



Senior Exit Survey

Fall 2014-Summer 2015

Report prepared by the Office of Student Learning & Institutional Assessment

October 2015

STEPHEN F. AUSTIN STATE UNIVERSITY



Stephen F. Austin State University Senior Exit Survey Report

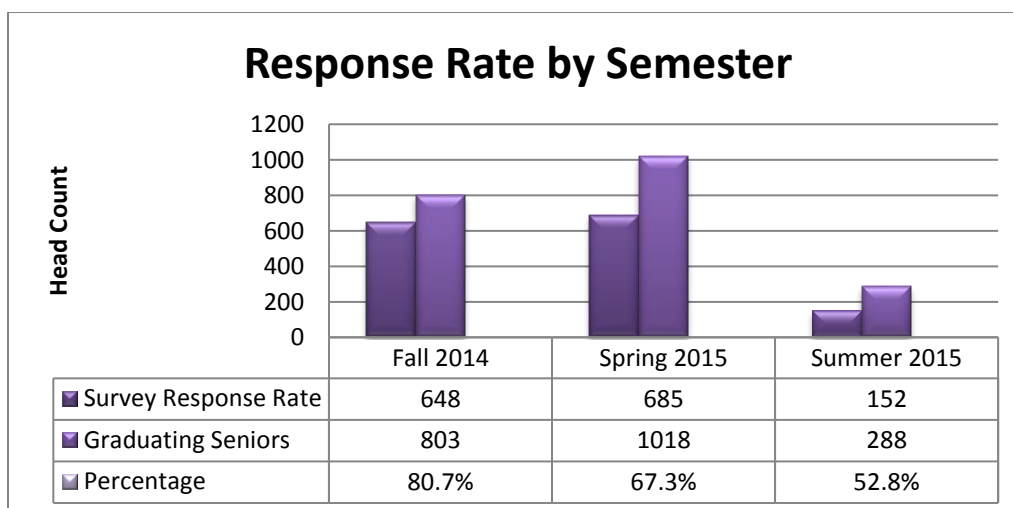
AY 2015 (Fall 2014 – Summer 2015)

The Senior Exit Survey is delivered to students registered for graduation each semester (Fall, Spring, Summer). Students are asked to respond to a variety of questions regarding their experiences at Stephen F. Austin State University (SFASU). Questions ask about a variety of topics and are both open and closed-ended.

Method

Participants. During Fall, Spring, and Summer semesters, the Senior Exit Survey was delivered electronically to students' SFA e-mail address via Qualtrics. The survey was sent to all students who are approved for graduation. There were a total of 2109 undergraduate seniors in academic year 2015 (AY 2015). A total of 1485 senior students completed the survey. The overall response rate was 70.4% with the response rate varying by semester.

Response Rate by semester. In Fall 2014, there were 803 undergraduate students awarded degrees, 648 of them took the survey, the response rate was 80.7%; in Spring 2015, 1018 undergraduate degrees were awarded, 685 students took the survey, the response rate was 67.3%; in Summer 2015, there were a total of 288 undergraduate students awarded degrees, 152 of them took the survey, the response rate was 52.8% (Figure 1).





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Figure 1. *Response rates by semester.*

Response rate by academic college. SFASU has six Colleges: Business, Education, Fine Arts, Forestry, Liberal & Applied Arts, and Science & Mathematics. The response rates by college are as follows: the College of Business had 355 graduates, 238 (67.0%) took the survey; the College of Education had 793 graduates, 569 (71.8%) took the survey; the College of Fine Arts had 153 graduates, 103 (67.3%) took the survey; the College of Forestry had 121 graduates, 83 (68.6%) took the survey; the College of Liberal & Applied Arts had 426 graduates, 297 (69.7%) took the survey; the College of Science & Mathematics had 261 graduates, 195 (74.7%) took the survey (Figure 2).

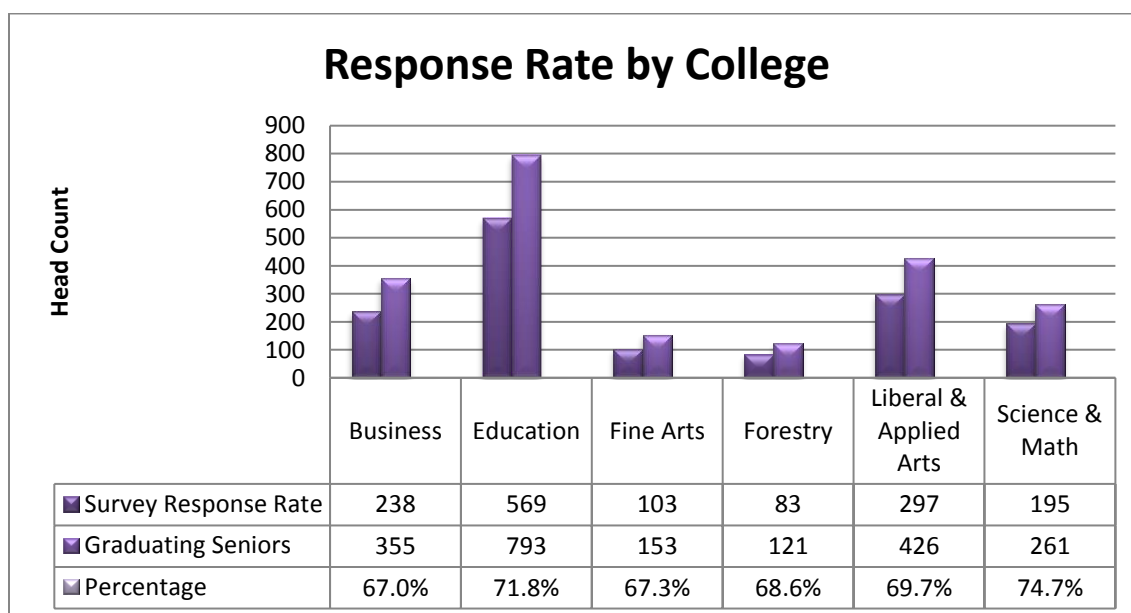


Figure 2. *Response rates by academic college.*

Demographics. In order to disaggregate the sample, survey responses were merged with University demographic data. Demographics of the overall sample are reported here by gender and race. A total of 444 males (29.9%) and 1041 females (70.1%) took the survey (Figure 3).



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Additionally, the breakdown of students by race is as follows: 961 white (64.7%), 273 Black or African American (18.4%), 156 Hispanic (10.5%), 9 Asian (0.6%), 14 American Indian or Alaskan Native (0.9%), 9 International (0.6%), 2 Native Hawaiian or Pacific Islander (0.1%), 28 Two or More racial (1.9%), and 33 Unknown or Not Reported (2.2%) respondents (Figure 4).

Demographic data from the sample is shown in Table 1.

