Beyond The Classroom Report

2014-15
Introduction
The Division of University Affairs at Stephen F. Austin State University (SFA) comprises 19 departments, including: Campus Recreation, Divisional Operations, Office of the Dean of Student Affairs, Counseling Services, Career Services, Testing Services, Disability Services, Health Services, Veterans’ 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; designing and producing ACTIVITIES that strengthen students' connections to the university and to each other; providing targeted SERVICES that support our students' pursuit of their personal and academic goals; and developing and maintaining 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 analyses of artifacts of learning 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 and Inquiry, and Wellness. These have been developed to express the kind of knowledge and skill our programs are meant to develop.

The division also has advanced four Key Performance Indicators. These are measured in all areas. These performance indicators are driven from the mission of University Affairs and 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.
Juniors and Seniors who participated in an internship last year: 29%

Juniors and Seniors who have participated in an internship at some point: 60%

Percentage of students involved one or more hours per week: 89%

Worked off campus this year: 32%

Worked on campus this year: 26%

First-time, full-time retention rate: 71%

This is up from 70% in 2014.

In the past year, 1.3 million visitors came to the student center.

Number of Student Recreation Center visits last year: 417,000

Number of cases heard by the Office of Student Rights and Responsibilities last year: 491

Students served by Disability Services:
- Fall = 320
- Spring = 301

Percentage of graduates employed or pursuing additional education within six months of graduation: 70%

Percentage of students involved one or more hours per week: 89%

Counseling Services:
- 759 clients attended
- 3,015 Sessions:
- Health Clinic: More than 15,000 appointments
Key Performance Indicators

Questions related to our Key Performance Indicators are embedded in each online survey. This produces data from a wide variety of students who answer these questions in a number of different contexts. Last year, more than 3,742 students responded.

- **Intention to persist**: 4.6 (n=397) from 4.7
- **Feel safe on campus**: 4.7 (n=3,742)
- **Committed to diversity**: 4.4 (n=3,742) from 4.3
- **Aware of resources**: 4.8 (n=3,742) from 4.7
- **Cocurricular Learning**: 4.2 (n=3,742) Unchanged

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“I am committed to completing my degree at SFA.”
“I feel safe on campus.”
“It’s important to interact with people...of different ethnicities, cultural backgrounds or abilities.”
“When I have questions about SFA, I am usually able to easily resolve them or find someone to help me find the answer.
“I have gained skills through...cocurricular experiences that have helped me to understand what I am learning in the classroom.”
Leadership & Involvement

Students participating in Freshman Leadership Academy saw improvement in mean scores for understanding their strengths, establishing a vision and motivating others.

Percentage of students who were LEADERS in a cocurricular activity: 33%
Percentage of students who were INVOLVED in a cocurricular activity: 59%

75% of leaders said it enhanced their commitment to SFA.
80% of leaders said it improved their ability to work collaboratively.
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</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>
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<tr>
<td>Cultural Competence</td>
<td>By interacting with others who are different from themselves, students gain an increased appreciation for diversity and attain valuables skills for success in a pluralistic society. Beyond tolerance, students increase their understanding of the beliefs, values and worldviews of others.</td>
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<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>
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<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>
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<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>
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<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 independence and interdependent. These skills are useful in picking a career and helping the student set and meet both educational and personal goals.</td>
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<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. They are prepared for the rigors of graduate study, their careers, and lifelong learning.</td>
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<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 lives as students and beyond.</td>
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</tbody>
</table>
At Stephen F. Austin State University, we created Project CEO (Cocurricular Experience Outcomes) to assess students awareness of what they were learning from cocurricular experiences. This is defined as participation in student organizations, campus publications, student government, a fraternity or sorority, intercollegiate or intramural sports or academic groups and honor societies.

We are measuring students’ self-reported learning in each of the 10 skills employers indicate they want the most from a new college graduate in an annual study conducted by the National Association of Colleges and Employers (NACE).
## Where are students gaining job skills?

