**Introduction**
The Division of University Affairs at Stephen F. Austin State University (SFASU) is comprised of eighteen departments, including: Campus Recreation, Divisional Operations, Office of the Dean of Student Affairs, Counseling Services, Career Services, Testing Services, Disability Services, Health Services, Veteran’s Resource Center, Student Rights and Responsibilities, Multicultural Affairs, Orientation Programs, Student Affairs Programs, Student Services, Residence Life, Baker Pattillo Student Center, Student Publications, University Police and the Office of the Vice President for University Affairs.

**Mission**
The Division of University Affairs supports SFA’s academic mission by providing our students with co-curricular and extracurricular **PROGRAMS** that create opportunities for students to engage in active and high-impact learning; we design and produce **ACTIVITIES** that strengthen students’ connections to the university and to each other; we provide targeted **SERVICES** that support our students’ pursuit of their personal and academic goals, and we develop and maintain the **FACILITIES** necessary to fulfill this mission.

**Methodology**
Data are collected through various means throughout the Division of University Affairs. These include surveys, focus groups, rubric analysis of artifacts of learning, pre-test/post-test and mixed methods projects. All programs are required to develop and test learning outcomes and each major program is required to assess these learning outcomes each year. Additionally, all departments must assess all programs at least once every three years.

All learning outcomes are derived by and connected to the mission of University Affairs and of Stephen F. Austin State University. This mission is further articulated through nine program learning outcomes. These are: Citizenship, Communication, Cultural Competence, Ethics and Values, Leadership, Life Skills, Self Knowledge, Scholarship & Inquiry and Wellness. These have been developed to express the kind of knowledge and skill our programs are meant to develop. The division has also advanced four Key Performance Indicators. These are measured in all areas. These performance indicators are driven from the mission of university affairs are help to determine the effectiveness of the division’s programs in meeting this mission. These include measuring students’ commitment to persistence, awareness of resources, commitment to diversity and awareness of co-curricular learning.
<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Division of University Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Students gain skills to help them to communicate effectively and professionally, using written, oral, and artistic means, as well as current technology. Students learn to listen actively and effectively, to read with comprehension, to evaluate ideas, and to form meaningful interpersonal relationships.</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Through civic engagement, community service and classroom experiences, students acquire a contextually-rich understanding of complex issues and increased sense of social responsibility. Students are prepared for the challenges and opportunities of a democratic society, and to serve fully as citizens of the state, nation, and world.</td>
</tr>
<tr>
<td>Cultural Competence</td>
<td>By interacting with others who are different from themselves, students gain an increased appreciation for diversity and attain valuable skills for success in a pluralistic society. Beyond tolerance, students increase their understanding of the beliefs, values and worldviews of others.</td>
</tr>
<tr>
<td>Ethics and Values</td>
<td>Students define, refine and clarify their values, learn to keep congruence between these beliefs and their actions - and to balance their personal interests with the interests of others and society as a whole.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Through a variety of experiences, students will learn to maximize their own individualized talents and skills to collaborate with others and to motivate them towards a common goal.</td>
</tr>
<tr>
<td>Life Skills</td>
<td>From maintaining and balancing a budget to effectively managing one's time, students learn to build strategies for leading a productive life - in college, in graduate school, in their career and beyond.</td>
</tr>
<tr>
<td>Self-Knowledge</td>
<td>Through experiences and reflection, students discover a sense of purpose, gain the ability to realistically appraise themselves, enhance self-esteem and become increasingly independent and interdependent. These skills are useful in picking a career and helping the student to set and meet both educational and personal goals.</td>
</tr>
<tr>
<td>Scholarship and Inquiry</td>
<td>A broad-based educational foundation allows student to think critically, creatively and independently, and to experience intellectual growth. Students become committed to better understanding and advancing the knowledge of their chosen field, are prepared for the rigors of graduate study, for their careers, and for lifelong learning.</td>
</tr>
<tr>
<td>Wellness</td>
<td>Students learn to practice healthy behavior to attain a satisfying and productive lifestyle, learning to balance their physical, emotional and spiritual well-being with the demands of their life as a student and beyond.</td>
</tr>
</tbody>
</table>
**Key Performance Indicators**

Questions related to our Key Performance Indicators are embedded in each student voice survey. This produces data from a wide variety of students who answer these questions in a number of different contexts. Last year, more than 4,400 students responded to these questions. The tremendous diversity within surveys makes duplication less likely. Additionally, there are at least 1,000 unique respondents which can produce a confidence level of 97%.