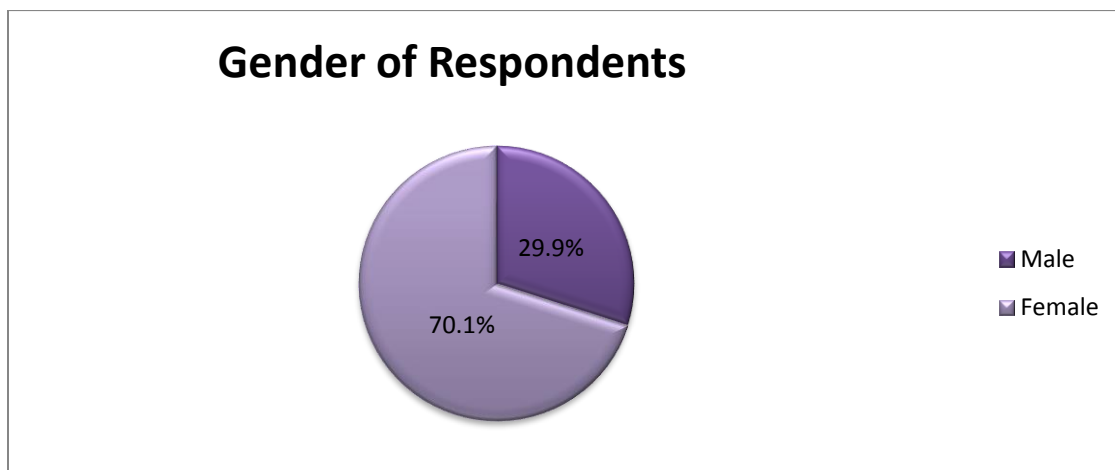
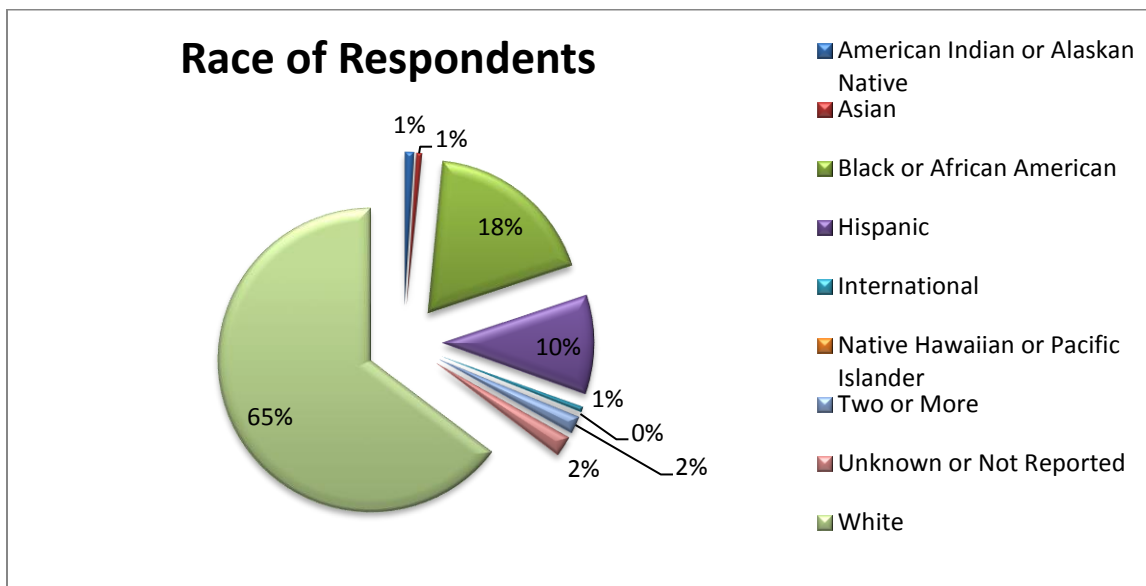


Figure 3. *Gender of respondents.*





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Figure 4. *Race of respondents.*

Table 1. *Demographic breakdown of respondents.*

Category		n	Percent
Semester			
	Fall 2014	648	43.6%
	Spring 2015	685	46.1%
	Summer 2015	152	10.2%
Gender			
	Male	444	29.9%
	Female	1041	70.1%
Race			
	American Indian or Alaskan Native	14	0.9%
	Asian	9	0.6%
	Black or African American	273	18.4%
	Hispanic	156	10.5%
	International	9	0.6%
	Native Hawaiian or Pacific Islander	2	0.1%
	Two or More	28	1.9%
	Unknown or Not Reported	33	2.2%
	White	961	64.7%
College			
	Business	238	16.0%
	Education	569	38.3%
	Fine Arts	103	6.9%
	Forestry	83	5.6%
	Liberal & Applied Arts	297	20.0%
	Science & Math	195	13.1%

Question Responses

When taking the survey, students are asked to respond to both closed-ended questions about their experiences at SFASU and open-ended questions where they could type responses. The responses from both types of questions are outlined below.



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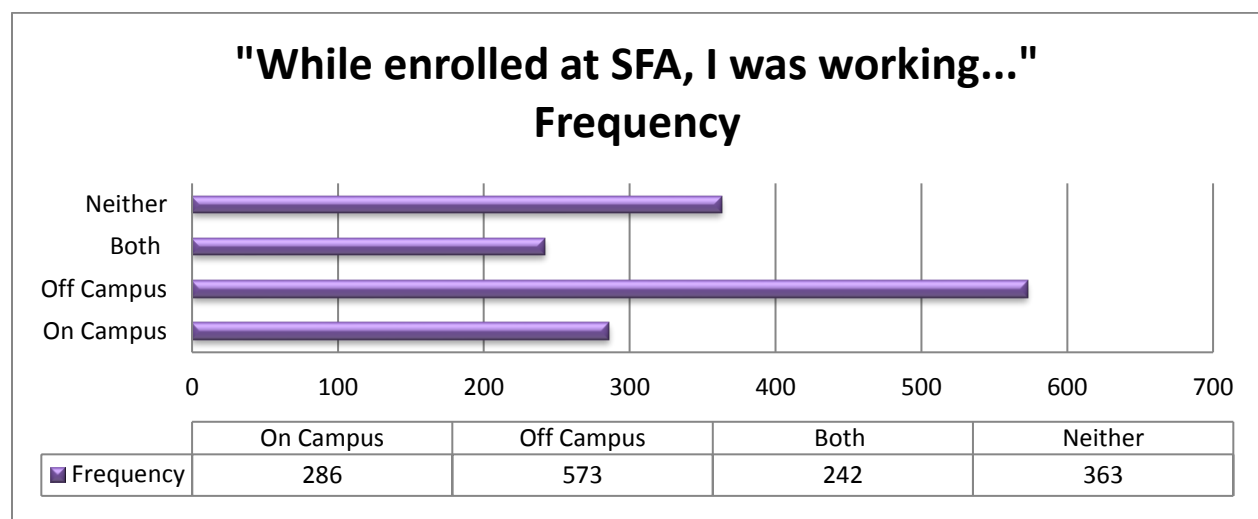
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Closed-ended Questions. Students are first asked to answer a series of closed-ended questions regarding their experiences at SFASU while they were students.

Question 1. Where did you work while enrolled at SFA?

While enrolled at SFA, I was working

	Frequency	Percent (n=1485)
On Campus	286	19.3%
Off Campus	573	38.6%
Both	242	16.3%
Neither	363	24.4%
Missing	21	1.4%
Total	1485	100%





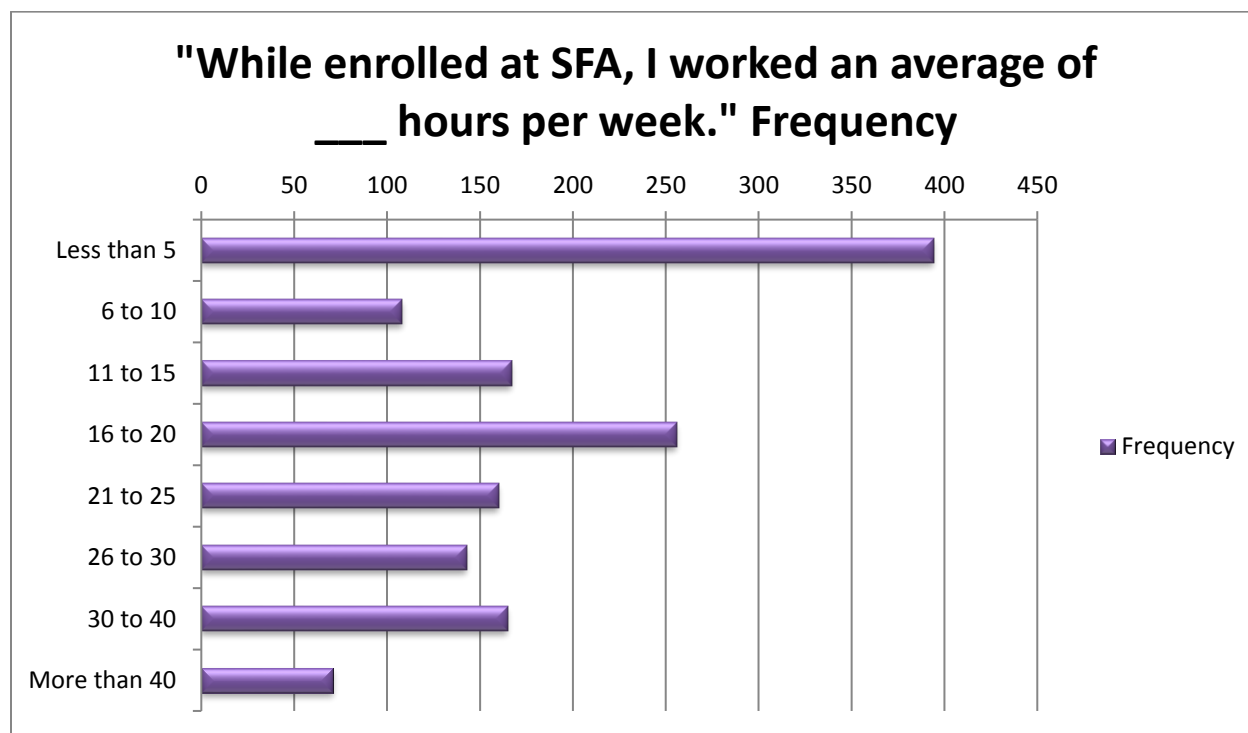
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Question 2. How many hours did you work while enrolled at SFA?

