in the breakout session were highly relevant. Lastly, a number of respondents indicated that the breakout sessions were poorly moderated.

Building of Social Capital

Many respondents commented that, “There was not enough time for social events at the Summit.” The importance of building social capital among the former students and between administrators and former students is a prevalent idea throughout the Summit data. One respondent commented,

“We should have had an evening social for those that were able to stay in town.
The event in the Stark Gallery just did not work.”

Goals of the Summit Not Clearly Communicated

A small group of the Summit respondents indicated that the goals of the Summit were not clearly communicated prior to the event. However, the goals which were outlined by TAMHN leadership were shared via e-mail to all participants who inquired or RSVPed for the event. There may be a disjoint between the goals which were communicated and the goals of the Summit as observed. Some respondents felt that the Summit had many “secret agendas and ulterior motives” which were never articulated and, on occasion, these ulterior motives overshadowed the purpose of the Summit. For example,

“Some of the individuals there were more concerned with personal issues that pertained to their child or their region of the state, which took away from the actual discussion of issues and took away from the ability to address the actual issues.”

Another respondent commented on the perception that one hidden agenda of the Summit was an attempt to reverse recent decisions by TAMU Administration,

“The summit objective was NOT just to urge Dr. Gates to reverse his position of not considering ethnicity as part of the admission process.”

In addition to transparency of goals and adherence to the goals and objectives of the Summit, the Summit leadership might also consider utilizing different forms of media besides e-mail for marketing of the Summit and its goals. Postal mail, advertisements in Alumni publications, and word of mouth advertising for future events might also reach more potential participants and diversify the attendant pool. Such methods of advertising might also lead to much more clearly stated goals.

Lastly, there were few remarks which indicated that the Summit was poorly planned. These remarks usually indicated some form of dissatisfaction with a logistical topic previously discussed. Moreover, the perception of poor planning of these logistical ideas impacts several areas of the Summit, including the substantive areas of the Summit which are reported upon next.

TAMHN Leadership's Views Were Not Representative of Former Student's Views

Without regard to the overwhelming comments on logistics (specifically, time constraints), the next most characteristic area of perceived weaknesses was directed specifically at TAMHN leadership's representation of the Hispanic Community's views. The “bold and independent stance” taken by TAMHN at the Summit regarding TAMU's new merit (i.e. non-race based) admissions policy was not

representative of all TAMHN participants' views, in the respondents' opinions. Comments most directly reflect that the majority of the Hispanic Community and Hispanic Former Students feel the new merit based admissions policy "is a positive step in the right direction," or "Allows me to know I am here because of my merit and not my skin color." Some respondents desired to see official voting, polling, or decision on the stance before the comments were delivered at the Summit. Additionally, some had hoped for the opportunity to respond to Mr. Hector Gutierrez and Col. Robert Gonzalez' comments immediately after they had been made.

The "bold and independent stance" taken by TAMHN at the Summit regarding TAMU's new merit (i.e. non-race based) admissions policy was not representative of all TAMHN participants' views, in the respondents' opinions.

In short, there was a major perception that the meeting was run by a leadership not willing to hear other voices and represent the views of the Hispanic Community. Comments of this type include:

"There was also no opportunity for the membership of TAMHN to express their views or to validate the stance taken by Hector Gutierrez and Robert Gonzalez. What changes need to be made so all members of TAMHN are aware of such voting and positions? When did this decision come down? When was voting conducted?"

And,

"I did not feel represented by the TAMHN leadership because I am not in agreement with their position regarding the decision not to use race as a factor in admission."

And, finally,

"The membership did not have the opportunity to present ideas or to offer specific support for any plan of action or stances."