<table>
<thead>
<tr>
<th></th>
<th>N=15,500</th>
<th>Classes</th>
<th>Internships</th>
<th>Cocurricular</th>
<th>On-campus Job</th>
<th>Off-campus Job</th>
<th>Have Not Developed in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td></td>
<td>65.5</td>
<td>20.3</td>
<td>47.9</td>
<td>18.4</td>
<td>29.4</td>
<td>4.6</td>
</tr>
<tr>
<td>Verbal Communication</td>
<td></td>
<td>70.4</td>
<td>25.3</td>
<td>45.8</td>
<td>21.4</td>
<td>35.4</td>
<td>4.9</td>
</tr>
<tr>
<td>Decision-making</td>
<td></td>
<td>60.0</td>
<td>26.4</td>
<td>41.2</td>
<td>19.1</td>
<td>35.1</td>
<td>10.1</td>
</tr>
<tr>
<td>Solve Problems</td>
<td></td>
<td>70.4</td>
<td>26.8</td>
<td>39.7</td>
<td>20.5</td>
<td>36.1</td>
<td>6.2</td>
</tr>
<tr>
<td>Obtain and Process Information</td>
<td></td>
<td>84.1</td>
<td>24.8</td>
<td>30.2</td>
<td>17.1</td>
<td>28.4</td>
<td>4.2</td>
</tr>
<tr>
<td>Plan, Organize and Prioritize</td>
<td></td>
<td>78.7</td>
<td>25.9</td>
<td>40.1</td>
<td>19.9</td>
<td>34.2</td>
<td>5.8</td>
</tr>
<tr>
<td>Quantitative data</td>
<td></td>
<td>81.6</td>
<td>17.3</td>
<td>14.6</td>
<td>10.2</td>
<td>17.3</td>
<td>7.6</td>
</tr>
<tr>
<td>Career-specific knowledge</td>
<td></td>
<td>80.3</td>
<td>32.7</td>
<td>26.2</td>
<td>11.1</td>
<td>19.7</td>
<td>5.8</td>
</tr>
<tr>
<td>Computer skill</td>
<td></td>
<td>64.9</td>
<td>19.2</td>
<td>11.7</td>
<td>12.8</td>
<td>17.5</td>
<td>19.1</td>
</tr>
<tr>
<td>Writing/Editing</td>
<td></td>
<td>85.1</td>
<td>16.8</td>
<td>12.8</td>
<td>9.2</td>
<td>11.6</td>
<td>6.8</td>
</tr>
<tr>
<td>Influence/Sell</td>
<td></td>
<td>37.5</td>
<td>19.6</td>
<td>28.4</td>
<td>11.7</td>
<td>32.5</td>
<td>20.4</td>
</tr>
</tbody>
</table>
How do they rate themselves?

Self-Ratings (Mean Score)

Breaking Down their Self Ratings

Self-Rated

Level of Expertise: Beginner, Developing, Competent, Advanced, Expert
Capacity & Impact

The following graphs demonstrate both the capacity for each program to affect students ability to gain each of the NACE skills and the impact of these programs. The dark purple bar refers to the percentage of students ALL STUDENTS who indicate that they gained this skill from the experiences defined. This number is affected by whether or not a student participated in this skill. For example, a student who has not had an internship would not indicate they learned this skill from an internship. In contrast, the light purple bar refers to the percentage of STUDENTS WHO HAVE PARTICIPATED in a given experience who indicated that it helped them to gain the skill identified. This demonstrates the impact of this experience. Both are important.
Verbal Communication (n=1,128)

- Classes (n=1,134): 69.5
- Internship (n=365): 18.09
- Cocurricular (n=756): 61.6
- Job On (n=314): 46.99
- Job Off (n=385): 69.08
- Not at All (n=1,128): 69.44

Legend:
- Students in General
- Participating Students
Career Knowledge (n=1,067)

Students in General
- Classes (n=1,134): 85.38%
- Internship (n=365): 24.18%
- Cocurricular (n=756): 24.27%
- Job On (n=314): 13.21%
- Job Off (n=385): 19.49%
- Not at All (n=1,134): 3.84%

