

**Division of University Affairs  
Assessment Plan 2009-2010 Academic Year  
Learning Outcomes Assessment**

Department Student Affairs

Program: Departmental Programs and Services

Primary Programmatic Outcome	Goals	Objectives	Timeline for Completion	Results
<p>The Office of Student Affairs will assist students in developing a sense of citizenship, engagement and enjoyment with their campus experience and the wider world. This will be accomplished primarily by a transference of skills from conceptual classroom activity to active learning opportunities.</p>	<p>1. Civic Engagement Students will be introduced to the concept of citizenship as a non-voting action and understand their personal community.</p>	<p>1A. Development of a "Constitution Day" program designed at informing students of the rights and responsibilities as a citizen.</p>	<p>September 2009</p>	<p>Completed – SGA produced a Constitution Week program co-sponsored with the Department of Government. Events included a free speech day, what's your favorite amendment gameshow and a sponsored speaker from the Heritage Foundation brought into educate students on the ramifications of the national debt.</p>
		<p>1B. The development of a student honor code for all students.</p>	<p>May 2010</p>	<p>In process – the SGA senate passed a working honor code in April of 2010 and it has since been reworked into an ethics program called the SFA Way. This program focuses on the five traits all Lumberjacks should aspire to and includes the SFA Honor statement, Lumberjacks strive for excellence in everything they do. Formal adoption is scheduled for the 2010-2011 academic year.</p>
	<p>2. Spirit and Traditions To increase awareness of university traditions and</p>	<p>2A. Expansion of the Jack Camp program to include sessions which focus on wilderness and service</p>	<p>April 2010</p>	<p>Not done - risk management and logistical issues have delayed this project. We will revisit in 2011.</p>

	<p>promote participation by student attendance at SFA athletic events.</p>	<p>settings.</p> <p>2B. Coordination of a homecoming program which is more inclusive of campus stakeholder and increases participation.</p> <p>2C. Increase student access to away athletic events by providing transportation for student fans to select events.</p> <p>3A. Development of the Lumberjack Leadership Academy.</p>	<p>October 2009</p> <p>Fall 2009</p> <p>May 2010</p>	<p>In process – this year the SFA Homecoming program involved more student organizations than ever before. 53 student organizations participated in at least one event during the week and we had 62 homecoming court candidates representing 34 student organizations including our first RHA candidates in 10 years. We are currently working with Multicultural Affairs to develop new programming designed for our alumni and students of color including co-sponsorship of a Homecoming Step Show. Our service week activities attracted over 400 students to the blood drive, food drive and campus clean-up.</p> <p>Complete – SGA sponsored three SFA fan busses to SFA away games this past fall and have four busses scheduled for this fall including two busses for the Battle of the Pineywoods.</p> <p>Complete – the Lumberjack Leadership Academy began with 41 students in the program and ended with 12. The students completed a leadership lunch series, service project and an ignite and reflection retreat. Efforts are currently underway to refine the program to better serve our students. 28 students were accepted to the 2010-2011 program and we are utilizing the Tim Elmore Habitudes program for curriculum.</p>
	<p>3. Leadership To introduce servant leader model of leadership development to allow students to connect their personal leadership ethic and action more effectively</p>			

		<p>3B. Production of an online leadership development resource center for student access for both on campus and cyber commuters.</p>	<p>December 2009</p>	<p>In process / not done - This program has been in development since November and has been redesigned to include assessment using Student Voice. There will be a requirement each student completing the program participate in six learning modules with there being a four part core curriculum focused on the history of leadership, your leadership style, group dynamics and organizational management. We will offer a number of "electives" for students to participate into round out their curriculum including risk management, program development, multicultural viewpoints and other programs. Launch date September 1, 2010.</p>
		<p>3C. Expansion of the Omicron Delta Kappa program from honor society to an active partner in developing campus-wide programs.</p>	<p>May 2010</p>	<p>In process - ODK has been the title sponsor of the Leadership and Service awards for two years has since added the LEAD Leadership Conference in November 2009 to the fold. 42 students registered for this program and the presentations were presented by fellow students. ODK's goal is to produce two major campus programs per semester and look to add a speaker series and "brown bag" series to their organization's offerings.</p>

