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 Information Technology Services.

Mission
We provide transformative experiences for our students with:

• CO-CURRICULAR PROGRAMS that create opportunities for our students to engage in active and high-impact learning; with
• EXTRACURRICULAR ACTIVITIES that strengthen our students' connections to the university and each other; and with
• SUPPORT SERVICES that enable everyone in the university community to fulfill their personal and professional goals.

About the cover: Students from SFA’s Dance Marathon program display their 2018 fundraising total. The group had just been recognized for its work by the SFA Board of Regents.
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 metrics 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.
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 2,767 students responded.
Learning and Development Outcomes

The Division of University Affairs has five program level outcomes. These are engagement, retention, graduation, employment and wellbeing. This year, the Transformative Experiences committee voted to change its previous program learning outcome from “success” to “wellbeing.” This was to more closely align our assessment efforts with the national conversation surrounding the notion that deep levels of engagement can lead to an improved sense of wellbeing across one’s lifespan.

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.
Engagement is a foundational goal for the Division of University Affairs. Fostering a sense of connection with the institution and helping students connect with each other play a key role in promoting all of the goals of both the division and university.
**PERCENTAGE OF ON-CAMPUS STUDENTS WHO ARE INVOLVED**

- Involved: 68%
- Not Involved: 32%

**REASONS STUDENTS DON’T GET INVOLVED**

- Focus on academics: 8%
- Work responsibilities: 18%
- Family commitments: 19%
- Not interested in involvement: 3%
- Current opportunities aren't exciting: 4%
- Other involvement outside of SFA: 8%
- Major is too demanding: 8%
- I don't know how: 1%
- Other: 7%
Percentage of Students with a Faculty/Staff Mentor Based on Year in School

Percentage of Students with Mentors Based on Ethnicity

AFRICAN AMERICAN/ BLACK
- Student Mentor: 32.08%
- Faculty/Staff Mentor: 73.58%

AMERICAN INDIAN/ ALASKA NATIVE
- Student Mentor: 40.00%
- Faculty/Staff Mentor: 80.00%

ASIAN/ PACIFIC ISLANDER
- Student Mentor: 42.11%
- Faculty/Staff Mentor: 84.21%

CAUCASIAN/ WHITE
- Student Mentor: 37.21%
- Faculty/Staff Mentor: 84.75%

HISPANIC
- Student Mentor: 31.25%
- Faculty/Staff Mentor: 76.56%

OTHER
- Student Mentor: 14.29%
- Faculty/Staff Mentor: 57.14%
QUICK FACTS
ABOUT LUMBERJACKS

Involvement

67.9% of students on campus participate in a co-curricular experience.

35.1% Describe themselves as "very involved in a single organization."

21.2% describe themselves as "very involved in multiple organizations."

Nearly half (45.1%) of involved students participate between one and five hours per week.

The percentage of students who participated in co-curricular experiences was 30 points higher for those who attended Jack Camp.

26.8% of involved students have participated for three years or more.

Leadership

28.2% of students on campus consider themselves a leader in at least one co-curricular experience.

Participants in Freshman Leadership Academy averaged 11.5 percentage points higher than other freshmen with regard to considering the ethical implications of decisions.

Student leaders are 1.6 times more likely than non-leaders to say that they have an older student they consider a mentor.

The average student leader (40%) participated between six and ten hours per week.

67.6% of leaders strongly agree that co-curricular experiences have been an important part of their leaning and development in college.

80.2% of leaders on campus are female.
What percentage of SFA students received an axe handle? **75.10%**

What percentage of those who received an axe handle decorated it? **65.03%**

For those who received an axe handle and decorated it, what percentage said it made them feel closer to SFA? **87.39%**

What percentage of freshmen who received an axe handle were involved in a student organization? **73.77%**

Involved: **68.03%**
Not Involved: **0%**
When students are engaged with the university, it tends to lead to greater retention. The Division of University Affairs seeks to impact retention by helping students resolve issues of concern and to be knowledgeable of our programs and services.
This year, SFA’s first-time/full-time retention rate dropped from 71.6% to 70.4%.

Note: The first graph shown uses data from institutional research, while the second relies upon a subset of students from the Beyond the Classroom Survey.
Percentage who strongly agree with the statement “When I have questions about SFA, I am usually able to easily resolve them or find someone to help me find the answer.”

