Introduction
The Division of University Affairs at Stephen F. Austin State University comprises 19 departments, including: Campus Recreation, Divisional Operations, Office of the Dean of Student Affairs, Counseling Services, Center for Career and Professional Development, 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 and Divisional Media, University Police and the Office of the Vice President for University Affairs.

Mission
We provide transformative experiences for our students with co-curricular PROGRAMS that create opportunities for students to engage in active and high-impact learning; with ACTIVITIES that strengthen students’ connections to the university and to each other; with 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 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 connected to the mission of University Affairs and of Stephen F. Austin State University. This mission is further articulated through five program learning outcomes. These are engagement, retention, graduation, employment and success. Each of these have its own articulated measures of success. This report is structured by those learning outcomes.

The division also has advanced five 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, perceptions of campus safety, commitment to diversity and awareness of co-curricular learning.
Learning and Development Outcomes

In previous years, the Division of University Affairs structured its assessment reporting around nine program learning outcomes. Last year, the University Affairs Assessment Committee restructured program learning outcomes, reducing them to only five. These are “engagement,” “retention,” “graduation,” “employment” and “success.” These were selected to better align our overarching learning outcomes to match those designed by our stakeholders.

Further, we know that there is a well-established developmental progression within these outcomes. For example, if students are “engaged” by the university, they are more likely to be retained from year to year. Retention tends to promote graduation. Graduates are more likely to become employed (as evidenced by lower unemployment rates among college graduates). Finally, college graduates are better able to meet their personal and professional goals. This outcome captures many intangible qualities gained by students during college.

Each outcome is connected to a measure of success that allows us to look at our overall impact on a particular outcome.
### 12 Data Points That Tell Our Story

<table>
<thead>
<tr>
<th>Data Point 1</th>
<th>Data Point 2</th>
<th>Data Point 3</th>
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<tbody>
<tr>
<td><strong>69.4%</strong> of students participate in co-curricular experiences, and <strong>27.8%</strong> are leaders.</td>
<td>The fall-to-fall retention rate of students who attend Jack Camp is nearly 6 points higher than students who do not.</td>
<td><strong>65.2%</strong> of students who participated in co-curricular experiences say that it has increased their awareness of other cultures.</td>
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<tr>
<td><strong>90%</strong> percent of students who read The Pine Log say they feel like they know more about what is going on at SFA.</td>
<td>The average GPA of a student participating in a Panhellenic sorority is <strong>3.07</strong> as compared to <strong>2.98</strong> for women in general.</td>
<td>More than <strong>85%</strong> of students responding to the Health Clinic assessment said they were likely to recommend the SFA Health Clinic to a friend.</td>
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<td><strong>73.9%</strong> of SFA student leaders can correctly identify the five root principles of The SFA Way as compared to <strong>60.8%</strong> of students in general.</td>
<td><strong>72.8%</strong> of first-year students received an axe handle. <strong>91.5%</strong> of those who decorated it said it made them feel more connected to the university.</td>
<td><strong>89%</strong> of students who were accepted into the Jack Back on TRAC program for violating the university’s policy on illegal drugs were able to successfully complete the program.</td>
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</table>
| **1,468,177** The number of visits to the Baker Pattilo Student Center last year | Students served by Disability Services last year:  
**Fall 2015**  
**355**  
**Spring 2016**  
**311** | Last year, SFA students performed more than **100,000** hours of community service. |
| **430,139** The number of visits to Campus Recreation | | |
Key Performance Indicators

Questions related to our Key Performance Indicators are embedded in online surveys. 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.
Engagement
75.8% of respondents who indicated living on campus (n=383) said that doing so allowed them to meet people they would not have otherwise met.

90% of respondents to the Beyond the Classroom survey who read The Pine Log at least occasionally (n=502) said that it helped them become aware of what was going on at SFA, and 31.3% said that it helped them more actively engage in campus events and programs.

Nearly 80% of students who participated in co-curricular or extra-curricular activities (n=736) said it made them feel more connected to SFA.

86.3% of respondents to the Beyond the Classroom survey who held leadership positions (n=267) said that they felt more capable of leading others as a result of their experiences.

More than 83% of respondents who attended freshman orientation (n=279) could name two traditions at the university.

83% of student leaders (n=267) said they felt more connected to SFA as a result of their leadership experiences.

Nearly 73% of veterans who have visited the Veterans Resource Center (n=11) agree or strongly agree that they have met at least one other veteran (faculty or staff members or student) who supports them in their educational goals.

More than 97% of students involved on campus participate at least one hour per week. The average involved student spends at least 5.4 hours per week participating in co-curricular/extracurricular experiences.