Summit Invitee/Attendee Makeup

As was promised toward the end of the comments on the strengths section, more discussion would be devoted to the subject of who was invited to attend the Summit. A significant amount of responses was obtained which indicated that the 2004 Summit was too small in attendance. More importantly, however, a major concern of the Summit respondents focused on the perceived age composition of the invitees and attendees of the Summit. As this theme also represented one of the more commented upon ideas in the response pool, significant consideration should be given to who is invited to future events, should they occur. The majority of the comments called for more participation from current students and younger former students during the Summit. Additionally, many of these comments indicated that the respondents held a perception that ideas and stances of TAMHN will differ between older Hispanic former students and younger Hispanic former students. One respondent stated, for example:

"TAMHN leadership has an independent and strong position, perhaps reflecting the influences of past prejudices in the 'old' generation; recent Hispanic graduates and

Hispanic faculty do not share their passion or endorse including race as a factor in admissions.”

Yet, another respondent offered the idea,

“Maybe next time we hold something like this on a weekend to account for student’s schedules.”

The alternative of a weekend Summit may allow for more current students to attend, provide more opportunities for social events (such as TAMU weekend events or football games), and offer more time for the Summit to be held, thereby alleviating three of the major weaknesses the respondents offered. However, it is advised that such changes be proposed to TAMHN’s base through formal methods and then proposed to TAMU administration to ensure the proper amount of prior input is obtained. In addition to the perception that a more diverse invitee pool should be recruited, other major concerns with “who attended” dealt with the limited number of females, and A&M faculty and staff at the Summit. Moreover, the fact that high school students or “at least a panel of perspective Aggies” were not invited concerned a few of the respondents.

The alternative of a weekend Summit may allow for more current students to attend, provide more opportunities for social events (such as TAMU weekend events or football games), and offer more time for the Summit to be held, thereby alleviating three of the major weaknesses the respondents offered. However, it is advised that such changes be proposed to TAMHN’s base through formal methods and then proposed to TAMU administration to ensure the proper amount of prior input is obtained.

A significant amount of respondents felt that the Summit’s attendance was too small. Coupled with the previous information that shows that a small proportion of respondents felt that the size of the Summit was large, an area for further discovery was illuminated. TAMHN leadership should work in concert with TAMU administrators and the Hispanic Community to decide on an appropriate number and makeup of attendees or even if a limit on invitations sent out should be set for the second Summit and subsequent meetings.

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Lack of Resolved Action Plans

The belief that action plans were not determined at the Summit was perceived as a weakness as well. There appeared to be an expectation that the Summit would have produced an action plan or even multiple action plans. Thus, the lack of an action plan created a concern for several respondents. A review of the goals outlined for the Summit indicates that developing action plans was *not* a major goal of the 2004 Summit. Yet, a significant amount of the Summit respondents felt that the Summit should result in formal actions plans which will guide the next steps of the group. The focus and objectives of future Summits or meetings may be devoted to the development of specifically outlined and detailed action plans with the guidance of the TAMU administration and TAMHN committees.

Comments on TAMU Administration and Policies

Several respondents noted that particular University administrators did not attend the entirety of the Summit and left early. This occurrence propagated a larger perception by the respondents that the University administration is not totally committed to Hispanic student issues. It is interesting to note that throughout the entirety of the Summit, TAMU President Robert Gates received glowing and highly regarded feedback from Summit participants. The majority of this feedback indicated that Dr. Gates candidly admitted failures of TAMU programs and offered efforts for improvement. However, in the area of perceived weaknesses several respondents indicated that other University administrators became defensive and did not accept criticism as well as Dr. Gates. Maintaining the idea that the relationship between TAMU and TAMHN is new, such discourse during the Summit and feedback afterwards is expected. University administrators should seek to emulate Dr. Gates' example and participate actively, objectively, and as often as possible in future Summit or TAMHN events. Candid and open admissions that there are areas to improve upon were highly accepted by Summit respondents while defensive comments on university programs and policies were most vocally perceived as weaknesses.

University administrators should seek to emulate Dr. Gates' example and participate actively, objectively, and as often as possible in future Summit or TAMHN events. Candid and open admissions that there are areas to improve upon were highly accepted by Summit respondents while defensive comments on university programs and policies were most vocally perceived as weaknesses.