Uninvolved Students: 51.2%
Involved Students: 54.8%

Percentage by years of involvement who strongly agree with the statement “When I have questions about SFA, I am usually able to easily resolve them or find someone to help me find the answer.”

This year only: 43.1%
Two years: 49.2%
Three years: 59.2%
Four or more years: 66.7%
Graduation is an important outcome on a college campus. When students persist to graduation, they are prepared to reap all of the benefits of their hard work. For this reason, the programs and services of the Division of University Affairs are designed to accomplishing this important outcome.
Among first-year students, the mean score for the statement “I am committed to completing my degree at SFA” was 4.6 (n=156). Among first-year students who described themselves as “very involved in multiple organizations,” the number was 4.9 (n=23).

Among students who participated in sponsored student organizations (n=127) 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 4.9.

Among students in general who described themselves as “very involved in multiple organizations,” the mean score for the statement “I am committed to completing my degree at SFA” was 4.9 (n=109).

Among students participating in a Greek organization (n=199), the mean score for the statement “I am committed to completing my degree at SFA” was 4.9.

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, the mean score for the statement “I am committed to completing my degree at SFA” was 4.8 (n=206).

Among students who participated in the Beyond the Classroom survey, the mean score for the statement “I am committed to completing my degree at SFA” was 4.8 (n=781).
[While employment is not the sole aim of a college degree, it is an important measure of success. SFA has develop programs which are national best practices for helping students develop marketable skills from our programs and for preparing students to find and land a job in their chosen field after graduation].
What skills do students gain? (And where do they gain them?)

**Ability to Work in Teams**
- 41%: Have not learned this skill
- 35%: Beginner
- 13%: Developing
- 10%: Competent
- 6%: Advanced
- 3%: Expert

**Experiences at This Institution That Have Helped You Develop the Skill of Working in Teams**
- 37%: Internships/practical experiences
- 23%: Co-curricular/extra-curricular activities
- 11%: On campus job
- 11%: Off campus job
- 3%: Have not had the opportunity to develop this skill

**Ability to Communicate Verbally**
- 50%: Have not learned this skill
- 29%: Beginner
- 13%: Developing
- 10%: Competent
- 9%: Advanced
- 5%: Expert

**Experiences That Have Helped You Develop the Ability to Communicate Verbally**
- 34%: Internships/practical experiences
- 24%: Co-curricular/extra-curricular activities
- 21%: On campus job
- 12%: Off campus job
- 5%: Have not had the opportunity to develop this skill

**Ability to Make Decisions and Solve Problems**
- 38%: Have not learned this skill
- 37%: Beginner
- 15%: Developing
- 9%: Competent
- 6%: Advanced
- 5%: Expert

**Experiences That Have Helped You Develop the Ability to Make Decisions and Problem Solve**
- 34%: Internships/practical experiences
- 22%: Co-curricular/extra-curricular activities
- 13%: On campus job
- 13%: Off campus job
- 1%: Have not had the opportunity to develop this skill
What skills do students gain? (And where do they gain them?)

**Ability to Obtain and Process Information**
- 39%: My classes
- 15%: Internship/practical experiences
- 12%: Co-curricular/extra-curricular activities
- 3%: On campus job
- 3%: Off campus job
- 1%: Have not had the opportunity to develop this skill

**Ability to Plan, Organize, and Prioritize Work**
- 38%: My classes
- 15%: Internship/practical experiences
- 12%: Co-curricular/extra-curricular activities
- 3%: On campus job
- 3%: Off campus job
- 1%: Have not had the opportunity to develop this skill

**Ability to Analyze Quantitative Data**
- 20%: My classes
- 10%: Internship/practical experiences
- 3%: Co-curricular/extra-curricular activities
- 3%: On campus job
- 3%: Off campus job
- 1%: Have not had the opportunity to develop this skill
What skills do students gain? (And where do they gain them?)
Research conducted by Gallup suggests that college graduates are significantly more likely than non-graduates to thrive in the five dimensions of well-being they studied. This is especially true for students who experienced highly engaging college experiences. The Division of University Affairs endeavors to provide students with such experiences as a means for preparing them for happy, fulfilling lives.
# Wellbeing @ SFA

