Beyond the Classroom

Introduction
The Division of University Affairs at Stephen F. Austin State University comprises 21 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, Office of Community Standards, Multicultural Affairs, Orientation Programs, Student Affairs Programs, Student Services, Residence Life, Baker Pattillo Student Center, Student Publications and Divisional Media, University Police and 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
Assessment 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 six 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, feelings of safety on campus, commitment to diversity and awareness of co-curricular learning.
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 5,500 students responded.

### Intention to Persist
"I am committed to completing my degree at SFA."

**Mean Score (Out of Five):** 4.8  
**Unchanged:**  
**N:** 5,437

### Feel Safe on Campus
"I feel safe on campus."

**Mean Score (Out of Five):** 4.4  
**Down from 4.5:**  
**N:** 5,437

### Committed to Diversity
"It is important to interact with people...of different ethnicity, cultural backgrounds or abilities."

**Mean Score (Out of Five):** 4.7  
**Unchanged:**  
**N:** 5,437

### Aware of Resources
When I have questions about SFA, I am usually able to easily resolve them or find someone to help me find the answer."

**Mean Score (Out of Five):** 4.4  
**Unchanged:**  
**N:** 5,437

### Co-curricular Learning
“I have gained skills through...co-curricular experiences that have helped me to understand what I am learning in the classroom.”

**Mean Score (Out of Five):** 4.2  
**Down from 4.3:**  
**N:** 5,437
The Division of University Affairs has five program level outcomes. These are "engagement," "retention," "graduation," "employment" and "wellbeing." In 2018, the Student Learning and Transformative Experiences Committee voted to change our previous PLO from "success" to "wellbeing" to better align our assessment efforts with the national conversation surrounding the impact 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

[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 plays a key role in promoting all of the goals of both the division and university].
Percentage of Students Involved on Campus

Involvement: Participation in the current year in a club or organization, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.

Percentage of Students with a Faculty/Staff Mentor
Quick Facts

Involvement

- 74% of students on campus participate in a co-curricular experience.
- 35% describe themselves as "very involved in a single organization."
- 28% describe themselves as "very involved in multiple organizations."
- 43% of involved students participate between one and five hours per week.
- The percentage of students who participate in co-curricular experiences is 26 percentage points higher if the student attended Jack Camp.
- 48% of involved students have participated for three years or more.

Leadership

- 58% of involved students on campus consider themselves a leader in at least one co-curricular experience.
- 32% of student leaders participate between six & 10 hours per week.
- 90% of student leaders say that co-curricular experiences have helped them understand what they are learning in the classroom.
- 72% of leaders on campus are female.
- 30% of respondents indicated they hold a formal leadership position in more than one student organization.
- 47% of respondents have been a student leader for two or more years.
Retention

[Retention is a more likely outcome when our students are actively engaged with the university and each other, and they feel that those around them genuinely care about their welfare. The Division of University Affairs seeks to positively impact retention by assisting students in resolving issues of concern and helping them to be knowledgeable of our programs and services].
This year, SFA’s first-time/full-time retention rate dropped from 70.4% to 70%.

Of first-time/full-time students who responded to the Beyond the Classroom survey, 121 indicated that they were involved in a student organization. Of those students, 116 returned for fall 2019 (96%).
Retention by Level of Involvement

GPA by Level of Involvement
Percentage (by years of involvement) of students who strongly agree with the statement “When I have questions about SFA, I am usually able to easily find someone to answer them.”

Percentage (by years of involvement) of students who strongly agree with the statement “I have gained skills through student organizations, activities and other co-curricular experiences that have helped me to understand what I am learning in the classroom.”
Graduation

[Graduation is an important outcome on a college campus. When a student persists to graduation, they are prepared to reap all of the benefits of hard work. For this reason, the programs and services of the Division of University Affairs align their work to accomplishing this important outcome].
Of 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 out of 5.0.

Of 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 4.9 out of 5.0.

Of first-year students, the mean score for the statement “I am committed to completing my degree at SFA” was 4.5 out of 5.0.

And among first-year students who described themselves as “very involved in multiple organizations”, the number was 4.7 (n=25).

