Beyond the Classroom 2011: Annual Assessment Report for the Division of University Affairs
The Division of University Affairs at Stephen F. Austin State University (SFASU) is composed of sixteen departments, including: Campus Recreation, Divisional Operations, Office of the Dean of Student Affairs, Counseling and Career Services, Disability Services, Health Services, 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 the development of a learner-centered environment for SFA students by providing co-curricular PROGRAMS that create opportunities for students to engage in active learning; by the creation of a friendly and welcoming environment through ACTIVITIES that strengthen students’ connections to the institution and each other; and by providing SERVICES to enhance the success of our students as they pursue their academic and personal goals.

Methodology
In the Spring of 2008, the division initiated a collaborative effort to develop program learning outcomes. These outcomes are intended to frame the general categories of learning that take place within each program within the division. The nine program outcomes that came from this process are listed on the next page.

While every program will not necessarily produce learning outcomes in each area, taken together they provide an overall picture of student learning within the division as a whole. During the summer of 2008, each area developed specific learning outcomes statements for each functional area to be assessed and proposed the methodology that would be used to assess them. These assessments were enacted during the fall of 2008 and continue today. The results of this assessment are synopsized within this document and presented as a whole in the accompanying CD.

Whenever possible, direct assessment measures were used. Direct assessment is defined as a process employed to gather data that required subjects to display their knowledge, behavior or thought processes. The key is that it provides direct evidence of learning. Indirect assessment was also used. Indirect assessment refers to assessments that supplement and enrich what can be learned from direct assessment studies, such as surveys, focus groups or other means of gathering student opinions about what they have learned and whether or not it has met their needs. When time and other available resources prevented the gathering of direct assessment data, indirect assessment data is presented.
Citizenship
Through civic engagement, community service and classroom experiences, students acquire a contextually-rich understanding of complex issues and an increased sense of social responsibility. Students are prepared for the challenges and opportunities of a democratic society and learn to serve fully as citizens of the state, nation and world.

Communication
Students gain skills to help them to communicate effectively and professionally, using written, oral and artistic means and through current technology. Students learn to listen actively and effectively, to read with comprehension, to evaluate ideas and to form meaningful interpersonal relationships.

Cultural Competence
By interacting with others who are different from themselves, students gain an increased appreciation for diversity and attain valuable skills for success in a pluralistic society. Beyond tolerance, students increase their understanding of the beliefs, values and worldviews of others.

Ethics and Values
Students define, refine and clarify their values, learning to balance their personal interests with the interests of others and society as a whole. With openness to the transcendent, students refine their spiritual/religious beliefs and learn to keep congruence between these beliefs and their actions.

Leadership
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.

Life Skills
From maintaining and balancing a budget to effectively managing one’s time, students learn to build strategies for leading productive lives in college, graduate school, their careers and beyond.

Self Knowledge
Through experiences and reflection, students discover a sense of purpose, gain the ability to realistically appraise themselves, enhance self-esteem and become increasingly independent and interdependent. These skills are useful in selecting a career and helping the student to set and meet both educational and personal goals.

Scholarship and Inquiry
A broad-based educational foundation allows students to experience intellectual growth by encouraging students to think critically, creatively and independently. Students become committed to better understanding and advancing the knowledge of their chosen field. They graduate prepared for the rigors of graduate study, for their careers and for lifelong learning.

Wellness
Students learn to practice healthy behavior and attain a satisfying and productive lifestyle that balances physical, emotional and spiritual well-being with the demands of their life as a student and beyond.
Learning Outcome Saliency
There is a wide and robust array of student learning taking place within the Division of University Affairs. It is also clear that the student learning outcomes project is reaching students, and their awareness of what they are learning from our programs is increasing. Four-year trend data indicated that each of our nine learning outcomes experienced growth this year. Additionally, the growth since this program was initiated in 2008 is an illustration of the maxim, “What is measured will be done.”

Citizenship: As a result of participating in campus activities, I pay closer attention to important issues facing my community, the nation or the world.