- **Indicator # 1:** I am committed to completing my degree at SFA.
- **Indicator #2:** It’s important to interact with others who are different from me such as those of different ethnicities, cultural backgrounds, or abilities.
- **Indicator #3:** When I have questions about SFA, I am usually able to easily resolve them or find someone to help me find the answer.
- **Indicator #4:** I have gained skills through student organizations, activities, and other cocurricular experiences that have helped me to understand what I am learning in the classroom.

Analysis: Since the performance indicator project began in 2010, our results have been consistently high. Each area has also experienced modest growth during that same period of time. Therefore, for most of these KPIs, success should be considered to be holding the same high standards each year. However, there is still room for growth with regard to indicator four. We will need to continue to help students see what skills and competencies they are developing in our programs.
Saliency of Program Learning Outcomes

The nine program outcomes were established in 2008 and have been measured each year on the Beyond the Classroom survey. This year, 1,202 students completed the survey. The figures represent the mean score for the statements below.

Respondents:

1,202 students in 2013  757 students in 2008
1,187 students in 2012  1,161 students in 2009
1,027 students in 2011  1,089 students in 2010

“Participating in *co-curricular* activities has given me skills that I can use throughout my life.”

“As a result of participating in *co-curricular* activities, I feel that I am better at evaluating information to determine what I believe.”

“As a result of participating in *co-curricular* activities, I believe that I better understand the cultures of others.”
“As a result of participating in *co-curricular* activities, I feel better able to communicate my thoughts and ideas to others.”

“As a result of participating in *co-curricular* activities, I pay closer attention to important issues facing my community, the nation or the world.”

“As a result of participating in *co-curricular* activities, I feel I behave more ethically than I did before.”
“As a result of participating in co-curricular activities, I feel more capable of leading others.”

“As a result of participating in co-curricular activities, I better understand my individual strengths and weaknesses.”

“As a result of participating in co-curricular activities, I feel that I am better prepared to maintain a healthy lifestyle.”

Analysis: There is evidence to suggest that there has been a rapid increase in the number of students who are engaged with our programs in the past year. This may have produced a broader, but shallower effect in student learning. In other words, the volume of students may have decreased their awareness of what they were learning. Next year, better coordination and training of registered student organizations may help us combat this outcome.
Analysis: This year, we appear to have had an overall drop-off in the level at which students are aware they learning from co-curricular programs. However, the relative position of the learning outcomes appear to be very similar to recent years. Next year, we should focus on helping to bolster students understanding of what they are learning in programs. Additionally, while rephrasing the question related to ethics seems to make a difference, ethics would still be the lowest area of saliency in our learning outcomes. We need to continue to stress ethical issues in our programs.
Our Engagement Model
As we pursue student engagement on campus, we are cognizant of the ways that these developmentally progress. For a student to become a leader, they must first become involved. For them to become involved, they must have become engaged through an awareness of a program and some sort of peripheral contact. The model below aligns data from the Beyond the Classroom survey (and in one case the most recent National Survey of Student Engagement) to demonstrate our effectiveness in this key area.
Give 'em the Axe
A popular cheer at athletics events is “Give 'em the axe, big 'Jacks!” This year, we took that cheer quite literally and gave nearly 2,400 axe handles to our first-year students. Additionally, we started a new tradition of allowing students the opportunity to run out with the team at football games carrying their axe handles.

Personalizing an axe handle has long been a tradition on our campus. We believed that by giving students an axe handle we could connect them to the university's history, but also allow them to personalize the experience to reflect their own personality and values.

The results of the project were not only observable through increased student attendance at games, but also through what students said about their experiences in our Beyond the Classroom survey.
Our Shared Values: The SFA Way Honor Code
More than half of SFA’s graduates are the first person in their family to earn a college degree. Research has established that “first-generation” college students have many challenges that “continuing generation” college students do not have. One of these challenges is in understanding the college student role. Through our emphasis on The SFA Way, we teach students a path that leads to success. Our data indicates that most students are receiving the message.