Overall these perceived weaknesses suggest an ongoing perception that the relationship has begun with a good start, yet there is need for a concrete action plan that improves the relationship and moves the intended agenda forward. The summit was a well received experience by the respondents and raised hopes and expectations. With this experience, the notions of transparency, commitment, accountability, measurable results, and trust follow. The discourse is not a typical parent initiative; rather, it is a former student/stakeholder paradigm. As each organization evolves, they will seek opinions and criticisms taken seriously in this new venture. The outcome will be an unprecedented collaborative relationship of success as the trust factor is built and creative strategies and resources are unleashed.

Evolution of Productive Relationships

Respondents were asked to indicate, via a "yes" or "no" answer, whether or not they perceived that "a productive relationship between TAMHN and Texas A&M University will evolve as a result of the 2004 Summit?" An overwhelming 86.1% of the respondents replied "yes." Additionally, these respondents were asked to "please provide details" in a qualitative section of this question. When asking for such an open and broad response, that is precisely what may occur. Therefore, many of the themes in this section are repetitious versions of previous commentary reported upon above. Additionally, with such differing responses, this section of the report attempts to tie all of the responses together (again couched in the context of the new and forming relationship between TAMHN and TAMU).

The follow themes were apparent in this information:

- Comments on TAMU and TAMHN Relationship
- Comments on TAMU's Contributions to the Relationship
- Comments on TAMHN's Contributions to the Relationship

- Need for Hispanic Representation in Dr. Gates' Council
- Questioning the Commitment of TAMU
- Lack of Resolved Action Plans

Comments on TAMU and TAMHN Relationship

Respondents attempted to characterize the state of the new and forming relationship between TAMHN and TAMU. Respondents felt that both groups share a unique and common purpose. Some respondents indicated that this purpose, in their mind, is “To increase the numbers of Hispanic students on campus.” Additionally, many respondents also recognized that TAMHN can provide TAMU with many resources, particularly community-based, local recruitment efforts. There was also a significant amount of people who felt that TAMU has much to offer TAMHN, particularly in guiding the evolution and development of TAMHN into a strong and functioning group. In addition to these ideas, many respondents specifically called for future Summits and similar meetings, an indication that future events would result in a more productive relationship between TAMU and TAMHN. Respondents felt that regular communication would result in “other great opportunities to collaborate.” Lastly, a few Summit respondents took this opportunity to comment that committed and representative leadership is needed in both TAMU and TAMHN to produce a more productive relationship.

Comments on TAMU's Contributions to the Relationship

Several of the respondents wished to recognize the contributions that TAMU has made in making the Summit possible and in devoting so much attention to Hispanic student issues. Dr. Gates was again well received and highly regarded amongst the respondents. However, some were concerned that the University was going to “start from base-zero” and create an entirely new method of dealing with Hispanic student issues; many respondents did not want to “reinvent the wheel.” Specifically, programs in the College of Education and Ag and Life Sciences were mentioned as possible models for university-wide admissions, recruitment, and retention programs. In other areas respondents expressed their genuine thanks to university administration for “taking on and tackling such a tough issue.” Respondents felt that such a relationship would improve the manner in which TAMU leaders receive information and ideas and provide for more accessibility to TAMU leadership for the Hispanic Community.

Specifically, programs in the College of Education and Ag and Life Sciences were mentioned as possible models for university-wide admissions, recruitment, and retention programs.

Comments on TAMHN's Contributions to the Relationship

A significant amount of respondents felt that former students also made significant and distinct contributions to the Summit effort. Overall, the former students were characterized by the Summit respondents as “a highly committed group of people,” a sentiment echoed as strength of the Summit. It was again reiterated that the Summit participants are willing to serve in local, community-based recruiting efforts, phone call campaigns, or other efforts the University deems fit. However, there is a specific theme among these respondents who felt that it is important to “work in-line with TAMU and Dr. Gates' vision, and not against it.” Other important contributions involved the importance of internal TAMHN processes such as electing officers and reviewing committee reports. Lastly, respondents also saw the need to represent the entirety of the Hispanic Aggie Community, not just the agenda or views of a few. One respondent commented that a productive relationship will evolve,

“As long as the network moves to work with the University administration in a positive respectful manner and as long as it represents Hispanic Aggies, not just the opinions or agendas of a few.”