## What Percentage of SFA Students Are Thriving?

<table>
<thead>
<tr>
<th></th>
<th>All SFA Students</th>
<th>Involved SFA Students</th>
<th>SFA Student Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose well-being</td>
<td>90%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>Social well-being</td>
<td>90%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Financial well-being</td>
<td>51%</td>
<td>52%</td>
<td>50%</td>
</tr>
<tr>
<td>Community well-being</td>
<td>75%</td>
<td>75%</td>
<td>77%</td>
</tr>
<tr>
<td>Physical well-being</td>
<td>75%</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>All five</td>
<td>39%</td>
<td>40%</td>
<td>38%</td>
</tr>
</tbody>
</table>
COUNSELING SERVICES FACT SHEET //

<table>
<thead>
<tr>
<th>Year</th>
<th>Attended Sessions</th>
<th>Students Served</th>
<th>Crisis Appointments</th>
<th>Sessions with Suicidal Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>2,642</td>
<td>596</td>
<td>96</td>
<td>137</td>
</tr>
<tr>
<td>2014-2015</td>
<td>2,631</td>
<td>688</td>
<td>107</td>
<td>146</td>
</tr>
<tr>
<td>2015-2016</td>
<td>2,703</td>
<td>773</td>
<td>130</td>
<td>94</td>
</tr>
<tr>
<td>2016-2017</td>
<td>2,863</td>
<td>793</td>
<td>115</td>
<td>234</td>
</tr>
<tr>
<td>2017-PRESENT</td>
<td>3,395+</td>
<td>724+</td>
<td>143+</td>
<td>223+</td>
</tr>
</tbody>
</table>

CRISIS APPOINTMENTS UP: 49%
ATTENDED SESSIONS UP: 29%

21% students seen in counseling services so far this year who reported suicidal ideation.
63% Sessions dealing with suicidal risk are up since 2013-2014.
835 Members of the SFA community who have taken QPR suicide prevention training from counseling services this year.
14 Counseling groups per week offered by counseling services during Spring 2018.

COUNSELING SERVICES STAFFING LEVELS
1 to 1.000-1.500 IACS* recommended ratio of mental health professional to students
1 to 1.600 U.S. average ratio** of mental health professional to students
1 to 2.600 Current ratio at SFA of full-time counselor to students

*International Association of Counseling Services
**2013 National Survey of Counseling Center Directors

Of 112 student clients surveyed in 2017, 109 reported the service positively impacted their lives. All 112 reported that they would return for assistance if needed, and 39 reported that without access to counseling services, they may have withdrawn from SFA.

Issues our students presented this year:
(MAY HAVE MORE THAN ONE)

- Anxiety: 75%
- Depression/Mood Problems: 67%
- Relationship Concerns: 49%
- Stress Management: 49%
- Academic Problems: 38%
- Family Problems: 36%
Impacting SFA’s Strategic Plan
I. Attract and Support a High-Quality Faculty & Staff

II. Foster Academic & Co-Curricular Innovation

III. Redefine University Culture

IV. Increase Connections

The Division of University Affairs supports SFA’s strategic plan by providing and measuring transformative experiences for our students, by helping the university to achieve meaningful and sustained enrollment growth and by providing co-curricular innovation.
Transformative experiences for students is one of the two overarching goals expressed in the SFA strategic plan. The Division of University Affairs plays a key role in accomplishing this goal.
Transformative Experiences

For SFA Students
Each year, the Office of the Dean of Student Affairs sponsors the Week of Reflection. The week of events is intended to help students consider how what they are learning at SFA is changing them. It is based on the concept of both epistemic reflection (thinking about what we know and how we know it) and metacognitive reflection (thinking about how what we are learning changes our way of thinking).

Students participate in a variety of events related to the five overarching themes. These themes are scholarship, diversity, leadership, service and wellness. It can be challenging to know how one is changing over time. One concept that helps students notice this change is our “Day of Gratitude” program. Students are asked who has helped them develop and grow in the previous year. They are then encouraged to write a thank you note. Identifying people who have helped students grow helps them make the link to the ways that these relationships have helped them develop in the previous year.

“The Week of Reflection made me look at learning in a new way”

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Great Deal</td>
<td>33</td>
</tr>
<tr>
<td>Considerably</td>
<td>47</td>
</tr>
<tr>
<td>Moderately</td>
<td>7</td>
</tr>
<tr>
<td>Slightly</td>
<td>13</td>
</tr>
<tr>
<td>Not at All</td>
<td>0</td>
</tr>
</tbody>
</table>
“The Week of Reflection made me want to learn more from my extra-curricular experiences.”

“The Week of Reflection increased my commitment to meeting my personal goals.”
I have learned about the different perspectives and directions I could possibly take in my field from my professor. Also I was able to get to know the professor's interests outside my class.”