At-Risk Students
In August 2012, we sent a survey to 2,158 students who attended orientation this summer. The purpose of the survey was to examine students’ mindset and characteristics related to common risk factors.

The term “at-risk” generally means that by some category or another the student is at a higher risk of attrition than other students (especially in the first year of college). First-generation status was particularly important. Among first-year students we learned:

• More than 50% of first-year students are first-generation students.
• More than 68% of African American first-year students are first-generation.
• Nearly 90% of Latino/a first-year students are first-generation students. Approximately 1 in 5 is the first person in their family to earn a High School diploma.

Finances are also an important factor. We learned:
• Almost 50% of Latino/a students are concerned about their ability to pay for college.
- Almost 40% of African American students are concerned about their ability to pay for college.
- These percentages roughly approximate the number of students who come from families with incomes below $30,000.

Non-cognitive Factors in Student Success

One of the primary factors we believe to be salient in student success is Locus of Control, which refers to the extent to which individuals believe they can affect the factors that lead to their success. Students with an internal locus of control believe that their hard work, skills and abilities will lead to success. Students with an external locus of control tend to ascribe success to luck, fate or powerful others.

Locus of Control was assessed asking students to rate their agreement with the question, “One of the most important factors in success is good luck.” Agreement with this statement would tend to indicate an external locus of control, whereas disagreement would tend to indicate a more external locus of control. The data were analyzed by ethnicity and some trends were apparent. There appears to be a strong connection between ethnicity and locus of control. For example, African American students were 5% higher than White students in their likelihood to agree or strongly agree with the statement and Latino/Latina students were 14% higher than White students.

![Mindsets (White Students)](image)

“One of the most important factors in success is good luck.”
Mindsets (African American Students)

Agree or Strongly Agree: 18%
Disagree or Strongly Disagree: 82%

“One of the most important factors in success is good luck.”

Mindsets (Latino/a Students)

Agree/Strongly Agree: 27%
Disagree/Strongly Disagree: 73%

“One of the most important factors in success is good luck.”
As previously mentioned, there was an apparent connection between income levels and locus of control. Students who were eligible to receive Pell Grant (meaning that their family income is below $30,000 per year) were 4% higher in their likelihood to agree with the importance of luck in success.

**Mindsets (Pell Eligible Students)**

- Agree/Strongly Agree: 18%
- Disagree/Strongly Disagree: 82%

“One of the most important factors in success is good luck.”

**Mindsets (NOT Pell Eligible Students)**

- Agree/Strongly Agree: 14%
- Disagree/Strongly Disagree: 86%

“One of the most important factors in success is good luck.”
ACE Workshops
In response to the challenges faced by first-generation students, we developed a program called, “Achieving College Excellence” (ACE). First-year students are recruited during orientation. Each year, between 350 and 450 students attend. There are workshops on ACEing College Reading, ACEing College Math and ACEing College Study Skills. Additionally, we have a presentation on Making Success a Choice (intended to combat external locus of control) and we invite a faculty member who has overcome significant odds to achieve their education as a keynote speaker.

This program is assessed by sending a survey to students who sign up for the program and to students who follow through and attend.

First Generation Students

<table>
<thead>
<tr>
<th>PRE</th>
<th>POST</th>
</tr>
</thead>
<tbody>
<tr>
<td>71% neither parent had completed a two year degree or higher.</td>
<td>88% neither parent had completed a two year degree or higher.</td>
</tr>
</tbody>
</table>

What percentage of students from 2011 returned for the fall 2012?

64.4% (compared to 63.5 overall)

Evidence of Success:
We identified five outcomes for program participants. These outcomes are divided into two groups: Affective (Emotional) and Cognitive. The program was designed to influence the affective far more than the cognitive. As mentioned previously, the math, reading and study skills workshops are not primarily designed to provide the participant with new cognitive skills, but to encourage the student to see themselves as capable of succeeding, as personally responsible for their success and failure and to persevere in times of adversity.

Affective (Emotional) Outcomes
- The participant will demonstrate a more internal locus of control as evidenced by a lower mean score on the question, “I believe one of the most important factors in success in college is good luck.”
- Participants will express increased self-efficacy as evidenced by a higher mean score on the question, “I can accomplish anything that I put my mind to doing.”