Trend Analysis: After a significant increase in 2009, the outcome for Citizenship plateaued in 2010. This past year, it continued an upward trend, growing by almost 4.5%. It has grown by nearly 31% since it was first measured in 2008.

Communication: As a result of participating in campus activities, I feel better able to communicate my thoughts and ideas to others.

Trend Analysis: The outcome related to Communication also saw a significant increase in 2009 only to plateau in 2010. This year, awareness of this learning outcome grew by 4.3%. It has grown by almost 31% since 2008.
Cultural Competence: As a result of participating in campus activities, I better understand the cultures of others.

Trend Analysis: This outcome has leveled off somewhat in the preceding two years. This year, awareness of this outcome grew by almost 7%. It has grown by more than 22% since 2008. Growth may be attributed to the arrival of a new Director of Multicultural Affairs.

Ethics and Values: As a result of participating in campus activities, I feel I behave more ethically than I did before.

Trend Analysis: The outcome related to Ethics and Values continues its upward climb. Having started so low, this growth is heartening. Coming on the heals of a campus-wide emphasis on values with The SFA Way, a jump of 8.7% is confirmation of the effectiveness of these efforts.
**Leadership:** As a result of participating in campus activities, I feel more capable of leading others.

**Trend Analysis:** The Leadership outcome continues to be more relevant with students. As leadership offerings have grown, student awareness of this outcome has also grown. This outcome grew by almost 7% this year and has grown 38% since 2008.

**Life Skills:** I believe that participating in campus activities has given me skills that I can use throughout my life.

**Trend Analysis:** After a slight decline in this area last year, this outcome grew by 9% this year (the largest jump of any outcome). It has also grown nearly 31% since 2008.

**Self-Knowledge:** As a result of participating in campus activities, I better understand my individual strengths and weaknesses.

**Trend Analysis:** Self-Knowledge grew by 5% this year and continues to be the most salient learning outcome for students. It has grown nearly 33% since it was first measured in 2008.
Scholarship and Inquiry:
As a result of participating in campus activities, I feel that I am better at evaluating information to determine what I believe.

Wellness: As a result of participating in campus activities, I feel better prepared to maintain a healthy lifestyle.

Trend Analysis: Scholarship and Inquiry continues incremental growth with a 3.3% increase this year. This is up 32% since 2008.

Trend Analysis: Awareness of Wellness as a learning outcome increased nearly 7% last year. This may be due to increased discussion about wellness coming from Campus Recreation this year. With most programmatic efforts aimed at the upcoming year, we would hope to see incremental growth next year as well.
Performance Indicators

Questions pertaining to the four performance indicators below were embedded into all surveys conducted during the Fall 2010 and Spring 2011 semesters using the Student Voice platform. They were selected based on the centrality of these issues to the mission of the Division of University Affairs and the strategic objectives of the university. The questions were included in more than 70 surveys producing more than 10,000 records. The questions were as follows:

• **Commitment to Diversity:** “It’s important to interact with others who are different from me such as those of different ethnicities, cultural backgrounds or abilities.”
• **Co-curricular Learning:** “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.”
• **Awareness 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.”
• **Commitment to Persistence:** “I am committed to completing my degree at SFA.”

Each of the performance indicators below is at a 4.0 mean score or higher, indicating agreement. Diversity and Commitment to persistence seem to be particularly strong. Awareness of Resources and Awareness of Cocurricular Learning, while also quite strong, represent the greatest potential for growth.
The p-values highlighted in dark purple above represent a statistically significant correlation between participation in a program sponsored by student affairs and a desired learning outcome. It appears as though these programs are comprehensively impacting desired learning outcomes. As a whole, they impact participation in activities (including community service) the most. Among this group, it is also clear that these programs are not impacting students' desire to persist to the spring or to graduation. This should be investigated further. The lack of a correlation between exposure to others of a difference ethnicity, race or religion may suggest that these efforts should be intentionally increased. It should be noted, however, that both Jack Camp and the Involvement Center had far fewer students represented in this survey which limited statistical power. It is likely that their impact is greater than is demonstrated here.
Early Alert

In the Fall of 2009, 697 students were reported to the Early Alert Program. A total of 904 referrals were created (some students are referred to more than one track). Of the referrals, 472 were for attendance issues, 396 were for academic issues and 36 were for behavioral issues. In total, 75.6% of the students who were referred returned for the Spring 2010 Semester and 3 students graduated. Additionally, 77.1% of residential students returned from Fall to Spring.