Need for Hispanic Representation in Dr. Gates' Council

The fifth most commented upon theme within the Summit response pool dealt directly with “who was advising the President.” While there is the perspective that Hispanics are being taken seriously, there were also a significant amount of comments regarding President Gates’ lack of Hispanic Vice Presidents and advisors, senior administrators, faculty and staff. This idea is echoed throughout the Summit evaluation. One characteristic respondent stated,

“I won’t believe A&M is serious about diversity until A&M has Latinos in key leadership positions with direct connection to the President.”

Or,

“The dearth of Latino academic and administrative leaders is painfully obvious.”

With this regard, the comments seemed highly expressive to the investigators, indicating that the lack of Hispanics in President Gates’ council is a significant issue for the Hispanic Aggie Community. One respondent informed the investigators,

“Until A&M has Hispanics in key positions in the President’s council, I will boycott the A&M traditions.”

The issue of Hispanic representation in the Presidents council of Vice Presidents will more than likely continue to be a hot topic for future Summit participants and TAMHN leadership representing the Hispanic Aggie Community’s views.

Questioning the Commitment of TAMU

As was discussed in previous sections (Strengths, pg. 18), several respondents felt it necessary to comment on the high commitment of the TAMU Administration. However, an equally large amount of respondents felt the TAMU administration lacked sincere commitment to Hispanic student issues. Such a dichotomy is to be expected in any new relationship and with any new endeavor, such as the Summit.

However, it is of special note in this section that the idea of the Summit being “lipserivce,” manifested itself. Many of the respondents in this question felt that the administration was simply seeking to “pacify Hispanics.” A respondent offered a fear he/she had regarding the Summit,

“A fear I have is that this will be like most other ‘diversity’ or ‘multicultural’ addresses and it is just lip-service paid by the Administration in an attempt to say it is doing something, or it cares about these issues.”

In this area, more so than in other areas, several respondents specifically used the word, “lipserivce.” In an attempt to characterize the feelings and thoughts inherent with this new relationship, the investigators included this language in this report to better guide future goals of potential Summit meetings.

In this area, more so than in other areas, several respondents specifically used the word, “lip service.” In an attempt to characterize the feelings and thoughts inherent with this new relationship, the investigators included this language in this report to better guide future goals of potential Summit meetings.

Lack of Resolved Action Plans

As was commented upon in the weakness section of report (Pg. 23), some respondents also used this free-response qualitative section to indicate that a productive relationship may not evolve as a result of the Summit. Specifically, these respondents felt that the lack of specifically resolved action plans would hinder the development of a productive relationship between TAMHN and TAMU. For further details, please review the information in the weakness section of the report pertaining to *Lack of Resolved Action Plans*.

Remaining Questions After the Summit

This section asks the respondents for questions they may still have after the completion of the Summit. The responses ranged from campus climate, recruitment and retention strategies, scholarships, accountability, to the administration’s responses on student and faculty issues and concerns. Such questions represent possible areas which the 2004 Summit did not address. Furthermore, to facilitate a method through which TAMU and TAMHN might answer some of these questions, all of the questions from this section of the qualitative report were compiled into Attachment C: Remaining Questions after the Summit of this report. Furthermore, Attachment C is separated into two halves, *definitively* and *philosophically* answered questions. This Attachment may serve to help guide administrators and leadership as they plan future steps for TAMHN and TAMU.