While enrolled at SFA, I worked an average of ____ hours per week.

	Frequency	Percent (n=1485)
Less than 5	394	26.5%
6-10	108	7.3%
11-15	167	11.2%
16-20	256	17.2%
21-25	160	10.8%
26-30	143	9.6%
30-40	165	11.1%
More than 40	71	4.8%
Missing	21	1.4%
Total	1464	100%





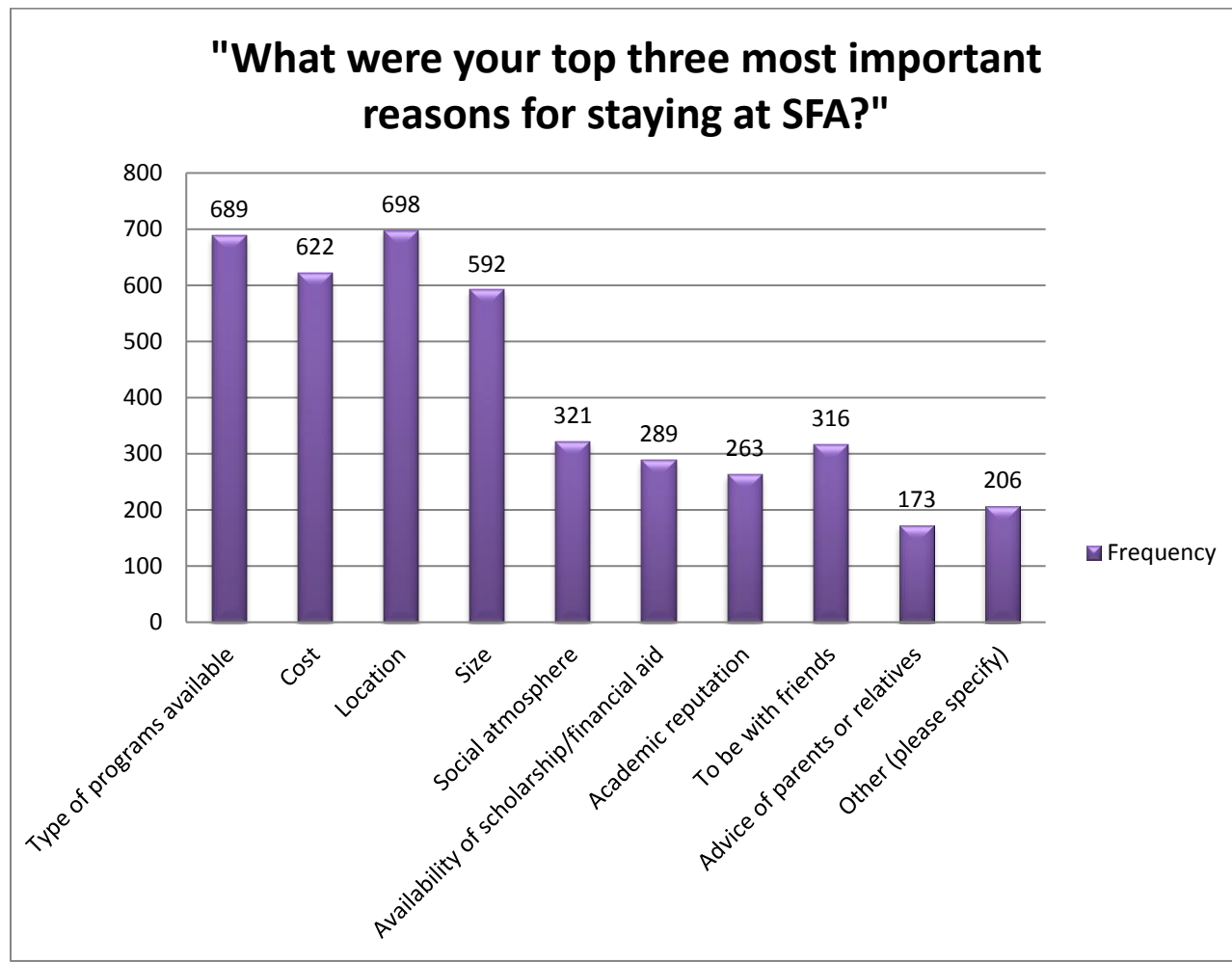
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Question 3. Top 3 reasons choosing SFA.

What were the three most important reasons for staying at SFA?

	Frequency	Percentage (N = 1484)
Type of programs available	689	46.4%
Cost	622	41.9%
Location	698	47.0%
Size	592	39.9%
Social atmosphere	321	21.6%
Availability of scholarship/financial aid	289	19.5%
Academic reputation	263	17.7%
To be with friends	316	21.3%
Advice of parents or relatives	173	11.6%
Other (please specify)	206	13.9%





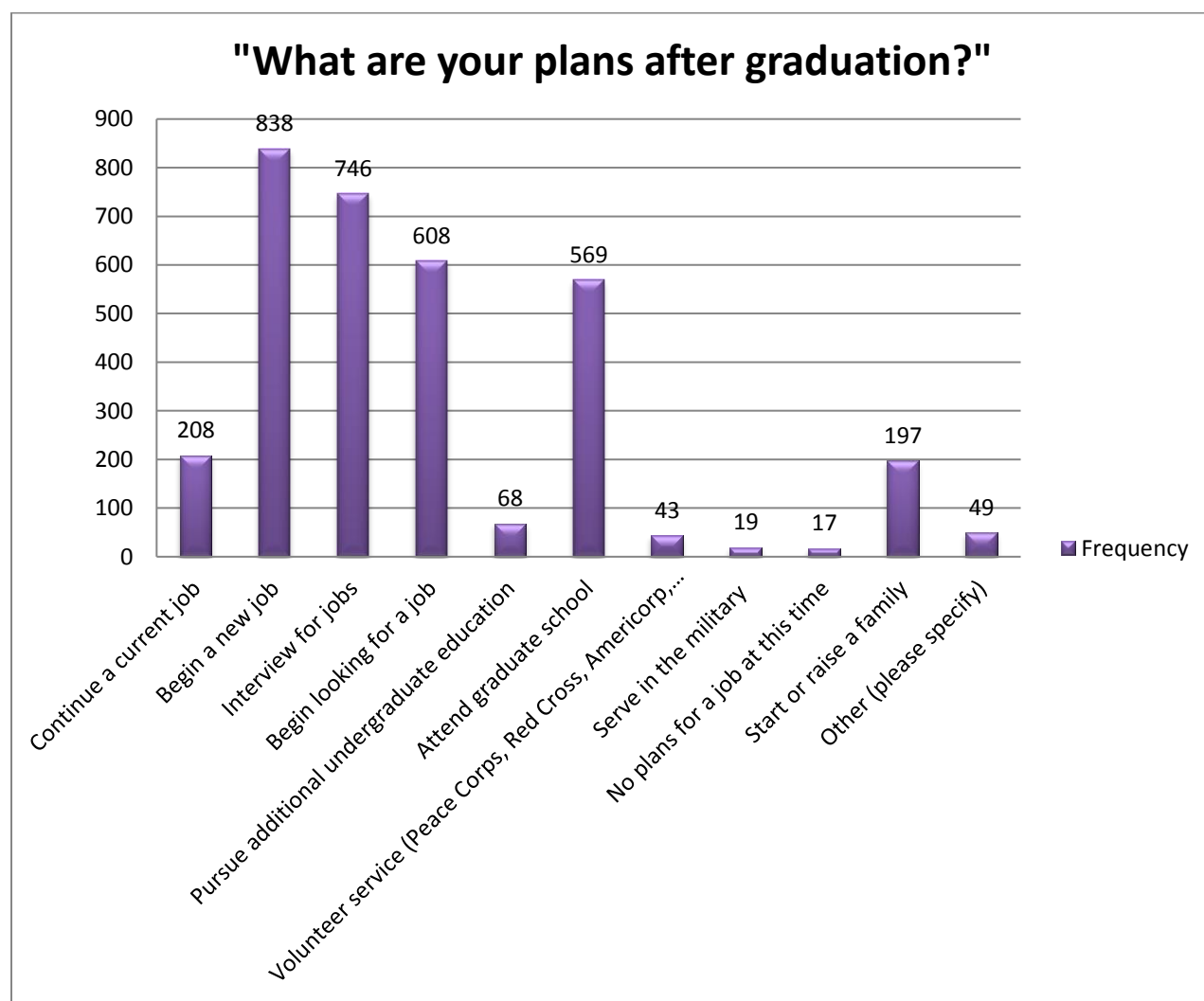
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Question 4. Plans after graduation.