Cognitive Outcomes
- The participant will express improved confidence that their study skills will be sufficient for success in college as evidenced by higher post-test means scores on the question, “I am confident that my study skills will be sufficient for success in college.”
- The participant will express improved confidence that their math skills will be sufficient for success in college as evidenced by higher post-test means scores on the question, “I am confident that my math skills will be sufficient for success in college.”
- The participant will express improved confidence that their reading skills will be sufficient for success in college as evidenced by higher post-test means scores on the question, “I am confident that my reading skills will be sufficient for success in college.”
Results
A pre-test was given to those who signed up for the program. A post-test was given one week after the conclusion of the workshops. Fifty-five attendees of the workshop were able to be verified as having taken both the pre-test and post-test. The test had a five-point scale. Mean scores were compared using a paired t-test. Given a 95% confidence interval, we are able to reject the null hypothesis that the ACE workshops did not impact various characteristics targeted in our learning outcomes if the two-tailed p value was below .05.

Affective Outcomes

Locus of Control
The participant demonstrated a more internal locus of control after participating in the ACE program as evidenced by a lower mean score on the question, “I believe one of the most important factors in success in college is good luck.” A belief in luck has been connected to external locus of control. The mean for the level of agreement with the statement, “I believe one of the most important factors in success in college is good luck” on the pre-test was 2.14 and was 1.7 in the post test. The two-tailed p-value was .02 which was sufficient to reject the null hypothesis.

<table>
<thead>
<tr>
<th></th>
<th>PRE (N=55)</th>
<th>POST (N=55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locus of Control</td>
<td>2.14</td>
<td>1.70</td>
</tr>
</tbody>
</table>

Self-Efficacy
Participants express increased self-efficacy as evidenced by a higher mean score on the question, “I can accomplish anything that I put my mind to doing.” The mean score on the pre-test was 4.28 and was 4.56 on the post-test. The two-tailed p-value was .004 which was sufficient to reject the null hypothesis.

<table>
<thead>
<tr>
<th></th>
<th>PRE (N=55)</th>
<th>POST (N=55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Efficacy</td>
<td>4.28</td>
<td>4.56</td>
</tr>
</tbody>
</table>

Cognitive Outcomes

Study Skills
The participants in the Study Skills workshops expressed improved confidence that their study skills would be sufficient for success in college as evidenced by higher post-test means scores on the question, “I am confident that my study skills will be sufficient for success in college.” The pre-test total was 3.44 and the post-test was 4.0. The two-tailed p-value was .002 which was sufficient to reject the null hypothesis. This was the only cognitive outcome to demonstrate statistical significance (which was expected because we were focused on affective outcomes. We believe that this outcome demonstrated significance because it focused more on tangible skills than the other two workshops.

<table>
<thead>
<tr>
<th></th>
<th>PRE (N=55)</th>
<th>POST (N=55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Skills</td>
<td>3.44</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Reading Skills
The participants in the reading workshops expressed improved confidence that their reading skills would be sufficient for success in college as evidenced by higher post-test means scores on the question, “I am confident that my reading skills will be sufficient for success in college.” The pre-test total was 4 and the post-test was 4.34. The two-tailed p-value was .06 which was not quite sufficient to reject the null hypothesis. However, while the improvements in the mean are not
statistically significant, they are practically significant in that students do feel more confident in their reading ability.

<table>
<thead>
<tr>
<th></th>
<th>PRE (N=55)</th>
<th>POST (N=55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRE (N=55)</td>
<td>4</td>
<td>4.34</td>
</tr>
</tbody>
</table>

**Student Satisfaction**

**How would you rate the Math session?**
- 53% Excellent
- 43% Good
- Mean: 4.49

**How would you rate the Reading session?**
- 63% Excellent
- 31% Good
- Mean: 4.56

**How would you rate the Study Skills session?**
- 45% Excellent
- 48% Good
- Mean: 4.39

**Qualitative Data**
Of course, not all of the impact of the program can be demonstrated quantitatively. Below is a list of comments from program.

**What did you learn from ACE Workshops?**
- That attitude matters that you have to focus on what you want to think positive. Take advantage of the resources that you have and use them as often as you can.
- If you read over your notes for just ten minutes before you go to bed, it helps a lot.
- Make a time and place to study, don’t be afraid to get help, keep a positive attitude, work through the confusion, and keep up the motivation and drive.
- That skimming is okay, you don’t always have to read fully.
- You put information in your long term memory by reviewing them within 24 hours. Also it is important to analyze information not just memorize it.
Confusion is a part of learning.