Though this section asked for questions, several statements were made by respondents that were not questions. These areas were further categorized by the investigators:

- Comments on Campus Climate for Hispanics
- Comments on Marketing of Programs and Services to Hispanics
- Comments on Hispanic Graduate Student Issues

Comments on Campus Climate for Hispanics

Some comments focused on various aspects of campus climate for Hispanic students. In this regard respondents noticed that no attention was given to perceived campus climate situations during the Summit. Specifically, respondents wished that discussion pertained to a perceived lack of Hispanic culture represented in campus art exhibits, OPAS plays, and campus statuary. Still, some respondents commented on perceived incidents between TAMU faculty and staff and minority students or incidents in the student body which created an unwelcoming campus climate. As these comments were not questions and did not seem to lend themselves to a question, the investigators simply reported them here in the report to capture the vital information which we felt was at least a small vein of information.

Comments on Marketing of Programs and Services to Hispanics

Several respondents offered the idea of specifically catering certain Student Affairs services and other programs to the Hispanic student community as their needs may be very different from the majority population of white students. Specifically, respondents indicated that no special advertising effort which

reaches out to Hispanic students is made from Student Counseling, Student Health, and Student Life. A fair amount of respondents made such comments about perceived areas for improvement in marketing to Hispanic students.

Comments on Hispanic Graduate Student Issues

Many respondents felt that the current discussions occurring at TAMU and between TAMU and TAMHN should not be directed solely at undergraduate Hispanic students. Some respondents felt that as much attention should be paid to Hispanic Graduate student recruitment and retention. One respondent, in particular, felt,

“It is just as complicated to convince graduate students to attend as undergraduate students. They have even further developed prejudices based on their experience as undergraduates.”

While seeking to improve TAMU undergraduate recruitment and retention statistics, TAMU leadership and TAMHN leadership might also be able to attempt to affect changes in Hispanic Graduate student efforts if such a change is desired. If time and resources can be dedicated, a champion from the Office of Graduate Studies might prove useful.

Comments from the Qualitative Section

Lastly, respondents were given an opportunity to provide an “other comments” about the Summit via one question in the qualitative section of the evaluation. The vast majority of the comments simply furthered the themes already outlined in prior questions above. However, a few areas of thematic emphasis were noted.

New themes covered in this section include:

- Being very proud to represent (as former students) a University with a readiness for change;
- The need to coordinate the financial aid information to coincide with the admissions application and admission letters;
- The need for continued and innovative demonstrations of commitment on behalf of TAMU Administration;
- The need for TAMHN to demonstrate its willingness to work with TAMU’s vision; and
- The desire to see VP for Diversity being more involved with the development of TAMHN.

CONCLUSIONS AND RECOMMENDATIONS

From their informed perspective of the information conveyed in the TAMHN 2004 Summit evaluations, the investigators collaborated to develop a short list of conclusions and recommendations for consideration by the TAMHN leadership and the TAMU administration. This list is by no means exhaustive and in no way seeks to undermine or detract from any initiatives set forth by TAMHN and TAMU.

Conclusions

- There is an overwhelming belief that the Summit was highly relevant, needed, and “the right decision.”
- None of the respondents indicated that the Summit was a “bad idea.” Questions and comments are indicative of new organizational relationships. The respondents felt that healthy discourse was generated at the Summit and look forward to continued communication between TAMHN and TAMU.
- The Summit affirmed, acknowledged, and actualized the Hispanic presence at TAMU; a presence which had previously been neglected, but now feels “legitimate.”
- The absence of Hispanics in key positions within the TAMU administration is of concern to the respondents.
- Overall, the Summit was highly regarded by the respondents.
- The development of a trust relationship between TAMHN and TAMU administration is in a process of evolution that will take time to establish.
 - To this end, respondents reflected an overall feeling of goodwill regarding the TAMU administration’s motives, efforts and commitment.
 - Questions and comments raised by respondents suggest that the actual action by the TAMU administration will solidify the goodwill relationship between the parties. In other words, some demonstration of commitment is needed on behalf of the TAMU Administration to show they are committed to capitalizing upon the ideas brought forth in the Summit.
 - TAMHN’s ability to respond and support TAMU’s efforts will determine the value added benefits that will generate greater collaborative efforts.
 - The level of cross cultural competence and communication shown by both TAMU and TAMHN will be a major factor in the effectiveness of their relationship.
- TAMHN’s expectations and TAMU’s ability (and vice versa) to meet and exceed those expectations will be vital to an effective collaborative effort.
- The ongoing and evolving definition of the relationships between TAMU and TAMHN will take time. The proper facilitation of the development of this relationship will determine the measure of value added outcomes to be achieved.