What are your plans after graduation (check all that apply)?

	Frequency	Percentage (N = 1485)
Continue a current job	208	14.0%
Begin a new job	838	56.4%
Interview for jobs	746	50.2%
Begin looking for a job	608	40.9%
Pursue additional undergraduate education	68	4.6%
Attend graduate school	569	38.8%
Volunteer service (Peace Corps, Red Cross, Americorp, etc)	43	2.9%
Serve in the military	19	1.3%
No plans for a job at this time	17	1.1%
Start or raise a family	197	13.3%
Other (please specify)	49	3.3%





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Question 5. General Experience at SFA:

Please tell us about your experience at SFA.

	Mean (n=1464)	Strongly Agree	Percent	Agree	Percent	Neither Agree Nor Disagree	Percent	Disagree	Percent	Strongly Disagree	Percent
• Overall, I had a satisfying educational experience at SFA.	4.36	681	46.5%	667	45.6%	84	5.7%	21	1.4%	11	0.8%
• I would definitely recommend SFA to others.	4.32	750	51.2%	509	34.8%	146	10.0%	39	2.7%	20	1.4%
• I felt a sense of community in my time at SFA.	4.14	622	42.5%	545	37.2%	208	14.2%	62	4.2%	27	1.8%
• If I could start college over, I would choose to graduate with the same major.	4.12	768	52.5%	339	23.2%	172	11.7%	130	8.9%	55	3.8%
• If I could start college over, I would still choose SFA.	4.05	661	45.2%	417	28.5%	242	16.1%	89	6.1%	55	3.8%

Question 6. Students' experience with fellow students:

Please tell us about your experience with fellow students in your major during your study at SFA.

	n	Mean	Strongly Agree	Percent	Agree	Percent	Neither Agree Nor Disagree	Percent	Disagree	Percent	Strongly Disagree	Percent
• Students in my major are motivated to learn.	1450	4.23	637	43.9%	578	39.9%	175	12.1%	49	3.4%	11	0.8%
• Students in my major are competitive with each other.	1441	3.98	535	37.1%	482	33.4%	302	21.0%	105	7.3%	17	1.2%
• Students in my major are supportive and help each other meet the academic demands of the program.	1446	4.26	678	46.9%	539	37.3%	177	12.2%	38	2.6%	14	1.0%
• Students in my major are interested in a broad range of ideas from many disciplines.	1439	4.12	573	39.8%	563	39.1%	232	16.1%	51	3.5%	20	1.4%
• Students in my major are career oriented.	1443	4.31	715	49.5%	507	35.1%	187	13.0%	26	1.8%	8	0.6%
• Students in my major communicate effectively.	1446	4.16	594	41.1%	583	40.3%	196	13.6%	52	3.6%	21	1.5%
• Students in my major are academically honest.	1437	4.23	638	44.4%	562	39.1%	185	12.9%	31	2.2%	21	1.5%
• Students in my major are willing to contribute to group work.	1448	4.19	613	42.3%	584	40.3%	184	12.7%	50	3.5%	17	1.2%



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Question 7 Students' experience with faculty:

Please tell us about your experience with faculty in your major at SFA.

	Mean (n=1446)	Strongly Agree	Percent	Agree	Percent	Neither Agree Nor Disagree	Percent	Disagree	Percent	Strongly Disagree	Percent
Faculty are knowledgeable about what they are teaching.	4.46	798	55.2%	539	37.3%	86	5.9%	17	1.2%	6	0.4%
Faculty have good instructional skills.	4.28	640	44.3%	617	42.7%	145	10.0%	36	2.5%	8	0.6%
Faculty are effective teachers.	4.30	653	45.2%	610	42.2%	149	10.3%	28	1.9%	6	0.4%
Faculty are interested in the personal development of students.	4.33	733	50.7%	507	35.1%	163	11.3%	31	2.1%	12	0.8%
Faculty are interested in the academic development of students.	4.39	767	53.0%	521	36.0%	128	8.9%	21	1.5%	9	0.6%
Faculty are interested in the professional, and career development of students.	4.36	753	52.1%	521	36.0%	129	8.9%	32	2.2%	11	0.8%
Faculty introduce students to a broad range of ideas, perspectives and worldviews.	4.33	721	49.9%	540	37.3%	138	9.5%	37	2.6%	10	0.7%
Faculty respond to undergraduate students regarding their needs, concerns, and suggestions.	4.28	683	47.2%	547	37.8%	166	11.5%	36	2.5%	14	1.0%
Students are encouraged to become acquainted with the department's faculty.	4.24	680	47.0%	505	34.9%	201	13.9%	50	3.5%	10	0.7%
Students are encouraged to participate in professional clubs and organizations.	4.28	686	47.4%	533	36.9%	178	12.3%	38	2.6%	11	0.8%
Students are encouraged to attend professional seminars and presentations.	4.29	693	47.9%	541	37.4%	161	11.1%	41	2.8%	10	0.7%
Students are encouraged to become familiar with current and emerging technology.	4.23	662	45.8%	518	35.8%	207	14.3%	54	3.7%	5	0.3%
Students are encouraged to participate in research or creative projects with faculty or other students.	4.17	630	43.6%	524	36.2%	215	14.9%	64	4.4%	13	0.9%
I found my major to be characterized by mutual respect between undergraduate majors and professors.	4.33	736	50.9%	522	36.1%	132	9.1%	39	2.7%	17	1.2%
I found my major academically stimulating.	4.44	826	57.1%	481	33.3%	98	6.8%	30	2.1%	11	0.8%



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Question 8 Students 'level of satisfaction with the SFA Services:

Please tell us about your level of satisfaction with the following / SFA Services:

	n	Mean	Very Satisfied	%	Satisfied	%	Neutral	%	Dissatisfied	%	Very Dissatisfied	%
New Student Orientation	1171	3.95	368	31.4	448	38.3	292	24.9	50	4.3	13	1.1
Student Financial Aid services	1279	3.72	324	25.3	473	37.0	327	25.6	105	8.2	50	3.9
Registrar	1404	3.94	395	28.1	630	44.9	296	21.1	67	4.8	16	1.1
Disability Services	719	3.82	228	31.7	159	22.1	316	43.9	9	1.3	7	1.0
Counseling Services	880	3.97	326	37.0	242	27.5	281	31.9	18	2.0	13	1.5
Multicultural Affairs	752	3.86	231	30.7	207	27.5	300	39.9	9	1.2	5	.7
Access to Electronic Library Resources (database, electronic journals and books)	1367	4.23	578	42.3	568	41.6	188	13.8	24	1.8	9	0.7
Library Staff	1267	4.15	476	37.6	529	41.8	237	18.7	21	1.7	4	0.3
Library Holdings	1094	4.03	375	34.3	412	37.7	282	25.8	16	1.5	9	0.8
Library Facilities	1322	4.16	514	38.9	555	42.0	210	15.9	31	2.3	12	0.9
SFA Campus Dining (Food Services)	1266	3.51	254	20.7	436	35.6	306	25.0	137	11.2	93	7.6
Resident Hall Facilities	1098	3.56	228	20.8	377	34.3	320	29.1	123	11.2	50	4.6
Resident Hall Services	1091	3.64	250	22.9	373	34.2	345	31.6	74	6.8	49	4.5
Greek Experience (fraternity/sorority)	794	3.82	282	35.5	170	21.4	291	36.6	18	2.3	33	4.2
Leadership and Service Programs (ODK, MLK Day)	852	3.93	285	33.5	253	29.7	290	34.0	17	2.0	7	0.8
Campus Clubs/Organizations (Academic/Nonacademic)	1162	4.13	455	39.2	488	38.6	224	19.3	24	2.1	11	0.9
Campus Bookstore (Barnes & Noble)	1375	3.79	364	26.5	554	40.3	313	22.8	96	7.0	48	3.5
Pine Log	1086	3.87	311	28.6	379	34.9	350	32.2	31	2.9	15	1.4
Campus Recreational Services	1274	4.31	621	48.7	458	35.9	174	13.7	14	1.1	7	0.5
Student Rights & Responsibilities	1147	4.07	421	36.7	416	36.3	283	24.7	18	1.6	9	0.8
Career Services	1199	4.05	461	38.4	411	34.3	273	22.8	28	2.3	26	2.2
Students' Health Services	1149	3.82	370	32.2	365	31.8	291	25.3	85	7.4	38	3.3
Parking Services	1300	2.72	197	15.2	230	17.7	254	19.5	253	19.5	366	28.2
Parking Facilities	1319	2.81	204	15.5	269	20.4	265	20.1	233	17.7	348	26.4
Parking Availability	1298	2.32	148	11.4	161	12.4	177	13.6	285	22.0	527	40.6
Campus Security	1295	3.92	424	32.7	469	36.2	315	24.3	49	3.8	38	2.9
Veterans Resource Center	676	3.79	218	32.2	128	18.9	304	45.0	19	2.8	7	1.0
Admissions	1394	4.09	480	34.4	603	43.3	282	20.2	21	1.5	8	0.6
The Business Office	1397	3.98	435	31.1	604	43.2	284	20.3	48	3.4	26	1.9
Academic Advising	1415	4.01	537	38.0	540	38.2	208	14.7	72	5.1	58	4.1