Do not lose faith in yourself because your ACT or SAT scores weren’t top notch.

Have faith in yourself and your ability to succeed.

**What was the best part of ACE Workshop?**

Having professors teach the workshops was vital because they know best about what is expected of the students.

I really enjoyed all the positive energy in the ACE Workshops. The advice I was given in both sessions was really helpful.

The motivation I received and knowing that all of the staff and faculty at the school have been here and are here to help!

They encouraged me in my learning and they made it me feel less stressed about the academic side of college.

I got to meet new people that I know are the type of friends that won't drag me down in college.

**Week of Reflection**

The Week of Reflection is an annual program that encourages students to think about what they are learning at SFA and how it is changing them. Through interactive events and an annual keynote address from a prominent public figure, students are challenged to think beyond consumerist notions of what education is for. Additionally, the program is intended to spark a joy for learning that can be a catalyst for internal motivation for learning and provide an antidote for external notions of locus of control. Students receive a reflection guide at each event to help prompt their learning. This past year, 92% of the students who attended events during the Week of Reflection and who responded to our survey said that they had taken time to read and think about our reflection questions.

The program includes six Learning and Development outcomes...

- The participant will think about what they’ve learned and how it is changing them.
- The participant will indicate that the program made them think about their learning in a new way.
- The participant will express an increased commitment to their personal goals.
- The participant will express an increased commitment to their educational goals.
- The participant will express an increased desire to learn from their classes.
- The participant will express an increased desire to learn from their cocurricular experiences.
Results

<table>
<thead>
<tr>
<th>Learning and Development Outcome</th>
<th>Mean in 2012</th>
<th>Mean in 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>The participant will think about what they’ve learned and how it is changing them.</td>
<td>3.53</td>
<td>3.72</td>
</tr>
<tr>
<td>The participant will indicate that the program made them think about their learning in a new way.</td>
<td>3.32</td>
<td>3.44</td>
</tr>
<tr>
<td>The participant will express an increased commitment to their personal goals.</td>
<td>3.58</td>
<td>3.77</td>
</tr>
<tr>
<td>The participant will express an increased commitment to their educational goals.</td>
<td>3.58</td>
<td>3.87</td>
</tr>
<tr>
<td>The participant will express an increased desire to learn from their classes.</td>
<td>3.53</td>
<td>3.59</td>
</tr>
<tr>
<td>The participant will express an increased desire to learn from their cocurricular experiences.</td>
<td>3.68</td>
<td>3.74</td>
</tr>
</tbody>
</table>

Qualitative Data

- I thought it was pretty cool to send our professors and staff thank you cards. I hope they felt appreciated with the small gesture.
- I learned a lot and I really appreciated the diversity reflection.
- I enjoyed all the booths set up by students and members of my community.
- (It) made me think about everything I have done through school.
- It makes you think about your actual plans of becoming successful and if you’re on the right leadership path.
- I realized just how lucky I am to be here, and just how many people there are on campus that works hard to make my experience here a great one!
Alternative Spring Break
Each year, the Office of Leadership and Service plans Alternative Spring Break (ASB) program that allows students to use their time off to serve others. The 2013 ASB team consisted of 15 students, two student team leaders and the graduate assistant for leadership and service. The team traveled to Hot Springs, Arkansas for six days and served with Hot Springs National Park, Garland County Humane Society, and the Hot Springs Boys and Girls Club.

<table>
<thead>
<tr>
<th>Learning and Development Outcome</th>
<th>Mean in 2012</th>
<th>Mean in 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in this program will improve my academic experience at SFA.</td>
<td>3.67</td>
<td>4.92</td>
</tr>
</tbody>
</table>

Provide an example of something you learned which connects to a class you are taking/have taken:

- Going to the Boys and Girls Club has fell perfectly in line with my lifespan development class, and I am able to distinguish which children are in the different stages of development.
- I am a business management major which requires me to work in team settings, being able to work with this group has helped me gain experience.
- In all of my classes, there were people I didn't know. In order for me to make friends, I had to talk to people and I was nervous. As time went on, I've gotten less nervous and I learned to be myself. The ASB Trip helped me come completely out of my shell.
- I have learned how to deal/act with different types of people. This will help me with my rehabilitation class for which I have to do many volunteer hours.
2012 Omicron Delta Kappa Leadership Conference
Each year, the SFA Circle of Omicron Delta Kappa puts on the Fall Leadership Conference. This is a key element in the common intellectual theme. Last year, the theme was "Civility and The SFA Way." More than 100 students attended the conference.