	<p>4. Volunteer and Service Learning Students will develop an understanding of how service and volunteering connects to their understanding of the social issues as root causes of need and how their academic discipline can help solve societal problems.</p>	<p>4A. Continued development of a service learning advisory council which coordinates academic service learning and serves as a campus resource for classroom environments looking to develop service learning.</p> <p>4B. Commission an updated menu of volunteer opportunities to develop a network of volunteer sites to allow students maximum choice and opportunity.</p>	<p>May 2010</p> <p>September 2009</p>	<p>Complete - the service learning advisory board is entering its second year and this year the committee developed a number of college based service learning work groups chaired by members of the committee. The community partners breakfast is expanding and is not become a vital link between community partners and classes looking for service opportunities. The service learning grant program has expanded as well. All six grants were awarded in fall and spring and applications grew from 14 in the fall to 17 in the spring. To date the Office of Student Affairs has funded 17 grants totaling \$8,200.</p> <p>Complete - The volunteer program helped students complete over 122,000 hours of service to the community. This was supported by a number of new service programs including Service Saturdays. This program helped a different community service organization one Saturday a month and introduced students to these programs in the community. MLK days of service saw 300+ SFA students volunteer with the Nacogdoches ISD and complete 13 improvement projects. Finally over 400 students participated in the Big Event in April and despite the weather over 20 projects were completed. Volunteer program also maintains a volunteer database and when opportunities arise students organizations are paired with the community need.</p>
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	<p>5. Student Activities Programming Students will feel the SFA campus is an enjoyable place to socialize and connect with other students as a result of a professionally produced slate of entertainment programming.</p>	<p>4C. Coordinate a reflection and awards program which recognizes students of exemplary effort, allows for understanding of why their work is important and provides limited financial backing for worthy projects.</p>	<p>May 2010</p>	<p>In process - the volunteer program coordinated a day during the week of reflection and allowed for students to reflect on their service. Also each service event including MLK Day of Service, Alternative Spring Break and Service Saturdays featured reflection exercises.</p>
		<p>5A. Design a diverse entertainment series which focuses on national touring acts, film series, small interactive events and campus wide competitions.</p>	<p>Fall 2009</p>	<p>Complete - The Student Activities Association produced 124 events not including movies and featured national touring comedians, concerts featuring country, rock, hip hop and Christian acts and a slate of locally produced events that challenged our students creativity and organization . over 30,000 patrons attended an SAA event in 2009-2010.</p>
		<p>5B. Development of a spring programming schedule which promotes excitement during early winter semester.</p>	<p>February 2010</p>	<p>In Progress / Complete - SAA kicked-off the semester with a "Welcome Back Week" which featured promotions for the SFA basketball teams, movies every night of the first week and two ballroom shows. SAA also distributed a number of prizes and t-shirts to 250 students. The week does need a better marketing scheme and not appear to be a week of loosely connected events.</p>

	<p>6. Greek Life Students will become more informed of the leadership development and scholarship opportunities offered by our Greek letter organizations.</p>	<p>6A. Improve or design current Greek recognition programs to weigh heavier on academic and service outcomes.</p>	<p>December 2009</p>	<p>In Progress - The Greek standards program is designed to be a holistic method of assessing and reviewing all Greek letter organizations. This program looks at performance markers set on a unified set of standards including risk management, substance abuse prevention, academics, service, social activities, and other administrative factors. Scores are based on a stop light green = fully compliant, yellow = caution and red = no compliant. This year we collected the initial data and have reported to our chapters where they need to see improvement. They have one year to take corrective steps. This program will help Greek letter organizations better communicate their successes and see how they measure up to their peers.</p>
		<p>6B. Promotion of Greek life using non-traditional methods and to non-traditional audiences.</p>	<p>May 2010</p>	<p>Not Done - We have developed an informational application for web based recruitment but that is the only accomplishment.</p>
	<p>7. Student Involvement and Organization Services Students will become better informed about the programs and services offered by our office and will increase interest in getting further involved.</p>	<p>7A. Design an Involvement Center program which focuses on attracting students who are not currently involved and offer comprehensive event and program information.</p>	<p>September 2009</p>	<p>Complete - The Involvement Center was opened on September 23<sup>rd</sup> 2009 and has completed nearly 400 involvement advising sessions. Fall to spring retention of students who participated in Involvement advising topped 95%. Student advisors have access to hundreds of events and organizations and have been trained to match a student's interests to a program which best fits their schedule.</p>

		7B. Develop a database of interested students to communicate with for special events and other activities.	October 2009	Complete - We currently have an Involvement Center database and interest groups on facebook that contain 2343 members. These students receive communications on upcoming events and volunteer opportunities.
		7C. Develop a training program for our student organization officers and advisors which promotes campus wide-involvement, risk management awareness and member development.	October 2009	In Process / Not Done - We are currently working on a three phase training model for student organization officers that include operational training (Basic Training), leadership training (in process) and social networking opportunities. We are hoping the combination will help our student leaders feel more connected to our Student Organization Services office . This project is in the production stage and will be introduced in the Fall of 2010.