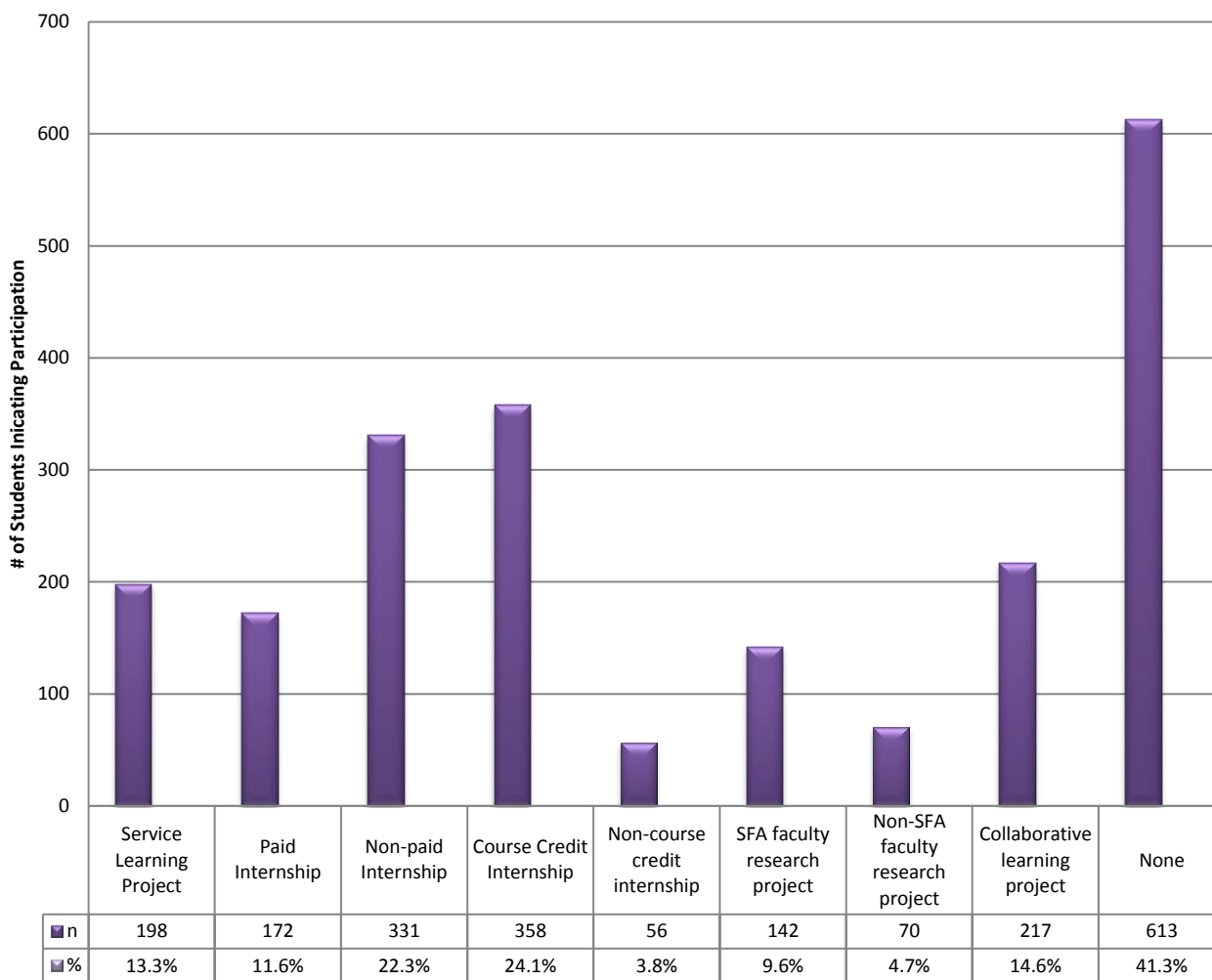


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Question 9 Students' participation in the programs:

Please indicate your participation in the programs given below (Check all that apply):





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Question 10 Students' perception about how much progress made in the areas:

As a result of studying at SFA, how much progress do you feel you have made in the following areas? (n = 1414)

	Average	Excellent	Very Good	Good	Fair	Poor
<ul style="list-style-type: none"> Critical Thinking Skills - creative Thinking, innovation, inquiry, analysis, evaluation, and synthesis of information 	4.21	646 (45.7%)	487 (34.4%)	227 (16.1%)	40 (2.8%)	14 (1%)
<ul style="list-style-type: none"> Communication Skills - effective development, interpretation, and expression of ideas through written, oral and visual Communication 	4.27	692 (48.9%)	461 (32.6%)	219 (15.5%)	30 (2.1%)	12 (0.8%)
<ul style="list-style-type: none"> Empirical and Quantitative Skills - the manipulation and analysis of numerical data or observable facts in informed conclusions 	4.00	550 (38.9%)	448 (30.2%)	296 (20.9%)	99 (7%)	21 (1.5%)
<ul style="list-style-type: none"> Teamwork - the ability to consider different points of view and to work effectively with others to support a shared purpose or goal 	4.22	686 (48.5%)	435 (30.8%)	229 (16.2%)	46 (3.3%)	18 (1.3%)
<ul style="list-style-type: none"> Personal Responsibility - the ability to connect choices, actions, and consequences to ethical decision-making 	4.35	781 (55.2%)	411 (29.1%)	176 (12.4%)	32 (2.3%)	14 (1.0%)
<ul style="list-style-type: none"> Social Responsibility - intercultural competence, knowledge of civic Responsibility, and the ability to engage effectively in regional, national, and global communities 	4.25	711 (50.3%)	424 (30%)	217 (15.3%)	48 (3.4%)	14(1%)



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Closed-end Question Responses Compared among Colleges

Question 1. Where did you work while enrolled at SFA?

College	Work Where	Frequency	Percent (%)
Bu	On Campus	42	18.0%
	Off Campus	102	43.8%
	Both	29	12.4%
	Neither	60	25.8%
	Total	233	100.0%
ED	On Campus	101	17.9%
	Off Campus	242	43.0%
	Both	78	13.9%
	Neither	142	25.2%
	Total	563	100.0%
FA	On Campus	25	24.8%
	Off Campus	30	29.7%
	Both	28	27.7%
	Neither	18	17.8%
	Total	101	100.0%
FR	On Campus	20	24.1%
	Off Campus	28	33.7%
	Both	21	25.3%
	Neither	14	16.9%
	Total	83	100.0%
LA	On Campus	64	22.1%
	Off Campus	106	36.7%
	Both	50	17.3%
	Neither	69	23.9%
	Total	289	100.0
SM	On Campus	34	17.4%
	Off Campus	65	33.3%
	Both	36	18.5%
	Neither	60	30.8%
	Total	195	100.0



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Question 2. What were the three most important reasons for staying at SFA?

Overall, students chose “Cost,” “Type of Programs Available” and “Location” as the top reasons to study at SFA. The breakdown below shows what the top reasons for choosing SFA were by College.

College	Total Head Count	Cost	Size	Social Atmosphere	Location	Type of Programs Available	Academic Reputation	Availability of Scholarship/Financial Aid	Advice of Parents or Relatives	To be with Friends
BU	232	110 (47.4%)	104 (44.8%)	54 (23.3%)	114 (49.1%)	72 (31%)	35 (15.1%)	48 (20.7%)	32 (13.8%)	57 (24.6%)
ED	563	199 (35.3%)	229 (40.7%)	127 (22.6%)	255 (45.3%)	295 (52.4%)	113 (20.1%)	102 (18.1%)	72 (12.8%)	119 (21.1%)
FA	101	61 (60.4%)	28 (27.7%)	23 (22.8%)	37 (36.6%)	61 (60.4%)	11 (10.9%)	32 (31.7%)	9 (8.9%)	18 (17.8%)
FR	83	24 (28.9%)	32 (38.6%)	14 (16.9%)	44 (53.0%)	51 (61.4%)	23 (27.7%)	11 (13.3%)	8 (9.6%)	15 (18.1%)
LA	289	130 (45.0%)	122 (42.2%)	78 (27.0%)	149 (51.6%)	100 (34.6%)	41 (14.2%)	55 (19.0%)	35 (12.1%)	76 (26.3%)
SM	195	98 (50.3%)	77 (39.5%)	25 (12.8%)	99 (50.8%)	110 (56.4%)	40 (20.5%)	41 (21.0%)	17 (8.7%)	30 (15.4%)
Total	1463	622 (42.5%)	592 (40.5%)	321 (21.9%)	698 (47.7%)	689 (47.1%)	263 (18.0%)	289 (19.8%)	173 (11.8%)	315 (21.5%)

*Note: The highest percentage by colleges is highlighted in green; the second highest is highlighted in blue, and the third highest percentage is highlighted in yellow.