<table>
<thead>
<tr>
<th>Learning and Development Outcome</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned something at this event which will improve my leadership skills.</td>
<td>4.15</td>
</tr>
</tbody>
</table>

**Provide an example of something you learned which connects to a class you are taking/have taken:**

- Dealing with ethical issues. I am talking a class and ethics was one of the first objectives discussed.
- I learned how to recognize narcissism in a typical group class assignment and how to deal with someone who has that trait.
- I learned to treat others with ethics and respect, especially with diversity. I learn these things in Business Law, International Marketing, Business and Ethics, Supervisory management, etc.
- Use “The Golden Rule,” in order to be a good leader
- So much of what was discussed has been covered in my business ethics, business law and management classes.

Freshman Leadership Academy
The freshman leadership academy consists of two sections of SFA 101 that are specially selected to participate due to their interest in leadership. The class and planned an executed a high-impact project. They studied the issue of childhood obesity and raised money and awareness through planning a 5K Zombie Run. The money raised was used to install a frisbee golf course at a park in a low income area. They also planned a field day for local kids and promoted the event during gym classes at three areas grade schools.
<table>
<thead>
<tr>
<th>Learning and Development Outcome</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel a closer connection to SFA</td>
<td>4.50</td>
</tr>
<tr>
<td>I feel like people at SFA are interested in my success as a student.</td>
<td>4.57</td>
</tr>
<tr>
<td>I have made at least one friend in this class whom I plan to stay connected with afterwards.</td>
<td>4.64</td>
</tr>
<tr>
<td>I know more about resources available to me as a student at SFA.</td>
<td>4.57</td>
</tr>
<tr>
<td>I had the opportunity to put my leadership skills into practice.</td>
<td>4.15</td>
</tr>
<tr>
<td>I will be better able to lead others in the future.</td>
<td>4.62</td>
</tr>
<tr>
<td>I have learned about my own individual leadership style.</td>
<td>4.29</td>
</tr>
<tr>
<td>I better understand how to be an ethical leader.</td>
<td>4.36</td>
</tr>
<tr>
<td>I am committed to The SFA Way.</td>
<td>4.57</td>
</tr>
<tr>
<td>I feel more confident about what career I will select after graduation.</td>
<td>4.64</td>
</tr>
<tr>
<td>I have discussed concepts from the class with other students in the class outside of class time.</td>
<td>4.57</td>
</tr>
</tbody>
</table>
Skills and Qualities Desired by Employers

Each year, the National Association of Colleges and Employers (NACE) conducts a “Job Outlook Survey” asking employers to rank the skills they find most desirable when hiring college graduates. This year, in the Beyond the Classroom survey, we asked involved students if they were learning these skills, and if so, if they were learning them from their classes or through cocurricular programs.

Of the 1202 students who completed the Beyond the Classroom report, 710 (59%) reported that they had participated in a student organization in the previous year. This group’s responses were analyzed as to whether or not they had gained the skills employers most desired in the NACE survey.

In the past, student’s experiences outside of the classroom were often referred to as “extra-curricular” programs. The results make a strong case for the newer term, “cocurricular” for these experiences. In many cases, students are as likely (if not more likely) to gain the skills that employers value most through their curricular experiences.

In 3 of the 10 categories, students felt they had gained more skills from co-curricular experiences than they had in the classroom. In most other cases, learning inside of the classroom and outside of the classroom were comparable.
During the past few years, readership of The Pine Log has dropped precipitously. Along with that finding has come a decrease in the numbers of students who believe the publication is relevant to them. As a result, this fall The Pine Log will move to once-weekly publication with an increased emphasis on original content stories posted to a re-designed and re-energized web site. To drive readers to the publication, a social media editor is being added to the staff. Among the responsibilities of this position is utilizing various forms of social media to convince the campus community of the newspaper’s relevance to their daily lives. A new program utilizing members of campus organizations to help distribute The Pine Log to the campus community is also in the works.