In the Spring of 2010, 221 students were reported to Early Alert Program. A total of 284 referrals were created (some students are referred to more than one track). Of these referrals, 171 were for attendance issues, 108 were for academic issues and 5 were for behavioral issues. More than 58% of the students referred to Early Alert returned for the Fall 2010 Semester, and 10 students graduated at the conclusion of the Spring or Summer semesters.

The success rate of students in the Spring Semester is notably different from the number in the fall. We attribute this to the “accumulation effect.” Students referred to Early Alert are likely to have encountered prior academic problems. Many go on academic probation at the conclusion of the Spring Semester. We believe that the Early Alert Program is most effective in helping students want to stay at SFA. When they are placed on probation, choice is removed as a variable.

More than 56% of students who were referred in either Fall 2009 or Spring 2010 returned for the Fall 2010 Semester. Of the total number of students referred, 32 graduated at the end of the Fall 2010 Semester. These really are remarkable numbers when you consider how at-risk these students are. For a student to be referred to Early Alert, they need to have missed significant amounts of class, have already failed or have done poorly on an assignment, or have exhibited concerning behavior in class.

In Fall 2010, 605 students were referred to the Early Alert Program. Nearly 73% returned for the Spring 2011 Semester, and 7 graduated. A total of 322 students were referred for the Spring 2011 Semester. We do not yet know what percentage of them will persist to Fall 2011.

Finally, a survey of students who were referred to the program yielded some additional insights into their experiences. Before receiving their Early Alert for not attending class, 66% said they thought no one would notice or care if they did not attend class. Before receiving an Early Alert for poor performance, 45% said that they thought no one would notice or care if they did not do their best on assignments or exams. After receiving an alert, 56% said that it made them feel as though the institution cared about their success. Forty-eight percent said that they felt they were more likely to graduate from SFA as a result of the program. Almost 74% said that their grades improved after receiving the alert.

With strong faculty buy-in for the program, a high volume of quality referrals and a network of engaged faculty and staff to provide an effective follow-up for students who are referred, we believe that this program is a model for effective early alert programs. Despite how at-risk these students are, 49 students who have received Early Alerts have graduated since the program began two years ago.
### Early Alert

Stephen F. Austin State University  
Early Alert Success Rates

#### FALL 2009 TO FALL 2010

<table>
<thead>
<tr>
<th>By Fall 2009 Classification</th>
<th>Enrolled Number</th>
<th>Returned F10 Number</th>
<th>Returned F10 Percent</th>
<th>Graduated Number</th>
<th>Success Number</th>
<th>Success Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>355</td>
<td>159</td>
<td>44.8%</td>
<td>0</td>
<td>159</td>
<td>44.8%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>147</td>
<td>88</td>
<td>59.9%</td>
<td>0</td>
<td>88</td>
<td>59.9%</td>
</tr>
<tr>
<td>Junior</td>
<td>104</td>
<td>78</td>
<td>75.0%</td>
<td>2</td>
<td>80</td>
<td>76.9%</td>
</tr>
<tr>
<td>Senior</td>
<td>82</td>
<td>34</td>
<td>41.5%</td>
<td>30</td>
<td>64</td>
<td>78.0%</td>
</tr>
<tr>
<td>Post-Bach</td>
<td>2</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>7</td>
<td>1</td>
<td>14.3%</td>
<td>0</td>
<td>1</td>
<td>14.3%</td>
</tr>
<tr>
<td>All</td>
<td>697</td>
<td>360</td>
<td>51.6%</td>
<td>32</td>
<td>392</td>
<td>56.2%</td>
</tr>
</tbody>
</table>