94.6% of students who attended Jack Camp and completed the follow-up survey (n=538), 94.6% agreed that the tribal ceremony gave them a sense of belonging at SFA.
Retention
This year, SFA reported the highest first-time undergraduate retention rate in university history, with the fall 2016 value of 71.4 percent representing an 8 percentage point increase during the past five years.

89% of students who were accepted into the Jack Back on TRAC program for violating the university’s policy on illegal drugs (n=19) were able to successfully complete the program.

27.4% of students who participated in personal counseling (n=113) agreed or strongly agreed that without it, they might have left SFA.

Among students participating in a fraternity or sorority that is a part of the Multicultural Greek Council, the composite GPA is 2.92.

The average GPA of a student participating in a Panhellenic sorority is 3.07 as compared to 2.98 for women in general.

The fall-to-fall retention rate of students who attended Jack Camp in fall 2015 was 77% compared to first-time, full-time freshmen in general, which was 71.4%.

Among students who attended this year’s Achieving College Excellence Workshops and who completed a pre-test and post-test, there was an improvement in the mean score related to all three mindsets the program was designed to impact, including: self-efficacy, locus of control and fixed vs. growth.

Among students who completed the post-orientation survey (n=283), the mean score related to the statement “As a result of my experience at Orientation I feel comfortable communicating with my academic adviser regarding my major” was 4.68 out of 5.
# Achieving College Excellence (ACE) workshops

## Mindset Change
A total of 247 students attended the Achieving College Excellence workshops on August 27. We were able to identify 21 students who attended the workshops and completed both the pre-test and post-test. These students are compared below.

<table>
<thead>
<tr>
<th>Mindset Change</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am motivated to succeed in college.</td>
<td>4.76</td>
<td>4.84</td>
<td>+.08</td>
</tr>
<tr>
<td>I am capable of succeeding in college.</td>
<td>4.67</td>
<td>4.95</td>
<td>+.28</td>
</tr>
<tr>
<td>I feel I am able to do college-level work.</td>
<td>4.14</td>
<td>4.63</td>
<td>+.49</td>
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<tr>
<td>I am confident that my study skills will be sufficient for succeeding in college.</td>
<td>3.57</td>
<td>4.26</td>
<td>+.69</td>
</tr>
<tr>
<td>I am confident that my reading skills will be sufficient for succeeding in college.</td>
<td>4.10</td>
<td>4.32</td>
<td>+.22</td>
</tr>
<tr>
<td>I am confident that my math skills will be sufficient for succeeding in college.</td>
<td>3.90</td>
<td>4.32</td>
<td>+.42</td>
</tr>
<tr>
<td>I sometimes feel I can’t be successful no matter how hard I try.</td>
<td>2.81</td>
<td>2.16</td>
<td>-.65</td>
</tr>
<tr>
<td>One of the most important factors in success is good luck.</td>
<td>2.05</td>
<td>1.89</td>
<td>-.16</td>
</tr>
<tr>
<td>If I am supposed to do well in college, I will. If I am supposed to fail, I will fail. I can’t change it.</td>
<td>2.14</td>
<td>1.58</td>
<td>-.56</td>
</tr>
<tr>
<td>I can accomplish anything I put my mind to doing.</td>
<td>4.29</td>
<td>4.53</td>
<td>+.24</td>
</tr>
<tr>
<td>I am confident in my ability to finish college.</td>
<td>4.62</td>
<td>4.68</td>
<td>+.06</td>
</tr>
</tbody>
</table>
Graduation
Among freshmen who attended Jack Camp who completed the survey, the mean score for the statement "I am committed to completing my degree at SFA" was 4.51 (n=38).

Among students who participated in sponsored student organizations (n=274) including Student Activities Association, Student Government Association, Traditions Council, Purple Haze Association or Omicron Delta Kappa, the mean score for the statement "I am committed to completing my degree at SFA" was 4.77.

Among freshmen who attended Jack Camp who completed the survey, the mean score for the statement "I am committed to completing my degree at SFA" was 4.51 (n=38).

Among sophomores, the mean score for the statement, "I am committed to completing my degree at SFA" was 4.74 (n=142) as compared to sophomores who participated in Sophomore Scholars (n=16), which was 4.91.

Among students participating in a Greek organization (n=178), the mean score for the statement "I am committed to completing my degree at SFA" was 4.78.

Among students who indicated they were participating in student organizations (n=444), the mean score for the statement "I am committed to completing my degree at SFA" was 4.79.

Among students who indicated they were leaders of student organizations (n=178), the mean score for the statement, "I am committed to completing my degree at SFA" was 4.85.