On a positive note, students who do regularly read The Pine Log say that it makes them more informed about what is going on at the university and slightly less than half say that it makes them engage more actively in events and programs on campus. Nearly a third of students say that it also informs them of national and international issues.

<table>
<thead>
<tr>
<th>As a result of reading The Pine Log, do you...</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="chart.png" alt="Pie chart showing responses" /></td>
</tr>
<tr>
<td>- 53% Know more about what's going on at SFA</td>
</tr>
<tr>
<td>- 29% More actively engage in campus events/programs</td>
</tr>
<tr>
<td>- 18% Know more about national and international issues</td>
</tr>
</tbody>
</table>
Closing the Loop
Using the data we collect to improve programs and a service is an essential element of assessment. This year, we made the following improvements based on data collected last year.

- In December of 2011, we launched a survey called the, “Athletic Attendance Survey.” This was related to a board-level initiative to improve spirit on campus and also attendance at athletic events. We determined that the top reasons why students attended games was if they knew someone at the game, if they had a lot of school spirit and if they really liked the sport. We developed a plan to increase school spirit by distributing nearly 2400 axe handles to incoming freshmen and provided a place to gather by instituting Jacks Charge as a chance to run on the field and meet up with friends in the Purple Haze section. Data within this report indicates that our efforts were very successful.
- Spirit Teams emphasized the importance of academic standards in the past year. The group institutes a study hours project and academic expectations were repeatedly stressed. As a result, in one year, the cumulative GPA of spirit teams went from 2.67 to 2.9.
- Qualitative data from the Freshman Leadership Academy assessment in 2011 had a recurring theme. Students wanted the two class sections to work more closely together. Answering the question, in what ways could we improve Freshman Leadership Academy one student wrote, “Combine the two classes and do a project together.” Another wrote, “In regards to the Service Project, PLEASE join the classes! It’s almost too much work for one class to handle and this also gives the classes an opportunity to get to know other members in FLA.” In 2012, we did just that. The project grew tremendously in scope and impact and there was an observable change in the students’ investment in the project.
- The issue of serious sports-related injuries at Jack Camp has been a pressing concern. As a result, last year, campus recreation began providing refereeing and risk management for challenging activities. As a result, Jack Camp reported zero serious injuries last year.
- Career Services put considerable effort into increasing revenue from job fairs. As a result, there was a 7% increase in income from job fairs.
- In order to make the pre-hearing workbook more user-friendly to students and less labor intensive when tabulating data, we moved the workbook onto Campus Labs baseline. However, we intend to re-evaluate as we received shorter, less reflective answers from the students.
- The Department of Residence Life made a goal to increase the consistency of policy enforcement among Community Assistants. As a result, the number of discipline cases rose from 323 in 2008-9 to 374 cases in 2009-10 and peaked with 412 in 2010-11. This is a good sign that progress is being made.
• Hall Directors worked with the OSSR Early Alert staff to have a “knock and talk” with students who have been identified by faculty members that have attendance issues in their classes or academic performance concerns, and making referrals to on campus resources as necessary. The full time professional hall director contacted these students to discuss their class attendance, performance, etc. Results from the OSSR show that during 2010-2011 there were 163 referrals sent to the hall directors; during 2011-2012 there were 140 referrals. These referrals come from the faculty and the hall directors follow up with the student.

• This year, Veterans were surveyed about the Veteran’s Resource Center. The question, “What areas could we improve,” yielded the following qualitative data, “Better staffing, there isn’t enough staff” and “Maybe more activities over the course of the year.” As a result, we have created two new positions in the VRC to improve the program.

Conclusions
While there are always areas for improvement, this year’s report demonstrates significant growth in a number of key areas. First, student engagement in our programs has grown considerably over the past few years, despite modest declines, students learning through our programs continues to be salient to them, awareness of The SFA Way honor code is high and we are demonstrating effectiveness in addressing non-cognitive variables in student success in a way that has potential to become a model for other schools.

As we set goals for next year, first among them should be to increase readership of The Pine Log student newspaper. For the students who read it, it is a significant means of engagement with the university and with each other. As we pursue this goal, we should do so in a way that is mindful of overall generational trends. The concept of a newspaper is falling out of fashion with the present generation. The plan to increase the digital presence of The Pine Log has potential to yield results.