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Question 3. SFA Students' General Experience by College (Table 10):

Please tell us about your experience at SFA. (Strongly Agree – Strongly Disagree 5-1)	College	N	Mean	SD	F Ratio and Sig
Overall, I had a satisfying educational experience at SFA. Significant differences were found between ED & FA ($p = .003$) and ED & LA ($p = .000$).	BU	233	4.33	.802	F (5,1458) = 7.83, $p = 0.000$
	ED	563	4.47	.643	
	FA	101	4.19	.796	
	FR	83	4.30	.777	
	LA	289	4.19	.736	
	SM	195	4.43	.687	
	Total	1464	4.36	.722	
I would definitely recommend SFA to others. Significant differences were found between ED & FA ($p = .006$) and ED & LA ($p = .000$).	BU	233	4.27	.906	F (5, 1458) = 6.33, $p = .000$
	ED	563	4.45	.775	
	FA	101	4.13	1.016	
	FR	83	4.22	.870	
	LA	289	4.16	.886	
	SM	195	4.37	.854	
	Total	1464	4.32	.861	
I felt a sense of community in my time at SFA. Significant differences were found between ED & LA ($p = .037$).	BU	233	4.13	.893	Welch's F (5, 391.36) = 3.14 $p = .009$
	ED	563	4.25	.892	
	FA	101	3.95	1.090	
	FR	83	4.02	.937	
	LA	289	4.06	.917	
	SM	195	4.11	1.047	
	Total	1464	4.14	.939	
If I could start college over, I would choose to graduate with the same major. Significant differences were found between BU & LA ($p = .030$), BU & SM ($p = .015$), and ED & LA ($p = .000$).	BU	233	4.09	1.171	Welch's F (5, 397.70) = 8.95 $p = .000$
	ED	563	4.20	1.112	
	FA	101	4.13	1.092	
	FR	83	4.14	1.191	
	LA	289	3.76	1.233	
	SM	195	4.43	.989	
	Total	1464	4.12	1.150	
If I could start college over, I would still choose SFA. Significant differences were found between BU & ED ($p = .024$) and ED & LA ($p = .000$).	BU	233	3.95	1.172	F (5, 1458) = 5.04, $p = .000$
	ED	563	4.21	1.004	
	FA	101	3.92	1.181	
	FR	83	4.00	1.148	
	LA	289	3.86	1.061	
	SM	195	4.07	1.164	
	Total	1464	4.05	1.094	



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Question 4. Student Experience with Fellow Students (Table 11):

	College	N	Mean	SD	F Ratio and Sig
Students in my major are motivated to learn. Significant differences were found between ED & LA ($p = .001$), SM & BU ($p = .000$), SM & ED ($p = .006$), SM & FA ($p = .000$), SM & FR ($p = .006$), and SM & LA ($p = .000$).	BU	230	4.16	.854	Welch's F (5, 392.86) = 11.19, $p = .000$
	ED	554	4.29	.862	
	FA	100	4.00	1.005	
	FR	82	4.15	.818	
	LA	289	4.06	.761	
	SM	195	4.52	.713	
	Total	1450	4.23	.844	
Students in my major are competitive with each other. Significant differences were found between LA & BU ($p = .000$), LA & ED ($p = .000$), LA & FA ($p = .000$), LA & FR ($p = .003$), LA & SM ($p = .000$), ED & FA ($p = .004$), and ED & SM ($p = .008$).	BU	230	4.07	.920	Welch's F (5, 400.54) = 15.99, $p = .000$
	ED	547	3.98	1.013	
	FA	99	4.35	.918	
	FR	83	4.02	.897	
	LA	287	3.59	.981	
	SM	195	4.25	.903	
	Total	1441	3.98	.989	
Students in my major are supportive and help each other meet the academic demands of the program. Significant differences were found between BU & ED ($p = .000$), BU & SM ($p = .000$), ED & LA ($p = .000$), FA & SM ($p = .005$), and LA & SM ($p = .000$).	BU	229	4.07	.915	Welch's F (5, 385.21) = 11.93, $p = .000$
	ED	555	4.38	.763	
	FA	99	4.04	1.142	
	FR	83	4.35	.833	
	LA	285	4.09	.807	
	SM	195	4.50	.742	
	Total	1446	4.26	.845	
Students in my major are interested in a broad range of ideas from many disciplines. Significant differences were found between BU & SM ($p = .014$), LA & SM ($p = .028$).	BU	226	4.00	.929	Welch's F (5, 386.50) = 3.66, $p = .003$
	ED	551	4.19	.862	
	FA	99	4.01	1.174	
	FR	82	4.07	.872	
	LA	287	4.04	.894	
	SM	194	4.28	.805	
	Total	1439	4.12	.901	
Students in my major are career oriented. Significant differences were found between BU & LA ($p = .000$), ED & LA ($p = .000$), ED & SM ($p = .000$), and FA & SM ($p = .000$), FR & SM ($p = .026$), and LA & SM ($p = .000$).	BU	230	4.39	.778	Welch's F (5, 386.08) = 16.07, $p = .000$
	ED	551	4.36	.758	
	FA	99	4.08	.965	
	FR	81	4.30	.843	
	LA	287	4.05	.864	
	SM	195	4.62	.617	
	Total	1443	4.31	.806	
Students in my major communicate effectively. Significant differences were found between SM & BU ($p = .026$), SM & FA ($p = .001$), SM & FR ($p = .018$), and SM & LA ($p = .000$), LA & ED ($p = .000$), and FA & ED ($p = .002$).	BU	229	4.09	.923	Welch's F (5, 384.52) = 8.52, $p = .000$
	ED	554	4.28	.842	
	FA	97	3.84	1.058	
	FR	83	3.96	.943	
	LA	288	4.02	.851	
	SM	195	4.35	.851	
	Total	1446	4.16	.892	
Students in my major are academically honest. Significant differences were found between SM & BU ($p = .006$), SM & FR ($p = .041$), and SM & LA ($p = .009$).	BU	230	4.14	.876	Welch's F (5, 384.91) = 3.64, $p = .003$
	ED	552	4.25	.877	
	FA	98	4.21	.911	
	FR	81	4.06	.979	
	LA	284	4.18	.778	
	SM	192	4.43	.796	
	Total	1437	4.23	.860	
Students in my major are willing to contribute to group work. Significant differences were found between SM & BU ($p = .000$), SM & ED ($p = .002$), SM & FR ($p = .013$), and SM & LA ($p = .000$).	BU	230	4.08	.875	Welch's F (5, 390.80) = 8.14, $p = .000$
	ED	555	4.23	.851	
	FA	99	4.24	.949	
	FR	83	4.10	.905	
	LA	288	4.03	.865	
	SM	193	4.48	.798	
	Total	1448	4.19	.871	



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Question 5. Students' Experience with Faculty (Table 12):