**Student Learning Outcomes:**

Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills, or attitudes. Please sort these outcomes into the categories below. You do not need to have an outcome for each category, only those that are essential in accomplishing your PPO as stated above.

Outcomes		Assessment activity	Assessment Results	Improvements Planned
<b>Citizenship:</b> As a result of involvement in student affairs programs,		Service and volunteerism surveys, week of reflection	Students at SFA are committed to others and participating in community service events. During the 2009-2010 school year SFA students completed 122,416 hours of	1. Survey of students who received the President's Volunteer Service Award to get a better sense of how service has

<p>students will express an increased commitment to serving others and understanding the needs of their community.</p>	<p>comments, service Saturday, MLK Day of Service and Big Event reflection papers, Outside the Classroom survey</p>	<p>community and campus service. A survey of 160 students who participated in SFA sponsored service projects during the 2009-2010 reported the following. (data cumulative from 11 different surveys covering 11 events throughout the year).</p> <p>74.8% of students felt their service helped make a difference in their community.  68% of students felt that they had a better understanding of the needs of their community (94.11% of participants at our community partners breakfast felt they had a better understanding of the needs of their community.)  76.47% of students agreed the community service project will lead to their volunteering more at that service site.  78.02% of students who identified themselves as student leaders felt their experience as a student leader has made them more involved in community service and serving others.  92.49% of our students surveyed said they had performed some type of community service in the past year. (of the 31% of students who reported NOT being involved in a student organization 64% said they had performed some type of community service in the past year).</p> <p>When asked to articulate their feelings on serving others students generally pointed to an internal reason for volunteering. Common responses included: «because it makes you feel good» / «because I feel it is important» / «It is part of who I am» and «I like to help people»</p> <p>Other popular responses included «when you get to go to college it is your responsibility to help others» / «I think we are just expected to help out, college students have always been known for volunteering»</p> <p>When asked to think about the issue they were addressing a majority of students were not aware of the extent of the</p>	<p>changed them.</p> <ol style="list-style-type: none"> <li>2. Offer more opportunities for reflection at each volunteer activity including information on the issue being addressed. This will allow students to better articulate their feelings and observations on the issue.</li> <li>3. Development of a volunteer and service hour grading system to better understand the amount of direct volunteer service being completed by students.</li> </ol>
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		<p>issue:</p> <p>«I knew that Nacogdoches has a homeless issue but I just never knew how much» / «To go and see after so many years the problems New Orleans still has, its really hard to see» / «I think we need to see that other people need a good home, I think as college students we take for granted we will always have the same.»</p> <p>A number of students reflected on their own situations as a motivation to help out: «As a kid we did not have much so I volunteer to help pay it back, what I got» / «When you grow up like this (in poverty) you know that you need to help out so that maybe you can help others.»</p>	
<p><b>Communication:</b>  <b>The Student will...</b> display an array of effective communication skills including clarity of message, completeness and professionalism.</p>	<p>Student Activities Association program evaluation rubrics, Student Government Association bill evaluation rubric, Beyond the Classroom survey</p>	<p>88.44% of Students reported improvement in their communication skills as a result of their involvement in co-curricular experiences.</p> <p>46% of students involved with the Office of Student Affairs sponsored programs identified communication skills as one of the top three skills improved as a result of participating in co-curricular activities.</p> <p>64.32% of students involved in a Student Affairs sponsored organization reported intrapersonal communication as the area they saw the most improvement in.</p> <p>87% of students said they are better able to communicate their thoughts and ideas as a result of being a student leader.</p> <p>46% of students said they felt better about speaking in front of an audience.</p> <p>Besides email 88.11% of students reported NOT communicating with peers or other students using written communication.</p> <p>Students presenting their ideas to the Student Activities Association saw a 1.552 increase in communication scores from their first presentation to their 2nd</p>	<p>We are going to add effective communication to our leadership and organizational training.</p> <p>Each student who presents a bill in SGA or an SAA event proposal will get a follow-up on ways to better communicate with the group next time.</p> <p>To increase written communication we are asking students to file a letter of application and then discuss the letter with the student at their interview.</p>