Recommendations

- There is considerable voice from the Hispanic former students indicating that they are willing to serve in many capacities. Specifically, there is an offer, if not a desire, to serve in local, community-based recruiting efforts and phone campaigns. First-time Aggie Calling Team (FACT) and “Phone-a-Fish” campaigns are possible alternatives in which the University already engages. TAMU administration and TAMHN must partner to see how Hispanic former students’ efforts can best be utilized and seek to implement these efforts soon.
- Future Summits might include more prominent opportunities to build social capital among and between TAMHN constituents and TAMU administrators such as evening socials or dinners.
- TAMHN must consider the views of their constituency if they are going to fully capitalize upon the diverse ideas presented by the Hispanic Community. Efforts to vote, poll, or review stances prior and/or after these stances are made should be of paramount importance to TAMHN leadership.
- TAMHN should consider outlining and clearly articulating and circulating the objectives for future Summits. Moreover, TAMHN leadership and TAMU administration must transparently demonstrate advancing the agenda of these goals and the goals of TAMHN as a whole in future events. Moreover, if the development of action plans is a goal, strong facilitation skills and smaller group workshops may alleviate some of the obstacles to plan development.
- There was commentary which indicated that TAMHN had not significantly collaborated with other Hispanic organization on campus. Efforts to make contacts with PHN, MALFA, HPC, multi-cultural fraternities/sororities might result in powerful contributions to the “common goal” shared by TAMHN and other organizations already vested on campus.
- TAMU leadership will more than likely face recurring conversations pertaining to the lack of Hispanic representation in President Gates’ council. Formalizing and deepening the ties between the TAMHN leadership and the President’s staff may help in outlining a method for voicing opinions to the President from the Hispanic Community.
- TAMU and TAMHN should work to combat the idea that Summits and other efforts are simply “lipservice” by specifically commenting on action plans that may be outlined and putting these action plans into effect.
- TAMU and TAMHN may consider following up to answers of several of the “Questions Remaining After the Summit” in Attachment C as a means to show commitment toward Hispanic student issues.
- Parallel efforts should also be made and commented upon to ensure that Hispanic graduate student recruitment and retention is not forgotten during the current discussion on undergraduate admissions and retention. The TAMHN and the University might consider a representative from the TAMU Office of Graduate Studies in future events and planning meetings.
- There appears to be a perceived opportunity to develop further marketing efforts among Student Affairs services like counseling, health services, and other programs and services to Hispanics and other minority students.

CONTACT

Painstaking efforts have been taken over the past 4 months to provide the most useful, readable, and understandable document possible. Questions, comments, or concerns about this report are welcomed and may be directed to:

Mr. Matt Fuller '02,
Program Coordinator,
Institutional Assessment and Diversity,
Texas A&M University – College Station
MS 1360
College Station, TX
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ATTACHMENT A: EVALATION TOOL

TEXAS A&M HISPANIC NETWORK 2004 Summit Evaluation

Thank you for attending and participating in the 2004 Texas A&M Hispanic Network (TAMHN) Summit. Please take a few minutes to respond to the evaluation of your Summit experience by selecting the answer which best articulates your experience. Once you are finished completing the evaluation please e-mail it as an attachment to Kimberlee Pottberg at k-pottberg@tamu.edu. Results will be confidential and will be reported only in the aggregate. If you would prefer an anonymous evaluation, please print this evaluation out and mail the completed evaluation to Kimberlee Pottberg, Office of Institutional Assessment & Diversity, 1360 TAMU, College Station, Texas 77843-1360. Your input is preferred prior to May 15, 2004.