	College	N	Mean	SD	F Ratio and Sig
Faculty are knowledgeable about what they are teaching. No significant differences were found between groups.	BU	232	4.37	.773	Welch's F (5, 385.53) = 2.22 $p = .051$
	ED	554	4.49	.628	
	FA	99	4.57	.641	
	FR	81	4.43	.741	
	LA	286	4.39	.74	
	SM	194	4.53	.728	
	Total	1446	4.46	.698	
Faculty have good instructional skills. Significant differences were found between ED & BU ($p = .001$), and ED & LA ($p = .027$).	BU	232	4.13	.843	F (5, 1440) = 4.33 $p = .001$
	ED	554	4.37	.696	
	FA	99	4.26	.887	
	FR	81	4.19	.792	
	LA	286	4.20	.785	
	SM	194	4.33	.860	
	Total	1446	4.28	.785	
Faculty are effective teachers. Significant differences were found between ED & BU ($p = .001$).	BU	232	4.16	.823	F (5, 1440) = 4.50 $p = .000$
	ED	554	4.39	.701	
	FA	99	4.30	.863	
	FR	81	4.14	.802	
	LA	286	4.24	.745	
	SM	194	4.36	.777	
	Total	1446	4.30	.762	
Faculty are interested in the personal development of students. Significant differences were found between ED & LA ($p = .014$).	BU	232	4.25	.858	Welch's F (5, 381.29) = 3.36 $p = .006$
	ED	554	4.42	.742	
	FA	99	4.23	1.077	
	FR	81	4.23	.841	
	LA	286	4.22	.850	
	SM	194	4.39	.762	
	Total	1446	4.33	.821	
Faculty are interested in the academic development of students. Significant differences were found between ED & LA ($p = .010$).	BU	232	4.33	.810	Welch's F (5, 380.08) = 3.69 $p = .003$
	ED	554	4.48	.670	
	FA	99	4.33	.857	
	FR	81	4.26	.833	
	LA	286	4.29	.806	
	SM	194	4.45	.762	
	Total	1446	4.39	.760	
Faculty are interested in the professional, and career development of students. Significant differences were found between ED & LA ($p = .000$).	BU	232	4.31	.817	Welch's F (5, 376.01) = 4.95 $p = .000$
	ED	554	4.48	.670	
	FA	99	4.28	1.031	
	FR	81	4.28	.855	
	LA	286	4.24	.846	
	SM	194	4.35	.833	
	Total	1446	4.36	.797	
Faculty introduce students to a broad range of ideas, perspectives and worldviews. Significant differences were found between ED & BU ($p = .008$).	BU	232	4.20	.875	F (5, 1440) = 3.29 $p = .006$
	ED	554	4.41	.759	
	FA	99	4.32	.855	
	FR	81	4.17	.863	
	LA	286	4.30	.794	
	SM	194	4.38	.794	
	Total	1446	4.33	.806	
Faculty respond to undergraduate students regarding their needs, concerns, and suggestions. Significant differences were found between ED & BU ($p = .047$).	BU	232	4.18	.874	F (5, 1440) = 2.69 $p = .020$
	ED	554	4.37	.771	
	FA	99	4.24	.938	
	FR	81	4.19	.882	
	LA	286	4.20	.863	
	SM	194	4.31	.825	
	Total	1446	4.28	.835	



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(Strongly Agree – Strongly Disagree 5-1)	College	N	Mean		F Ratio and Sig
Students are encouraged to become acquainted with the department's faculty. Significant differences were found between ED & BU ($p = .000$), BU & FA ($p = .021$), and BU & SM ($p = .001$).	BU	232	4.01	.935	F (5,1440) = 5.36 $p = .000$
	ED	554	4.31	.847	
	FA	99	4.33	.904	
	FR	81	4.30	.828	
	LA	286	4.17	.853	
	SM	194	4.35	.809	
	Total	1446	4.24	.867	
Students are encouraged to participate in professional clubs and organizations. Significant differences were found between ED & BU ($p = .045$).	BU	232	4.18	.882	F (5, 1440) = 2.67 $p = .020$
	ED	554	4.36	.794	
	FA	99	4.16	.900	
	FR	81	4.30	.766	
	LA	286	4.21	.815	
	SM	194	4.29	.887	
	Total	1446	4.28	.834	
Students are encouraged to attend professional seminars and presentations. Significant differences were found between ED & LA ($p = .024$).	BU	232	4.21	.873	F (5, 1440) = 2.65 $p = .022$
	ED	554	4.36	.787	
	FA	99	4.37	.864	
	FR	81	4.31	.801	
	LA	286	4.18	.821	
	SM	194	4.29	.859	
	Total	1446	4.29	.826	
Students are encouraged to become familiar with current and emerging technology. Significant differences were found between ED & BU ($p = .004$) and ED & LA ($p = .000$).	BU	232	4.13	.899	F (5, 1440) = 7.66 $p = .000$
	ED	554	4.37	.741	
	FA	99	4.14	.948	
	FR	81	4.26	.877	
	LA	286	4.02	.902	
	SM	194	4.27	.895	
	Total	1446	4.23	.854	
Students are encouraged to participate in research or creative projects with faculty or other students. Significant differences were found between ED & BU ($p = .004$) and ED & LA ($p = .011$).	BU	232	4.03	.955	F (5, 1440) = 4.49 $p = .000$
	ED	554	4.29	.819	
	FA	99	4.04	.999	
	FR	81	4.14	.891	
	LA	286	4.07	.929	
	SM	194	4.25	.935	
	Total	1446	4.17	.902	
I found my major to be characterized by mutual respect between undergraduate majors and professors. Significant differences were found between ED & LA ($p = .010$) and LA & SM ($p = .036$).	BU	232	4.31	.782	Welch's F (5, 381.13) = 3.32 $p = .006$
	ED	554	4.41	.772	
	FA	99	4.20	.990	
	FR	81	4.26	.985	
	LA	286	4.19	.915	
	SM	194	4.43	.806	
	Total	1446	4.33	.841	
I found my major academically stimulating. Significant differences were found between BU & SM ($p = .000$), LA & SM ($p = .000$), and ED & SM ($p = .041$).	BU	232	4.32	.850	Welch's F (5, 382.01) = 5.49 $p = .000$
	ED	554	4.48	.714	
	FA	99	4.41	.857	
	FR	81	4.38	.956	
	LA	286	4.35	.784	
	SM	194	4.64	.647	
	Total	1446	4.44	.773	



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Question 6. Students' Participation in the Programs (Table 13):

Please indicate your participation in the programs given below (check all that applies):

	BU (N = 238)		ED (N = 569)		FA (N = 103)		FR (N = 83)		LA (N = 297)		SM (N = 195)	
<u>Programs:</u>	Head Count	Percent	Head Count	Percent	Head Count	Percent	Head Count	Percent	Head Count	Percent	Head Count	Percent
Service learning project	13	5.5%	104	18.3%	5	4.9%	7	8.4%	47	15.8%	22	11.3%
Paid internship(s)	53	22.3%	44	7.7%	14	13.6%	22	26.5%	24	8.1%	15	7.7%
Non-paid internship(s)	14	5.9%	196	34.4%	31	30.1%	11	13.3%	74	24.9%	5	2.6%
Course credit internship(s)	39	16.4%	186	32.7%	24	23.3%	21	25.3%	73	24.6%	15	7.7%
Non- course credit internship(s)	11	4.6%	10	1.8%	6	5.8%	9	10.8%	18	6.1%	2	1.0%
SFA faculty research project	19	8.0%	32	5.6%	5	4.9%	18	21.7%	38	12.8%	30	15.4%
Non-SFA faculty research project	6	2.5%	22	3.9%	2	1.9%	6	7.2%	23	7.7%	11	5.6%
A collaborative learning project	31	13.0%	90	15.8%	20	19.4%	13	15.7%	35	11.8%	28	14.4%
None	114	47.9%	204	35.9%	38	36.9%	29	34.9%	112	37.7%	116	59.5%



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Question 7. Students' Self-evaluation in Progress of the Following Areas (Table 14):

As a result of studying at SFA, how much progress do you feel you have made in the following areas?

