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 has 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 desired 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.
Finger Tip Numbers

Data that tells Our story

More than 93% of participants in Campus Recreation say it helped them improve their overall health (81% in 2007).

The retention rate for involved freshmen is 15 points higher than the rate for uninvolved students.

Nearly 95% of parents attending orientation rated themselves as very satisfied (75.2%) or satisfied (19.8%).

The percentage of student leaders who knew all five root principles of The SFA Way was 15 points higher than students in general.

I have really enjoyed the school spirit among the other students and enjoyed seeing that people honestly love this school.

I definitely think that traditions such as the bonfire for homecoming and the cannon firing at the beginning of the games and when we score are nice and show the true spirit of the school.

Meeting people through clubs and organizations was the best thing I could have done. I made friends that despite only knowing for a year feel just as close to me as my friends I've known throughout high school.

My favorite experience was the friendly environment around campus and especially the people within the sports clubs and the recreation center.
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
This year 66.3% of SFA students were involved in a co-curricular activity.

This year 25.2% of SFA students were leaders in a co-curricular activity.
93% Last year, 75% of first-year students reported receiving an axe handle. Of those, 74% decorated it. 93% of students who received an axe handle said it made them feel more connected to the university.

91% of respondents to the Beyond the Classroom survey who read The Pine Log at least occasionally (n=233) said it helped them become aware of what was going on at SFA.

76% of respondents who indicated living on campus (n=323) said that doing so allowed them to meet people they would not have otherwise met.

Nearly 80% of students who participated in co-curricular or extra-curricular activities (n=644) said it made them feel more connected to SFA.

More than 92.7% of respondents to the Beyond the Classroom survey who held leadership positions (n=255) said they felt more capable of leading others as a result of their experiences.

More than 85% of respondents who attended freshman orientation (n=279) could name two traditions at the university.

87.5% of student leaders (n=247) said they felt more connected to SFA as a result of their leadership experiences.

Nearly 72.5% of veterans who have visited the Veterans Resource Center (n=11) agree or strongly agree they have met at least one other veteran (faculty or staff member or student) who supports them in their educational goals.

Among first-year students, 62% said they had an older student they considered a mentor. This number was 69.7% if they were participating in a student organization and 74% if they had attended Jack Camp.
Retention
This year, SFA reported the highest first-time undergraduate retention rate in university history, with the fall 2016 value of 71.6% representing an 8 point increase during the past five years. This represents sustained growth after a period of rapid growth in 2014.
83% of SFA students say they have at least one SFA employee (faculty or staff) who is personally invested in their success.

23% of students who participated in personal counseling (n=150) agreed or strongly agreed that without it, they might have left SFA.

68% of students who were accepted into the Jack Back on TRAC program for violating the university’s policy on illegal drugs (n=25) were able to successfully complete the program.

Of the 1,079 students who completed the Beyond the Classroom survey, 16 indicated they were members of Multicultural Greek Council. From fall 2015 to fall 2016, 13 returned, producing a retention rate of 87%.

During the first year of its implementation (fall 2016), the AXcel program, had 47 mentees. Nine students did not return for spring 2017, resulting in an 80% retention rate.

Based on a webfocus retention report from fall 2015 to fall 2016, first-time, full-time students who participated in Jack Camp were retained at a rate of 77% (n=554). The average GPA for students who did attend Jack Camp was 2.73.

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.

First-time, full-time students who participated in orientation were retained at a 73% rate (n=2,155). This is compared to 66% (n=70) who did not attend. The average GPA for students who did attend orientation was 2.62, compared to 2.25 for those that did not attend.
First-time/Full-Time Retention

Involved Students: 85.6%

Not Involved: 71.1%
There is a common perception that too much involvement negatively impacts retention. This data contradicts that assumption. While it would not be wise to recommend that every student become “very involved in multiple organizations,” it appears that students in this condition enjoy the highest retention rate. The data are not sufficient to make a causal connection (do higher levels of involvement cause higher retention or is it simply that students who get very involved are also very engaged students?). But the very high level of retention in this group does seem to suggest that high levels of involvement are not necessarily a burrier to retention. There is also ample evidence to suggest that retention among students who are less involved is considerably lower.
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) compared to 4.39 among first-year students overall (n=220).

Among students who participated in sponsored student organizations (n=152) including Student Activities Association, Student Government Association, Traditions Council, Purple Haze Association or Residence Hall Association, the mean score for the statement “I am committed to completing my degree at SFA” was 4.8.

74% of students who reported using campus recreation in the past year indicated that it had at least some impact on their academic performance (n=565).

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 4.7.

Among students who indicated they were participating in student organizations (n=732), the mean score for the statement “I am committed to completing my degree at SFA” was 4.8.

Among students who indicated they were leaders of student organizations (n=255), the mean score for the statement, “I am committed to completing my degree at SFA” was 4.8.

Of students who indicated they were “very involved in multiple organizations” (n=152) 89% strongly agree that they were committed to completing their degree at SFA.
Among respondents who agreed or strongly agreed that co-curricular experiences were an important part of their learning and development in college, 90% were employed in their field of interest (n=34).

Of those who were employed, 77.4% indicated they were “completely” employed in their field of interest (n=92). This number was 81.25% if they had used the services of the Center for Career and Professional Development.

Respondents who agreed or strongly agreed that co-curricular experiences were an important part of their learning and development in college (n=34) were more likely to be satisfied with their career outcomes (mean of 3.41/4.0 as compared to 3.3).