Of students participating in a Greek organization, the mean score for the statement “I am committed to completing my degree at SFA” was 4.9 out of 5.0.

Of students who indicated they were participating in student organizations, the mean score for the statement “I am committed to completing my degree at SFA” was 4.9 out of 5.0.

Of 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 out of 5.0.
Employment

[While not the sole aim of a college degree, employment after graduation is an important measure of success for SFA students. We have developed programs that are considered national best practices for assisting students in identifying and developing marketable skills from our programs, and which helps them learn to effectively articulate these to prospective employers].
What Skills do Students Gain?
(Where do They Gain Them?)

Intercultural Fluency

- Classes: 13.65%
- Internships: 22.55%
- Co-curriculars: 31.27%
- On-Campus Job: 1.34%
- Off-Campus Job: 9.55%
- Have Not Learned: 13.33%

Verbal Communication

- Have Not Learned: 40.45%
- Beginner: 14.45%
- Developing: 3.84%
- Competent: 23.96%
- Advanced: 15.93%
- Expert: 13.67%
What Skills do Students Gain?
(Where do They Gain Them?)

Teamwork

Problem Solving
What Skills do Students Gain? (Where do They Gain Them?)

<table>
<thead>
<tr>
<th>Organizing</th>
<th>Organizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have Not Learned</td>
<td>Classes</td>
</tr>
<tr>
<td>Beginner</td>
<td>Internships</td>
</tr>
<tr>
<td>Developing</td>
<td>Co-curriculars</td>
</tr>
<tr>
<td>Competent</td>
<td>On-Campus Job</td>
</tr>
<tr>
<td>Advanced</td>
<td>Off-Campus Job</td>
</tr>
<tr>
<td>Expert</td>
<td>Have Not Learned</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Influence</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have Not Learned</td>
<td>Classes</td>
</tr>
<tr>
<td>Beginner</td>
<td>Internships</td>
</tr>
<tr>
<td>Developing</td>
<td>Co-curriculars</td>
</tr>
<tr>
<td>Competent</td>
<td>On-Campus Job</td>
</tr>
<tr>
<td>Advanced</td>
<td>Off-Campus Job</td>
</tr>
<tr>
<td>Expert</td>
<td>Have Not Learned</td>
</tr>
</tbody>
</table>
Wellbeing

[Research conducted by GallupTM suggests that college graduates are significantly more likely than non-graduates to thrive in the five dimensions of wellbeing they studied. This proved especially true for students who experienced highly engaging experiences during their time in college. This finding highlights one more reason the Division of University Affairs endeavors to provide SFA students with such experiences as a means for better preparing them for happy, fulfilling lives).

<table>
<thead>
<tr>
<th></th>
<th>All SFA Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose well-being</td>
<td>90.5%</td>
</tr>
<tr>
<td>Social well-being</td>
<td>93.4%</td>
</tr>
<tr>
<td>Financial well-being</td>
<td>50%</td>
</tr>
<tr>
<td>Community well-being</td>
<td>74%</td>
</tr>
<tr>
<td>Physical well-being</td>
<td>71%</td>
</tr>
<tr>
<td>All Five</td>
<td>34.5%</td>
</tr>
</tbody>
</table>
Counseling Services
Just the Facts!

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Served</th>
<th>Crisis Appointments</th>
<th>Sessions with Special Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>2,631</td>
<td>102</td>
<td>146</td>
</tr>
<tr>
<td>2015-2016</td>
<td>2,703</td>
<td>773</td>
<td>130</td>
</tr>
<tr>
<td>2016-2017</td>
<td>2,883</td>
<td>793</td>
<td>234</td>
</tr>
<tr>
<td>2017-2018</td>
<td>4,169</td>
<td>805</td>
<td>286</td>
</tr>
<tr>
<td>2018-Present</td>
<td>3,743+</td>
<td>829+</td>
<td>270+</td>
</tr>
</tbody>
</table>

- **21%** students seen in counseling services so far this year who reported suicidal ideation
- **10** hospitalized for suicidal ideation so far this year
- **850+** members of the SFA community who have taken QPR suicide prevention training so far this year
- **17** counseling groups per week offered by counseling services during spring 2019

The addition of two staff members in counseling services has enabled us to be more responsive to student needs.