#### FALL 2010 TO SPRING 2011

<table>
<thead>
<tr>
<th>By Fall 2010 Classification</th>
<th>Enrolled Number</th>
<th>Returned Spr11 Number</th>
<th>Returned Spr11 Percent</th>
<th>Graduated Number</th>
<th>Success Number</th>
<th>Success Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>327</td>
<td>219</td>
<td>67.0%</td>
<td>0</td>
<td>219</td>
<td>67.0%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>132</td>
<td>103</td>
<td>78.0%</td>
<td>0</td>
<td>103</td>
<td>78.0%</td>
</tr>
<tr>
<td>Junior</td>
<td>81</td>
<td>67</td>
<td>82.7%</td>
<td>0</td>
<td>67</td>
<td>82.7%</td>
</tr>
<tr>
<td>Senior</td>
<td>63</td>
<td>43</td>
<td>68.3%</td>
<td>6</td>
<td>49</td>
<td>77.8%</td>
</tr>
<tr>
<td>Post-Bach</td>
<td>1</td>
<td>1</td>
<td>100.0%</td>
<td>0</td>
<td>1</td>
<td>100.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>1</td>
<td>100.0%</td>
</tr>
<tr>
<td>All</td>
<td>605</td>
<td>433</td>
<td>71.6%</td>
<td>7</td>
<td>440</td>
<td>72.7%</td>
</tr>
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</table>

#### SPRING 2010 TO FALL 2010

<table>
<thead>
<tr>
<th>By Spring 2010 Classification</th>
<th>Enrolled Number</th>
<th>Returned F10 Number</th>
<th>Returned F10 Percent</th>
<th>Graduated Number</th>
<th>Success Number</th>
<th>Success Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>75</td>
<td>31</td>
<td>41.3%</td>
<td>0</td>
<td>31</td>
<td>41.3%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>57</td>
<td>36</td>
<td>63.2%</td>
<td>0</td>
<td>36</td>
<td>63.2%</td>
</tr>
<tr>
<td>Junior</td>
<td>45</td>
<td>20</td>
<td>42.2%</td>
<td>0</td>
<td>20</td>
<td>42.2%</td>
</tr>
<tr>
<td>Senior</td>
<td>41</td>
<td>24</td>
<td>58.5%</td>
<td>10</td>
<td>34</td>
<td>82.9%</td>
</tr>
<tr>
<td>Post-Bach</td>
<td>1</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>All</td>
<td>221</td>
<td>119</td>
<td>53.8%</td>
<td>10</td>
<td>129</td>
<td>58.4%</td>
</tr>
</tbody>
</table>
Achieving College Excellence (ACE Workshops)

The ACE Workshops are held on the Saturday before the first day of classes in the Fall Semester. They are intended to improve students’ motivation to succeed and to influence their belief that they have power over the factors that lead to success at SFA.

Pre-Test

Post-Test

“I found all of the information I received there very beneficial and new. The instructors were very informative and described things on a level in which I could understand them and they were very patient.” -ACE Workshop Participant
### Pre-Test

I am confident that my study skills will be sufficient for success

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.39%</td>
<td>46.02%</td>
<td>24.78%</td>
<td>15.04%</td>
<td>1.77%</td>
</tr>
</tbody>
</table>

I am confident that my reading skills will be sufficient for success

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.19%</td>
<td>45.58%</td>
<td>13.27%</td>
<td>7.52%</td>
<td>-0.4%</td>
</tr>
</tbody>
</table>

I am confident that my math skills will be sufficient for success

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.8%</td>
<td>42.48%</td>
<td>18.14%</td>
<td>15.04%</td>
<td>3.54%</td>
</tr>
</tbody>
</table>

### Post-Test

I am confident that my study skills will be sufficient for success

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.25%</td>
<td>45%</td>
<td>16.25%</td>
<td>2.5%</td>
<td>0%</td>
</tr>
</tbody>
</table>