Thank you again for your willingness to lend vital information on the Hispanic Network Summit.

Please indicate the level of agreement you have with each of the statements below.

| <u>Events and Programming</u> | <u>Strongly Agree</u> | <u>Agree</u> | <u>Neutral</u> | <u>Disagree</u> | <u>Strongly Disagree</u> | <u>Not Applicable</u> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The goals of the Summit were clearly articulated. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The agenda for the Summit was comprehensive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The MSC was an appropriate location for the Summit to take place. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Overall, the presentations were representative of the issues TAMHN is concerned with. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Overall, the Summit allowed TAMHN to provide input on University policies regarding Hispanic students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Overall, the Summit allowed TAMHN to provide input on University programs regarding Hispanic students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Overall, I feel the Summit allowed me to demonstrate my commitment to Hispanic student issues at Texas A&M. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Overall, the Summit allowed me to advocate for issues regarding diversity in the Texas A&M administration. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Overall, I feel the Summit allowed access to Texas A&M leaders and decision Makers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Overall, the Summit was well-planned and organized. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate the level of helpfulness of the presentations below. If you did not attend a presentation please indicate so by marking “Not Applicable.”

| <u>Presentations</u> | <u>Extremely Helpful</u> | <u>Helpful</u> | <u>Neutral</u> | <u>Not Helpful</u> | <u>Not at all Helpful</u> | <u>Not Applicable</u> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|--------------------------|
| 1. How helpful was the information presented by Hector Gutierrez in his Welcoming Address? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. How helpful was the information presented by President Robert Gates during his morning keynote address? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. How helpful was the information presented by Dr. James Anderson during his morning discussion? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. How helpful was the information presented by Col. Robert Gonzales during his morning remarks session? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. How helpful was the Admissions and Financial Aid information presented by Frank Ashley and Arnold Trejo in the afternoon session? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please rate your level of agreeance with the following comments on the Break out Sessions below. If you did not attend a break out session please indicate so by marking “Not Applicable.”

| <u>Break out Sessions</u> | <u>Strongly Agree</u> | <u>Agree</u> | <u>Neutral</u> | <u>Disagree</u> | <u>Strongly Disagree</u> | <u>Not Applicable</u> |
|---------------------------|-----------------------|--------------|----------------|-----------------|--------------------------|-----------------------|
|---------------------------|-----------------------|--------------|----------------|-----------------|--------------------------|-----------------------|

Functional approach and linkage between TAMU & TAMUHN

| | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. This breakout session was well organized? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The topic of this breakout session was relevant to the purpose of the 2004 Summit. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. This breakout session was helpful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. This breakout session allowed me to provide feedback on ways to link TAMUHN with TAMU. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

University training in recruitment, retention and admission

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. This breakout session was well organized? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The topic of this breakout session was relevant to the purpose of the 2004 Summit. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. This breakout session was helpful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. This breakout session allowed me to provide feedback on recruitment, retention issues for Hispanic students at TAMU. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Campus Life & Leadership Opportunities

- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. This breakout session was well organized? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The topic of this breakout session was relevant to the purpose of the 2004 Summit. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. This breakout session was helpful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. This breakout session allowed me to provide feedback on campus life and leadership opportunities for Hispanics at TAMU. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TAMHN Committee Reports

Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable

- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The TAMHN Committee Reports were helpful to my understanding of TAMHN operations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The TAMHN committee reports were an appropriate length. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Comments _____

Please provide comments to the questions in the spaces provided below.

Please identify any strengths associated with the Summit that you perceived.

Please identify any weakness associated with the Summit that you perceived.

Is it your perception that a more productive relationship will evolve between TAMHN and Texas A&M University as a result of the 2004 Summit?