Participating Students

Computer Proficiency (n=1,057)

Students in General
- Classes (n=1,134): 70.39%
- Internship (n=365): 13.72%
- Cocurricular (n=756): 12.87%
- Job On (n=314): 12.3%
- Job Off (n=385): 19.49%
- Not at All (n=1,134): 16.75%
This data show that in general, students who were very involved in one or more organizations on campus tended to rate their skills higher than students who were somewhat involved in one or more organization. This suggests that the quantity of involvement opportunities might be a very influential factor as to whether a student is exposed to the skills studied in Project CEO, it also suggest that students who engage with a high rate of commitment benefit significantly.
Had heard of The SFA Way

62%

Of leaders had heard of The SFA Way

77%

68% of those who had heard of it could correctly identify the “Five Root Principles.”

73% of leaders who had heard of it could correctly identify the “Five Root Principles.”
67% of first-year students received an axe handle last year.

71% of first-year students decorated an axe handle last year.

89% of first-year students said it made them feel more connected to SFA.

6,000 Number of axe handles distributed since 2013.
Achieving College Excellence Workshops (ACE)

Each item below had a higher mean score in the post-test:

Each fall, the Office of the Dean of Students produces an academic skills workshop for incoming students. These include sessions on math, reading and study skills. Students complete a pre-test prior to participating and a post-test after.

I feel I am able to do College-level work:
Pre: 4.3
Post: 4.5

I am confident that my math skills will be sufficient for succeeding in college:
Pre: 3.8
Post: 4.2

I am confident that my study skills will be sufficient for succeeding in college:
Pre: 3.6
Post: 4.3

I am confident in my ability to finish College:
Pre: 4.6
Post: 4.8

I am confident that my reading skills will be sufficient for succeeding in college:
Pre: 4.0
Post: 4.5
Over the past several years, readership of The Pine Log student newspaper has declined. Various strategies for improving readership have been tried, including moving more content online. These changes have resulted in a 4-percent increase in readership among students in general and an 3-percent increase among student leaders over the past year.

Years of data correlate early registration with increased persistence once enrolled. In response, we created the first-choice program, which gave special privileges to students who applied by December 1st. Of the 590 students who qualified, 317 attended summer orientation.

Last year, attendance at Jack Camp suffered a dramatic decline. Students indicated that the late date of session II was the reason they choose not to attend. In response, the Jack Camp schedule was adjusted to ensure the sessions were earlier this year. The result was a 30-percent increase in attendance (+175 students).

Ethics and Values continue to be a learning outcome that is less salient to our students. This year, we focused on helping student leaders identify the five root principles of The SFA Way (our honor code). As a result, the percentage of students who could correctly identify these principles on the Beyond the Classroom survey increased from 54% in 2013 to 68% in 2014, and the percentage of students who self-identified as leaders who could correctly identify them increased from 68% to 73%.

In recent years, feedback from clients and office staff in Counseling Services indicated a high level of frustration for students attempting to schedule intake appointments. In response, Counseling Services took several steps to alleviate this problem. In Fall 2014, we instituted a 6-session per semester limit for counseling appointments. In order to more efficiently use session time, we also developed six mental health workshops and offered them on two evenings each week. The workshops offered training in skills such as relaxation techniques, anxiety reduction, and emotional regulation. Starting Fall 2014, each weekday, one counselor’s schedule was reserved for intake appointments only, effectively setting aside time to schedule first-time clients.

The OSRR has experienced a significant upward trend in the numbers of Title IX/VAWA related cases since the Fall 2012. This is attributed to both increased directives from the Department of Education Office of Civil Rights and additional avenues of reporting made available by the university. Using this data as support, the use of trained professional student affairs staff and faculty members as "volunteer" hearing officers was started in May 2014. This system has allowed the Director to provide more focus on conduct cases that have the potential to result in a suspension sanction as well as fulfill federally mandated training requirements.