I am confident that my reading skills will be sufficient for success

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.25%</td>
<td>33.75%</td>
<td>13.75%</td>
<td>1.25%</td>
<td>0%</td>
</tr>
</tbody>
</table>

I am confident that my math skills will be sufficient for success

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.25%</td>
<td>43.75%</td>
<td>22.5%</td>
<td>2.5%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Citizenship

• Among students who participated in the Martin Luther King Day of Service, 88% of respondents to the follow up survey (N=50) felt their work made a difference for the people at their service site, and 96% said that they felt like service to others was an important part of their legacy at SFA.
• For students participating in the Judicial Process through the Office of Student Rights and Responsibilities, at the initial disciplinary meeting, 99% of the respondents were able to correctly explain why laws and rules are important to society in general and to the university specifically (as scored on a rubric). On six-week follow-up, 99% could correctly list one reason societies have rules.
• Among students participating in the programs and services of the University Police Department, 74.14% of the respondents indicated that as a result they better understand the Laws of the State of Texas.
• Ninety-five percent of respondents to the Beyond the Classroom study agreed that they have a better understanding of the importance of access to health care as a result of participating in the programs and services of Health Services (61.57% agreed, 33.33% strongly agreed).
• Discipline reports in Residence Life showed a decrease in the number of vandalism cases (50/26) and theft (27/2) from FY10 to FY11.

Communication

• Among students who participated in counseling and completed a survey about their experiences, 92.1% express a greater ability to express and manage their thoughts and feelings more effectively.
• In comparing the responses from the pre-Orientation and post-Orientation surveys, there was an increase in students’ feeling comfortable discussing their academic major with their advisor after attending Orientation. There was an increase of 24.81% for the “Strongly Agree” response, going from 41.49% on the pre-Orientation survey to 66.30% on the post-Orientation survey. 92.48% of post-Orientation survey respondents marked either “Strongly Agree” or “Moderately Agree” to being comfortable communicating with their Advisor.
• In a survey sent to Editorial Board members of The Pine Log 100% of participants said that as a result of their participation they felt better able to produce a professional quality publication.
• A rubric analysis of five randomly selected issues of The Pine Log, indicated that as a result of participating in the newspaper, students were better able to recognize issues of value and concern to the University community and explore those issues with opinion pieces that are supported with facts. The score for this LOD was 72/100. In addition 87.5% of students who completed The Pine Log participants survey said that as a result of working with the newspaper, they are better able to support their opinions.
Intercultural Competence

• Eighty-five percent of students who attended an event sponsored by the Office of Multicultural Affairs and responded to a survey about their experiences said that they had learned something about a culture different from their own.
• Among students responding to a survey regarding their participation with Campus Recreation 68% indicated that it increased their respect for others. This is compared to a national average of 62%.
• Sixty percent of students who attended the “Tunnel of Oppression” program and completed the survey indicated that they had learned something that they had never heard before.
• There was an increase in the percentage of respondents who said they are able to name three people they are friends with at SFA. The pre-Orientation survey had 39.57% with a "Strongly Agree" response, and the post-Orientation survey had 65.56%, to show a 25.99% increase. The response rate for "Moderately Agree" also increased 3.02%, going from 15.11% on the pre-Orientation survey to 18.13% on the post-Orientation survey.
• Seventy-four percent of students responding to a survey about residence hall programming said that their residence hall programs have introduced them to new ideas, cultures and lifestyles.

Ethics and Values

• Sixty-nine percent of students who completed AlcoholEDU reported that it stimulated them to reflect on their personal attitudes and behaviors.
• Among students participating in the Judicial Process in the Office of Student Rights and Responsibilities, 95% were able to identify at least one behavior that they planned to change that was in conflict with their stated personal values.
• More than 81% of the respondents to the Beyond the Classroom Survey who had participated in the programs and services of the University Policy Department said that as a result, they were better able to align their actions with their own personal values.
• In 2008, 36.06% of students agreed or strongly agreed with the statement, "As a result of participating in campus activities, I feel I behave more ethically than I did before." In 2009, this number increased to 53.98%. In 2010, the number rose to 57.23, and in 2011, it increased to 65.92 with 1027 students responding to the survey.