“I really enjoyed the visit and felt like they were interested in me and my path.”

“It gave me an opportunity to not only get my professor to know me, but I also got to know them beyond the subject which they teach.”

“This experience allowed me one-on-one time with a faculty member to discuss leadership challenges and develop myself on a personal level.”

“I like spending time with students and hearing about their lives, goals and values. It is why I work in higher education.”

“Being able to connect with students in a way that makes them feel more a part of the SFA community and being a resource for them regarding their academic and career paths is probably the most meaningful thing I can do at SFA.”

“My student is an international student from Ghana. Having lived in Texas my whole life, I love getting know other cultures so that I can be more respectful.”
Fostering Cocurricular Innovation
[SFA is often recognized on a national level for cocurricular innovation. The Division of University Affairs is committed to developing cutting-edge programs that help our students gain valuable skills and make meaning from their learning experiences].
Learning does not take place in discrete and isolated episodes. It takes place across time, interacts with other learning and is applied in various contexts across one’s time in college. This learning can be very hard to capture. Student affairs developed a co-curricular mapping project which:

- Helped students better conceptualize their involvement plan for their entire time at SFA.
- Planned for students to increase their competency in each of the identified skills as they progress to deeper levels of involvement.
- Identified specific learning activities that would prompt their learning related to each of the competencies.

We tracked students’ self-rated level of skill and assessed if it improved as students became more deeply involved, investing more time and energy.
Mapped Outcomes
The following charts demonstrate that as SFA students become more deeply involved, they tend to rate their skills higher.

### Communication

<table>
<thead>
<tr>
<th>Level</th>
<th>Mean Score out of five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders</td>
<td>3.2</td>
</tr>
<tr>
<td>Engaged</td>
<td>3</td>
</tr>
<tr>
<td>Involved</td>
<td>2.9</td>
</tr>
<tr>
<td>Not Involved</td>
<td>2.8</td>
</tr>
</tbody>
</table>

N=322

### Teamwork

<table>
<thead>
<tr>
<th>Level</th>
<th>Mean Score out of five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders</td>
<td>3.9</td>
</tr>
<tr>
<td>Engaged</td>
<td>3.8</td>
</tr>
<tr>
<td>Involved</td>
<td>3.7</td>
</tr>
<tr>
<td>Not Involved</td>
<td>2.5</td>
</tr>
</tbody>
</table>

N=322
Problem Solving

- **Leaders**: 3.5
- **Engaged**: 3.5
- **Involved**: 3.4
- **Not Involved**: 3.3

Mean score out of five

---

Organizing and Prioritizing

- **Leaders**: 3.6
- **Engaged**: 3.4
- **Involved**: 3.3
- **Not Involved**: 3.2

Mean score out of five

---

N=322
**Influence**

- **Leaders**: 3.2
- **Engaged**: 3.2
- **Involved**: 3.2
- **Not Involved**: 3

Mean score out of five, N=322

**Cultural Competence**

- **Leaders**: 3.5
- **Engaged**: 3.4
- **Involved**: 3.3
- **Not Involved**: 3.2

Mean score out of five, N=322
This past year, we laid the groundwork for the next evolution of this concept. We developed a programming model for our sponsored student organizations (SGA, SAA, PHA, etc.) based on the skills to which we are mapping. This ensures that students will experience the learning that we hope to measure.

**Programming Model**

*Each sponsored student organization MUST:*  
- ...distribute a copy of the organization’s mission to all members  
- ...engage in at least two activities per semester which help connect students with others from diverse perspectives – helping them to see how culture influences our view of the world  
- ... establish three goals for the year and empower leaders to evaluate the group’s progress toward these goals  
- ... establish a formal process for making decisions that is taught to all members (such as a decision-making framework)  
- ... establish a clear process for organizing their programs and initiatives  
- ... provide training for influencing others through marketing and other efforts

**Communication**

- Each organization must determine strategies for communicating and reinforcing the purpose and mission of the group to all group members.  
- Each organization must determine strategies for linking and reinforcing to engaged members the connection between the mission of the group and the major initiatives of the organization.  
- Each organization must determine strategies for leaders in the group to determine to what extent the group is accomplishing its mission and fulfilling its purpose.