	College	N	Mean	SD	F Ratio and Sig
Critical Thinking Skills - creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information Significant differences were found between ED & FR ($p = .034$), SM & FR ($p = .002$) & SM & BU ($p = .017$)	BU	226	4.10	.977	F (5, 1408) = 4.02 $p = .001$
	ED	541	4.25	.872	
	FA	94	4.22	.832	
	FR	78	3.94	1.036	
	LA	282	4.17	.818	
	SM	193	4.38	.795	
	Total	1414	4.21	.881	
Communication Skills - effective development, interpretation, and expression of ideas through written, oral and visual communication Significant differences were found between ED & FR ($p = .040$)	BU	226	4.25	.901	F (5, 1408) = 2.89 $p = .013$
	ED	541	4.33	.843	
	FA	94	4.27	.819	
	FR	78	4.03	.993	
	LA	282	4.17	.839	
	SM	193	4.35	.809	
	Total	1414	4.27	.857	
Empirical and Quantitative Skills - the manipulation and analysis of numerical data or observable facts in informed conclusions Significant differences were found between BU & LA ($p = .001$), ED & LA ($p = .000$), SM & LA ($p = .000$), ED & SM ($p = .007$), and FA & SM ($p = .001$)	BU	226	4.08	.939	Welch's F (5, 375.37) = 10.39 $p = .000$
	ED	541	4.04	.990	
	FA	94	3.76	1.133	
	FR	78	3.96	.999	
	LA	282	3.71	1.061	
	SM	193	4.31	.857	
	Total	1414	4.00	1.006	
Teamwork - the ability to consider different points of view and to work effectively with others to support a shared purpose or goal Significant differences were found between BU & LA ($p = .012$), ED & LA ($p = .000$), and SM & LA ($p = .001$)	BU	226	4.27	.920	F (5, 1408) = 5.69 $p = .000$
	ED	541	4.29	.882	
	FA	94	4.26	.802	
	FR	78	4.01	1.051	
	LA	282	4.00	.980	
	SM	193	4.35	.865	
	Total	1414	4.22	.919	
Personal Responsibility - the ability to connect choices, actions, and consequences to ethical decision-making Significant differences were found between ED & FR ($p = .010$), ED & LA ($p = .028$), SM & LA ($p = .029$), and SM & FR ($p = .007$)	BU	226	4.36	.884	F (5, 1408) = 4.44 $p = .001$
	ED	541	4.41	.829	
	FA	94	4.43	.726	
	FR	78	4.06	1.036	
	LA	282	4.22	.909	
	SM	193	4.46	.750	
	Total	1414	4.35	.856	
Social Responsibility - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities Significant differences were found between BU & FR ($p = .018$), ED & FR ($p = .000$), ED & LA ($p = .015$), and FR & SM ($p = .001$)	BU	226	4.23	.920	F (5, 1408) = 5.72 $p = .000$
	ED	541	4.34	.867	
	FA	94	4.26	.829	
	FR	78	3.86	1.102	
	LA	282	4.13	.919	
	SM	193	4.36	.861	
	Total	1414	4.35	.905	



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Core Component Results

When taking the survey, students are asked to respond to both closed-ended questions about their experiences at SFASU as well as given the opportunity to answer open-ended questions where they could type unique responses. For the current report, only the results for the six closed-ended questions relating to core assessment are presented.

Demographics.

Of the 1,485 students who completed the survey, 1,414 (95.2%) answered the questions relating to core assessment. A chart of the breakdown of the sub-sample demographics can be viewed in Table 2. Following the pattern of the larger sample, the majority of the students answering these questions were female (70.2%), white (65%) and from the college of education (38.3%). See table for full demographic breakdown.



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Table 2. *Demographics of core assessment questions sub-sample.*

Demographic		n	Percentage
Semester			
	Fall 2014	634	44.8%
	Spring 2015	638	45.1%
	Summer 2015	142	10.0%
Gender			
	Male	422	29.8%
	Female	992	70.2%
Race			
	American Indian or Alaskan Native	13	0.9%
	Asian	9	0.6%
	Black or African American	254	18.0%
	Hispanic	149	10.5%
	International	9	0.6%
	Native Hawaiian or Pacific Islander	2	0.1%
	Two or More	28	2.0%
	Unknown or Not Reported	31	2.2%
	White	919	65.0%
College			
	Business	226	16.0%
	Education	541	38.3%
	Fine Arts	94	6.6%
	Forestry	78	5.5%
	Liberal & Applied Arts	282	19.9%
	Science & Math	193	13.6%

Core Curriculum Performance Criteria.

For the purposes of assessing the core curriculum at SFASU, the senior exit survey asks graduating students to identify how much they feel they have learned as a result of studying at



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SFA in each of the core component areas by answering six questions. The questions asked are shown in Table 3. Students were asked to rate themselves on a scale of 1-5 where 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent. The performance criteria for core assessment states that, “The institution expects that 80% of graduating seniors will rate their critical thinking skills/communication skills/empirical & quantitative skills/teamwork skills/social responsibility/personal responsibility as very good to excellent.”

Table 3. *Questions asked for core assessment.*

Senior Exit Survey Questions Asked for Core Assessment
As a result of studying at SFA, how much progress do you feel you have made in the following areas?
Critical Thinking Skills - creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information
Communication Skills - effective development, interpretation, and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills - the manipulation and analysis of numerical data or observable facts in informed conclusions
Teamwork - the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Personal Responsibility - the ability to connect choices, actions, and consequences to ethical decision-making
Social Responsibility - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Assessment Results

Results from the six questions relating to core assessment show that seniors taking the survey for the 2014-2015 school year met the performance criteria for critical thinking with 1,133 (80.1%) students rating their progress a 4 (very good) or 5 (excellent), communication



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with 1,153 (81.5%) students rating their progress a 4 (very good) or 5 (excellent), personal responsibility with 1,192 (84.3%) students rating their progress a 4 (very good) or 5 (excellent), and social responsibility with 1,135 (80.3%) students rating their progress a 4 (very good) or 5 (excellent). However, not all areas met the performance criteria. For empirical & quantitative skills, 988 (70.6%) of students rated their progress a 4 (very good) or 5 (excellent) and for teamwork, 1,121 (79.3%) of students rated their progress a 4 (very good) or 5 (excellent). Neither of these met the outlined performance criteria. Responses are outlined in Table 4 and Figure 5.

Table 4. *Responses and percentages of students responding 4 (very good) or 5 (excellent) to the six core objective questions.*

Core Objective	Response Rate	# Students indicating Very Good or Excellent	Percentage
Critical Thinking	1414	1133	80.13%
Communication	1414	1153	81.54%
Empirical & Quantitative Skills	1414	998	70.58%
Teamwork	1414	1121	79.28%
Personal Responsibility	1414	1192	84.30%
Social Responsibility	1414	1135	80.27%



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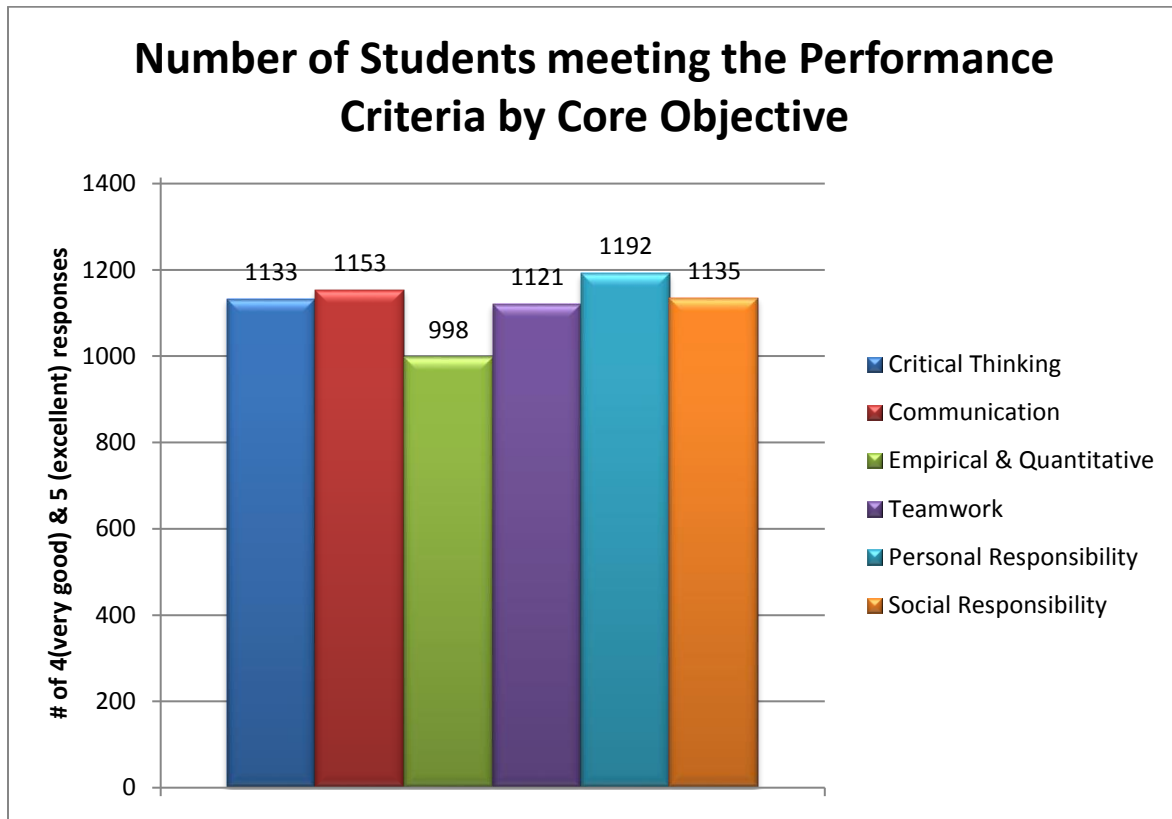


Figure 5. *Number of students answering 4 (very good) or 5 (excellent) by Core Objective.*