Yes No (Please Provide Details)

What are any questions that you still have regarding Hispanic student issues at Texas A&M?

Please provide any other comments in the space below.

ATTACHMENT B: EVALUATION INSTRUCTIONS E-MAIL

The following body of an e-mail was sent by Ms. Kimberlee Pottberg on 4.29.04 at 3:53 p.m. CST. The evaluation was attached to this e-mail:

Thank you for your interest and participation in the Hispanic Network Summit at Texas A&M University that took place last Thursday. As Dr. Anderson mentioned in his remarks, we would be sending a Summit Evaluation form to gather additional information. Please take a few minutes to complete the form and return to me via e-mail or mail to the address listed below. We request your comments by May 15th, 2004. For those of you, who were unable to attend, please provide any feedback in Additional Comments section.

Again, thank you for your commitment to making Texas A&M a more diverse campus. Together, we are "Building for the Future"!

K~

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ATTACHMENT C: QUESTIONS REMAINING AFTER THE SUMMIT

Questions Remaining After the Summit

The following list of questions remained in the minds of the respondents after the 2004 Hispanic Summit was completed. This list serves to help TAMU administrators and TAMHN leadership gain an understanding of areas which the respondents felt were not adequately addressed at the Summit and may provide for future discussion/action. Every care is taken to maintain the questions as they were presented in the evaluations. Furthermore, this list is divided into two naturally occurring halves: *Definitively answered questions* and *philosophically answered questions*.

Definitively Answered Questions

- If the number of Hispanic students does not increase significantly, who will be responsible and what will the consequences be for TAMU leadership?
- Why are so many College of Engineering faculty hired to be top administrators?
- What kind of commitment can we get regarding more Hispanic professors?
- What is the university doing for Hispanic students in terms of:
 - Job placement at graduation
 - Support of minority group themed events
 - Offensive actions in the student body (bake sale, ghetto party, etc)
- What cultural holidays are observed?
- What's the climate for discussions on racial issues on campus?
- Does the Battalion cover issues regarding black and Hispanic students?
- How does the administration handle issues of racism?
- Is the Greek system treated equally?
- Who do Hispanic students turn to if there is a racial incident on campus?
- Are Hispanic Students aware of proper protocol to access the Administration? How do they access the Administration? Do they access the administration?
- Are there any studies that show the outcomes of being the only minority student in a class of 200+ students?
- What percentage of incoming minority students are athletes?
- Are black athletes the only black students recruited?
- Are faculty and staff given any diversity training to help deal with cultural issues among minority students?
- Do minority students approach the Administration with concerns?
- What leadership roles do minority students hold in Student Government?
- What specifically is being done on retention?
- What programs are offered to specifically serve Hispanics students?
- What are Student Affairs departments doing to help with recruitment and retention of ethnic minority students?
- What is TAMU doing to recruit Hispanics into graduate education?
- Are there mentor role models at TAMU for Hispanic students?
- Why are we giving up on Latin American studies at TAMU?
- What differences in marketing programs and services to minority groups are present on campus?
- What differences in counseling and advising for minority groups on campus are taking place?
- What exactly are the recruitment centers and where are they located? What services do these centers provide?
- Are there more male recruiters or female recruiters?

- How are schools selected for recruiters to visit?
- Are there any Hispanic recruiters?
- Are scholarships equally available to males? To Hispanics? To Hispanic males?
- Will a student panel be allowed to speak to the group at the next Summit?
- When will we meet again? Where will we meet again?
- Will a copy of the PowerPoint, meeting minutes, and evaluation results be sent out?

Philosophically Answered Questions

- Will it turn out that as more Hispanic students attend TAMU, fewer White students will attend? What will be the impact of having more Hispanics on campus?
- Is racism a common practice in the Corps?
- Are different pedagogical techniques in curriculum being sought?
- Why is A&M concentrating solely on freshman Hispanic students and not on community college transfers?
- Will Dr. Gates accept the proposed measurement of comparing recruiting success with that of that other school in Austin?