Of students who indicate they were “very involved in multiple organizations” (n=80) 92% strongly agree that they were committed to completing their degree at SFA as compared to 67% of students who said they were “not involved at all” (n=4).
Among respondents who agreed or strongly agreed that co-curricular experiences were an important part of their learning and development in college, 97.7% were employed in their field of interest (n=92).

Of those who were employed, 94.9% were employed in their field of interest (n=92).

Respondents who agreed or strongly agreed that co-curricular experiences were an important part of their learning and development in college (n=92) were more likely to be satisfied with their career outcomes (mean of 3.31/4.0 as compared to 3.17).

42.9% of student employees in Campus Recreation (n=35) indicated that they had gained the skill of verbal communication from their work in campus recreation.

45.7% of student employees in Campus Recreation (n=35) indicated that they had gained the skill of teamwork from their work in campus recreation.

Employers at our Spring 2016 Teacher Job Fair (n=64) were asked to rate the ability of students attending to “articulate their skills, experience, and involvement.” The mean score was 3.34/4.0.

Among student employees who completed the Advancing Students as Professionals program more than 96% indicated that they believed that their student work experience was relevant to their post-graduation career (n=810).
At Stephen F. Austin State University, we created Project CEO (Co-curricular Experience Outcomes) to assess students’ awareness of what they were learning from co-curricular 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.
Success
48.3% of respondents who had visited the Health Clinic indicated that they were more committed to living a healthy lifestyle as a result (n=149).

49% of respondents who had visited the Health Clinic indicated that they had developed a plan or goal to maintain or improve their health (n=149).

83.2% of respondents indicated that as a result of participating in programs in Campus Recreation (n=993), they have increased their interest in and ability to stay fit and healthy.

76% of student leaders who responded say that their co-curricular experiences made them more carefully consider the ethical implications of the decisions they make (n=638).

91.3% of respondents who indicated they had been required to participate in a hearing for a violation of the code of conduct (n=23) said that the experiences made them more aware of how their actions impacted others.

80.6% of students who indicated they had participated in educational programs with university police (n=98) indicated that they were better able to recognize and avoid behaviors which place their safety in jeopardy.

68.4% of students who indicated they had participated in educational programs with university police (n=98) indicated that they were better able to understand and abide by the Student Code of Conduct and the laws of the State of Texas.

69.3% of respondents indicated that they had increased their skill in successfully navigating cultural differences through their participation in co-curricular/extracurricular programs (n= 638).

80.2% of respondents who requested accommodations through Disability Services (n=32) indicated that they were more aware of more options and/or available resources for managing the impact of their disability.
1) Data from Project CEO suggested that students felt they were more likely to gain job skills from their jobs off campus than their on-campus jobs. In response, we are creating Lumberjacks Grow (Guided Reflection on Work). This program will encourage on-campus employees to consider what they are learning.

2) In order to emphasize a philosophical shift in the former Office of Career Services, the name of the office was changed to the Center for Career and Professional Development.

3) The strategic plan of the Texas Higher Education Coordinating Board suggested that students needed to be better able to articulate the career skills they gained from their experiences. In response, the Leadership and Service program began the “Certified Student Leader” program, which encourages students to describe how they develop career skills from experiences inside and outside of the classroom.

4) Participants in the Freshman Leadership Academy expressed feeling overwhelmed by their high-impact projects. In response, the program was streamlined to eliminate projects in each class in favor of dividing one project up between each section of the classes.

5) In order to address faculty concerns about the “paper process” involved in communicating accommodations for disabled students, the Office of Disability Services created a new online process for communicating with faculty.

6) In response to a growing caseload, the Office of Student Rights and Responsibilities decided to use volunteer hearing officers to reduce the volume of cases. Out of a total of 238 conduct hearings, 58% were conducted by volunteer hearing officers this year.

7) Participants in the ACE Workshop program expressed a desire to see the program provide the same quality of information in a shorter timeframe. This year, the program was shortened by one hour. This eliminated complaints about the length of the program without lessoning satisfaction with the program.

8) Reporting of Early Alerts has declined in recent years based somewhat on perceptions of faculty members that the program did not adequately inform and involve key stakeholders. This year, Early Alert is being integrated into the advising platform—keeping all stakeholders informed and providing a record of all actions taken.

9) A campus climate survey revealed a lower than desired awareness of training about sexual misconduct. In response, a new position, “Title IX Compliance Specialist” was created to spearhead increased ongoing training regarding these issues.

10) In an effort to increase higher order learning outcomes from co-curricular experiences, Student Affairs has created “JackTracks,” a program to align learning outcomes so students will develop progressively complex skills from their involvement over time. This was used as a basis for the JackTracks guide. This is used to direct Peer Involvement Advising sessions.

11) To improve the connection between assessment and the strategic goals of the university, new program learning outcomes were developed. This is described on page four of this document.