		<p>presentation. More importantly, those students who scored in the lowest 25% of first presentation scores saw the highest increase with an average jump in presentation scores of 2.84.</p> <p>Student Government Association members had an average presentation score of 6.58 on a ten point scale. Students who presented more than one bill this semester saw a presentation increase of .62.</p> <p>Students communicating via minute papers offered up the following insights:</p> <p>«When I came to SAA I had bad stage fright but now I look forward to speaking in front of crowds. I still get nervous though» / «To communicate effectively you need to be on your toes. Presenting a bill in SGA forces you to think while you are up there, you need to be able to answer questions effectively.» / «the challenge for communicating in a group is trying to get everyone's attention. You learn over time how to manage a group and make sure all ideas are heard without going overboard» / «Sometimes when we have an issue the only thing you want to do is talk but it helps to learn and listen sometimes, that way you don't repeat the other ideas.»</p>	
<p><b>Ethics and Values:</b>  <b>The Student will...</b> be able to articulate a sense of their own core values and act in congruence with those stated values.</p>	<p>Student leader interview rubrics, minute paper reflections, student leader surveys</p>	<p>Students who participated in student affairs programs reported they connected with the ethics and values of their chosen organization at a higher rate than students who simply reported themselves as being involved. Students who reported themselves as engaged in co-curricular activities reported they behave more ethically than they did before (57.47%), this increased for students who self-identified as student leaders (65.02%). Both were derived from the Outside the Classroom Survey. Students were also asked if their experience improved their ability to act in alignment with their own values. Students agreed with this statement 87.01% of the time.</p>	<p>Work on the SFAway program to infuse a common set of values and ethics to our organizations. This will become the ethics statement for all student affairs programs.</p> <p>Develop a «spot it» ethics program within our organizations where students can identify and award points for making good ethical choices.</p>

		<p>An internet survey of student leaders participating in student affairs programs found that 82.73% of our students felt the values of their organization was congruent with their personal values and 81.34%. While this does not measure improvement it does measure each student's reflection on the issue.</p> <p>95% of students surveyed participating in student affairs programs agreed with the statement they joined the organization because it reflected the ethics and values they connect with.</p> <p>For our minute papers students were asked how their involvement connected with their personal ethics and values, a sample of those responses were:</p> <p>«I really like SFA cheer because everyone wants to work hard and win, just like I do. We don't accept not trying but if you give 100% then we understand when you make a mistake.»</p> <p>«ODK is made up of students who believe that school is as important as getting involved, it helps me remember what is most important.»</p> <p>«I am a new member (of Traditions Council) and we all have this same feeling for SFA and want everyone to bleed purple»</p> <p>SAA, SGA and Traditions Council students were asked via a minute paper with the top three values each member connected with and why, a sample of their 138 responses were:</p> <p>School Spirit – I feel in order to be a part of TC you have to have a love for SFA that is more obvious than other students.</p>	
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<p><b>Leadership:</b>  <b>The Student will...</b> be able to lead others to shared goal.</p>	<p>Student Activities Association program rubric, student leadership survey, minute paper reflections.</p>	<p>Students who identify themselves as being involved or believe they are a student leader feel confident in their ability to work together for a shared goal. Students reported:</p> <p>88.34% of students felt they had improved their ability to work in groups.  91.48% of students feel they have improved their ability to collaborate and work in groups.  83.41% of students feel they have improved their ability to resolve conflict.  90.13% felt they had improved their ability to create consensus and motivate others toward a common goal.  87% felt they have improved their ability to organize complex projects.  89.68% felt more capable of leading others.</p> <p>According to the Outside the Classroom survey students who identified themselves as involved 77.22% said they are more capable of leading others.</p> <p>A survey of students involved in leadership programs</p>	<p>We have begun giving bonus points for events which are collaborative in nature and students will need to demonstrate how they will encourage collaboration throughout the event.</p> <p>Each bill presented to the SGA senate will need a co-sponsor in order to be presented to the senate.</p>