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.

According to the 2017 post-graduation survey, 86% of respondents who graduated in May 2017 (n=31) were either employed or continuing their education (unchanged from last year).

85% of first-year students indicated that they could see how their classes were preparing them for their careers.

Employers at Career Events (n=280) were asked to rate the ability of students attending to “articulate their skills, experience, and involvement.” The mean score was 3.2/4.0.

Among the 236 students who reported being employed on campus this year, 78.7% indicated they had gained communication skills, 78.7% indicated they had gained teamwork skills, 74.9% indicated they had gained decision-making skills, 72.8% indicated they had gained organizational skills and 48.4% indicated they were better able to influence others.
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.
While students at SFA in general indicate that they are gaining the skills employers want, student leaders tend to rate their skills higher than students who are not involved.

What’s more, the more deeply involved students are, the higher they rate their skills. While this is not the same as saying they have more skills, teaching students to recognize and articulate their growth is critically important. This data indicates that student leaders are, at a minimum, more aware of this learning than others.
Students tend to develop skills in college that are both attributable to what they are learning from their experiences and due to the natural process of maturation. This graph shows how involved students develop skills over the years that they participate in co-curricular experiences versus how students experience these in their freshman, sophomore, junior and senior years in general.

While it may seem intuitive that a student who is involved for the first year is naturally a freshman or a student in his or her second year of involvement is a sophomore (and so on), this is not necessarily the case. A student may wait to get involved until later in college. Yet, by the time a student has been involved three years or longer, his or her self-rated skills are far beyond those of students who are juniors or seniors in college.

It is interesting to note that there is not much of a difference between students who are not involved in their first year and students who are. One possible explanation is that we do not necessarily know at what point a student became involved or to what extent her or she was involved.
Over the past three years, Project CEO has impacted students’ awareness of the skills that can be gained from co-curricular experiences. The chart above represents the percentage of students who indicated that they had gained each of the skills through co-curricular experiences. Clearly there has been a dramatic increase in awareness in every area except “influencing.” We continue to work toward creating strategies that can help students gain this skill and become more aware of what they are learning.
Given the focus SFA has placed on making students aware of how they can develop these skills, it is little wonder that the percentage of SFA students indicating they are gaining these skills is higher than the comparative benchmark.
Lumberjacks G.R.O.W. (Guided Reflection on Work)

SELF-REPORTED LEARNING FROM ON-CAMPUS JOBS OVER TIME

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Success
56% of respondents who had visited the Health Clinic indicated they had developed a plan or goal to maintain or improve their health (n=205).

52.7% of respondents who had visited the Health Clinic indicated they were more committed to living a healthy lifestyle as a result (n=205).

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.

73% of student leaders who responded say their co-curricular experiences made them more carefully consider the ethical implications of the decisions they make (n=644).

83.3% of respondents who indicated they had been required to participate in a hearing for a violation of the code of conduct (n=24) said the experiences made them more aware of how their actions impacted others.

87.6% of students who indicated they had participated in educational programs with university police (n=83) indicated they were better able to recognize and avoid behaviors which place their safety in jeopardy.

70.9% of students who indicated they had participated in educational programs with university police (n=83) indicated 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 they had increased their skill in successfully navigating cultural differences through their participation in co-curricular/extracurricular programs (n= 644).

73.6% of respondents who requested accommodations through Disability Services (n=38) indicated they were more aware of more options and/or available resources for managing the impact of their disability.
• This year, 15 areas in the Division of University Affairs conducted self studies using the approach from the Council for the Advancement of Standards in Higher Education (CAS). These areas were Campus Recreation, Student Engagement, Leadership and Service, Fraternity and Sorority Life, Multicultural Affairs, Disability Services, Counseling Services, Career and Professional Development, Student Rights and Responsibilities, Student Publications and Divisional Media, Student Services, Residence Life, Orientation Programs, Title IX Programs and the Veterans’ Resource Center. These self-studies resulted in a variety of changes.

• Data from the Project CEO benchmark show that students tend to attribute more learning to off-campus jobs than on-campus jobs. In response, we created the Lumberjacks GROW program to help students make meaning from the job skills they gain from their student employment experiences.

• Through the CAS self-study, the Title IX Office decided to pursue a name change to become more student friendly.

• Lack of student turnout for mental health workshops indicated that student interest was low. Instead Counseling Services is replacing individual workshops with group therapy sessions.

• Disability Services is committed to reducing paper forms to streamline their processes for the students they serve.

• As of conducting a CAS Self-Study, Campus Recreation eliminated seven programs: RecBuck League, Earth Day, Senior Video, Rec Insider, Summer Parents’ Night Out, Chili Cook-Off and Polar Bear Plunge.

• Residence Life evaluated their recurrent programming against their departmental mission statement and decided to cut gender labeling programming such as “Battle of the Sexes” because this program was not in alignment with the department’s mission.

• Assessment of the Sophomore Scholars program demonstrated that the majority of participating students did not see a value in the program but did benefit from the Dance Marathon aspect of the program. As a result, Leadership and Service discontinued Sophomore Scholars and established Dance Marathon as a stand-alone organization.

• Declining revenues prompted student publications to eliminate ad sales representative positions.

• Last year, the Office of Student Engagement met with the Dean of Student Affairs to discuss the changing preferences of “Generation Z” students. As a result, it was determined that leadership education programs be adapted to focus more on active learning. 100% of the students attending the revamped program indicated they’d like to see more programs like it in the future.