**Cultural Fluency**

- Each organization must determine strategies for involved students to connect with others from diverse backgrounds and perspectives.  
- Each organization must determine strategies for ensuring that engaged members are aware of how their background and experiences shape the way they see the world.  
- Each organization must determine strategies for helping leaders spot their implicit biases and stereotypes.

The next step was to align learning outcomes with each of these learning activities. These are displayed on the next page.
<table>
<thead>
<tr>
<th>Learning Outcomes – Student Affairs Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Involved</strong></td>
</tr>
<tr>
<td><strong>Remember &amp; Understand</strong></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td><strong>Global/Cultural Fluency</strong></td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
</tr>
<tr>
<td><strong>Decision Making</strong></td>
</tr>
<tr>
<td><strong>Organizing</strong></td>
</tr>
<tr>
<td><strong>Influence</strong></td>
</tr>
</tbody>
</table>
Closing the Loop

Using the data we collect to improve the experiences of students
A survey conducted in the summer of 2016 with incoming freshmen indicated that the number one reason this group was attending college was to get a good job (mean 3.9/5). The Center for Career and Professional Development was struggling to fulfill the high expectations of students on their current staffing levels. The ratio of career services professionals to students was 4,247 to one. This was beyond recommended ratios. By adding a new position, the ratio was reduced to 3,160 to one. This is well within the national average.

For many years, the qualitative feedback for the Freshman Leadership Academy indicated that a large number of students felt disengaged from the project. One student wrote, “The thing I would like to see improved is maybe more participation from everyone when we do activities.” As a result, last year we allowed the students to design their own project from scratch as a means of increasing engagement. When the program was assessed, the mean score for the item, “I feel like our project made a difference” was 4.0/5.0.

In response to a disappointingly low number of student leaders who report purchasing a Stone Fort yearbook, the Department of Student Publications has initiated several measures to market the annual publication more directly to upperclassmen, in general, and student leaders, in particular. This is a marked change from the department’s long-standing yearbook marketing philosophy, which overwhelmingly focused yearbook sales efforts on incoming freshmen and their parents.

In recent years, Counseling Services has seen an increase in both the number of students seeking counseling and the severity of their issues. Last year, the ratio of counselors to students was 2,600 to one. This was approximately double the recommended ratio. In response, we have hired two additional counselors. The new ratio is 1,600 to one.

An uptick in the severity of hazing and other misconduct issues in Greek Life revealed risk-management concerns. With only one staff member to oversee the Greek Life program, we were often having to be more reactive than proactive. As a result, we hired an additional staff member in the Greek Life program and overhauled risk management and conduct processes.
Orientation Programs saw a noticeable change in faculty perceptions of the program. The most common feedback was that the program did not focus enough on academics. In response, orientation staff formed a working team to revamp the program and then held an open forum with faculty to discuss changes to the program. The total time of the program was reduced, and academics were more prominently featured in the first day of the program. One attendee responded, “Big improvement. I like weaving academic and social components together.”

The Lumberjacks G.R.O.W (Guided Reflection on Work) program offers student employees the opportunity to reflect on the skills they are gaining from their student employment experiences. But the adoption of the program was below expectations. As a result, the Center for Career and Professional Development worked with the Residence Life Department to make the program mandatory for all Community Assistants this year.

The cocurricular mapping program that provides the structure for Peer Involvement Advising has helped students to conceptualize their involvement across their entire time at SFA. But the maps did not adequately illustrate or assess how students gained more complex skills as they were involved across time. In response, the Office of Student Engagement developed a new mapping concept and is piloting a new assessment this fall.

The Certified Student Leader program gives students a way to articulate skills gained from their cocurricular experiences. While the program has gained national attention, adoption has been low. To help promote the program, the Office of Student Engagement incorporated logos of the six competencies in the architecture of the third floor. This is expected to raise awareness and interest in the program.

As Generation Z becomes the predominant group on campus, it is important to reassess how well our programs meet this group’s needs. In the Beyond the Classroom survey, 37 percent of respondents indicated that they felt lonely at least once per week. In addition, staff members have noticed that students are less likely to engage in our programs, preferring to interact online. In response, we create programs intended to entice students to engage with us. One program is the “selfie stop” program. We installed large murals designed for students to take selfies. We have seen an increase in traffic near the Office of Student Engagement.
“Hard study is your main business here, but you will make a mistake if you do nothing else. In addition to your study, therefore, you should take an active part in one or more college activities.”

Dr. Alton Birdwell,
First President of Stephen F. Austin (1917-42)