We have served 100 more students than this time last year and reduced the wait time for a first appointment. We have added three more weekly groups and responded to an increased number of students who walk in with urgent needs (more than 200 so far this year compared to 143 this time last year).

In spring 2018, 110 student clients were surveyed, and 108 reported they would return for assistance, if needed, and fifty said that without access to counseling services they may have withdrawn from school.

Issues our Students Presented this Year:

- Anxiety: **74%**
- Depression/Mood Problems: **72%**
- Relationship Concerns: **48%**
- Academic Problems: **44%**
- Family Problems: **44%**
Transformative Experiences for SFA Students
79.5% of SFA students who completed the BTCR survey indicated that they have at least one faculty or staff member they believe to be “personally invested in their success” (n=751).

84.4% of SFA seniors who completed the BTCR survey indicated that they have at least one faculty or staff member they believe to be “personally invested in their success” (n=751).

36% of SFA students who completed the BTCR survey indicate that they have a “student they consider to be a mentor” (n=751). Among students who indicated they were involved in a student organization (n=191), it was 44%.

4.0 out of 5 was the mean score for the statement, “I learned something new about myself and others” among students who completed the 2019 MLK Day of Service assessment (n=381).

4.1 out of 5 was the mean score for the statement, “This program helped me think deeper about diversity” among students who completed the 2019 MLK Day of Service assessment (n=381).

4.0 out of 5 was the mean score for the statement, “I feel more comfortable navigating cultural differences” among students who completed the 2019 MLK Day of Service assessment (n=381).
Engagement & Leadership

90% of student leaders who completed the BTCR survey (n=1,392) said that co-curricular experiences have helped them understand what they are learning in the classroom.

86% of first-year students who completed the BTCR survey in 2017 (n=1,187) and who indicated that they were involved in a student organization (61.6%) returned for the fall 2018 semester as compared to 78% of students who indicated that they were not involved.

73% of student leaders said they’ve met someone through their co-curricular experiences who comes from a different cultural perspective, and 67% said it has helped them understand how culture shapes the way we see the world.

High Impact & Active Learning

4.4 out of 5 the mean score for the self-rated ability of students who completed the BTCR survey (n=1,392) and who indicated that they had gained the skill of intercultural fluency.

4.6 out of 5 the mean score for the self-rated ability of students who completed the BTCR survey (n=1,392) and who indicated that they had gained the skill of teamwork.

4.5 out of 5 the mean score for the self-rated ability of students who completed the BTCR survey (n=1,392) and who indicated that they had gained the skill of decision making.
In the spring of 2018, the Student Services Fee funded two new counselor positions to decrease wait times for services. These positions were filled in September of 2018. On the spring 2018 BTCR survey, the mean score for “I was able to schedule my appointment within a reasonable time-frame” was 2.97 out of 4. In the 2019 survey, the mean score went up to 3.84. This indicates increased student satisfaction with the timeliness of counseling appointments.

Assessment of our emergency management procedures revealed a lack of coordination between internal and external stakeholders and a lack of training and drilling for members of the Emergency Management Committee. In response, the new Director of Emergency Management position was created and filled in the spring 2019 semester.

Last year, Campus Recreation increased its emphasis on helping student employees recognize the marketable skills they are gaining from their employment. At the conclusion of the year, 96.55% of those who selected they worked for Campus Recreation (n=29) agreed or strongly agreed that “As a student employee I have acquired knowledge and skills that will benefit me in my future career.” This is compared to 89.7% of student employees overall (n=281).

For many years, Student Affairs Programs has focused its educational and assessment efforts on five competencies valued by employers. These are teamwork, problem solving, organizing, influencing and communication. This year, we added the additional skill of intercultural fluency to this list. Last year, only 48% of students indicated that they had gained the “ability to learn from, understand, and communicate with people who have differing experiences than oneself” from their co-curricular experiences. This year, that number improved to 52%.

Among students participating in our sponsored student organizations (Student Government Association, Student Activities Association, Omicron Delta Kappa, Lumberjack Cultural Association, Purple Haze Association, Residence Hall Association, The BIG Event and Traditions Council), 83% indicated they were gaining this skill from co-curricular experiences.