		<p>sponsored by the Office of Student Affairs found that:</p> <p>95% of students felt they had gained the experience necessary to lead others to a common goal.  41% of students felt that collaboration was the skill they improved on the most in the past year.</p> <p>Members of these organizations (SAA, SGA, Cheer and Pom, ODK, and Traditions Council) rated their leaders as:</p> <p>73.63% felt their leaders respected a diversity of opinions and used these ideas to find a collective solution.  77.27% of their student leaders embraced an environment that embraced teamwork.  81.01% of student leaders were able to effectively communicate with members the steps needed to accomplish a goal.  83.64% of students felt their leaders showed a strong sense of leadership.  86.43% of students said they felt comfortable following the leaders of their organization.  90% of members felt that their chosen organization gave them an opportunity to collaborate with others.</p> <p>SAA event proposals contained evidence of collaboration among students and other student organizations. Of the 38 proposed events for the fall schedule, 17 suggested collaboration with other student organizations and all of the events mentioned collaboration with students within the organization. This spring 11 SAA events were the result of collaborative efforts with other organizations.</p> <p>Minute paper reflections:</p> <p>«Of course we collaborate as cheerleaders, cheerleading is the ultimate team sport and if you are not ready to work</p>	
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		<p>together then the routine will fall apart. You all have to be on the same page.»</p> <p>« Being on a team of 25, there are always different points of views. At times it's easier to take different points of views in than others. It takes much compromising throughout the entire year to be successful.»</p> <p>« Co-coordinating brought on some point of view issues. Me and my coordinator talked and compromised.»</p> <p>« Everyone has their own personal views. But thats what a team is. Every team has to come together and work as one. Talk things over and came up with whats best for the team.»</p> <p>communication is key. Being specific about both ideas and trying to find a common ground even if it is not exactly your way.»</p>	
<p><b>Scholarship:</b>  <b>The Student will...</b> perform better in the classroom than their peers and be able to connect classroom material to their student involvement.</p>	<p>Student leader interviews, minute paper reflections, student involvement surveys, grade census</p>	<p>Students who participated in our sponsored programs on averaged performed better in the classroom than their peers. The all campus average for all students was a 2.62, in comparasion our students had:</p> <p>Omicron Delta Kappa – 3.52 (note: they are a national honor society with a min. GPA of 3.00)  Traditions Council – 3.02  All Greek Women – 3.00  Student Government – 2.86  Pom Squad – 2.82  Student Activities Association – 2.81  Jack Attack – 2.68  Jack Camp – 2.68 (students in Jack Camp were also retained at 88% after one year)  All campus average – 2.62  All Greek Men – 2.52</p>	<p>We are going to issue a «syallabus helper» to each of our involved students. One the helped will contain a number of ways students can connect their involvement experience to the classroom. This will include encouraging students to find an assignment that can be enhanced by connecting it to their involvement.</p>

		<p>Cheer (Small Co-Ed) – 2.46 Cheer (Large Co-Ed) – 2.37</p> <p>During interviews and communicated through minute papers students reported a high rate of utilizing skills learned in the classroom. The most reported skills were communication (especially public speaking), management classes, marketing classes and hospitality skills.</p> <p>Asked if, as a result of their involvement, did students gain experiences relevant to their academic career. 93% of students said they gained these experiences.</p>	
<p><b>Wellness:</b> <b>The Student will...</b> express improvement in their own personal wellness and identify ways to conduct themselves in a healthy manner. to other students. personal wellness and identify ways to conduct themselves in a healthy manner.</p>	<p>Minute paper reflections, Student Affairs mid semester survey, Student leader interviews.</p>	<p>The more students participate in student affairs program the less likely they are to focus on issues of wellness. With each degree of complexity students were asked during surveys, interviews and minute papers to reflect on their personal wellness.</p> <p>64.99% of students who responded to the outside the classroom survey said that being a student leader helped them in terms of their personal wellness. 74.99% of student leaders felt better prepared to maintain a healthy lifestyle. 81.17% of students said they were better prepared to assess risk in their lives or the life of their organization.</p> <p>A survey of students who work with Student Affairs programs found that only 24% agreed with this statement.</p> <p>Interviews and minute papers found a mixed bag as well. Students responding said that working in student affairs programs has helped them improve their time management (62%), academic achievement (46%) and self-confidence (46%) but when asked students mention not getting enough sleep, not exercising and not eating</p>	<p>We are going to add a wellness component to our student leader and organizational training. During this session we will collaborate with Campus Rec and develop a eating healthy on the go plan, getting in the exercise you need and time management to help you sleep.</p> <p>We are going to track the number of hours students spend working on events and try to regulate how many hours students are spending in the office.</p> <p>Introduce the topic of risk management to student organizations past the «don't do this to make sure you don't get sued» phase by establishing a risk management statement and having all student organizations sign off on it and then articulate what risk management means to them.</p>

		right. Many of the students interviewed attributed this to a number of factors, one of which being too involved or feeling responsible for the group.	
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