“I learned that everyone here at SFA is facing similar struggles and has a common goal, which is to gain success through a college education. There is no reason why we should put each other down in any way. We should help and encourage each other as we get closer to achieving our goals.” – Participant in “Gs to Gents with Fonzworth Bentley.”
“I loved being the captain for Jack Attack the past two years. I am very proud of our accomplishments as a team, and my growth as a leader.” – Dance Team Captain

Leadership

• In 2008, 45.89% of students agreed or strongly agreed with the statement, "As a result of participating in campus activities, I feel more capable of leading others." In 2009, this number increased to 75%. In 2010, the number increased to 77.09%. In 2011, 84.08% of the 1027 students responding agreed with this statement.

• The SAA officers completed the Program Proposal Evaluation rubric on each member as they proposed their event to the programming board. SAA leadership competency average score was 6.35. (N=47) There was a .77 increase in the competency average score indicating this competency improved with training after the initial score.

• Applications for Lumberjack Leadership Academy nearly doubled last year (up from 18 applications in 2009 to 34 in 2010). Additionally, there was a 20% increase in students completing the program.

Life Skills

• More than 90% of students reported AlcoholEDU prepared them to identify and/or help someone who has alcohol poisoning.

• There was an increase in the percentage of respondents who said they “Strongly Agree” with being able to share knowledge of career opportunities related to their field of study as a result of participating in Orientation. The pre-Orientation survey had 27.01% with that response, and the post-Orientation survey had 52.37%. The results show that Orientation participation increases students’ understanding of the career options they will have upon graduating with their major and minor of choice.

• Surveys were sent to the supervisors of students working on campus asking them to rate their students’ performance. Nearly 97% reported that students demonstrated appropriate work behavior at their place of employment by reporting to work in a timely manner. This is an improvement from 84% last year prior the implementation of the new employee orientation program (Advancing Students as Professionals or ASAP).

• Career Services provided resume critiques to 85 students. After the initial critique, significant differences were found in all 4 areas (work history, educational background, typos and spelling errors and proper tense related to work experience) rated on the checklist at the .000 level.
Self-Knowledge

• Among students participating in programs and services of the Campus Recreation Department who participated in the NASPA Consortium Study, 84.80% said that it has increased their self confidence. This is compared to a national average of 80.57%.

• Eighty-eight percent of students who completed a survey about their experiences with Counseling Services said that it improved their self-esteem.

• Upon completion of a career interpretation for SFA 101, students are asked to list 3 occupations within their results that match their personality and/or interests. Ninety-two percent were able to do so.

• As a result of utilizing the services of disability services, students were better able to advocate on their own behalf. Among students responding to the Disability Services survey 92.59% agreed that they were better able to request their needed accommodations. Faculty were asked to evaluate students receiving accommodations in their classes. According to the faculty assessment, 90% of disability services clients were able to demonstrate their knowledge for receiving testing accommodations compared to 78.28% in 2010.

• More than 86% of participants of the “Week of Reflection” program who responded to a survey said that it made them think about learning in a new way and 87% said that it made them think about how what they are learning is changing them.

“I learned that it is good to look back over what you have done, as well as to look and see what other people have done in your life to make you better. -Participant in the “Week of Reflection.”
Scholarship and Inquiry

• In comparing the responses from the pre-Orientation and post-Orientation surveys, there was an increase in student knowledge of core curriculum requirements for their major and minor because of participation in Orientation. The response of “Strongly Agree” increased from 15.38% of the pre-Orientation survey participants to 55.43% of the post-Orientation survey participants, giving an increase of 40.05%. For the response of “Moderately Agree,” there was an overall increase of 4.4%, from 32.93% on the pre-Orientation survey to 37.33% on the post-Orientation survey. These results show that after participation in Orientation, 92.76% of respondents either strongly or moderately agree that they are able to identify curriculum requirements.

• In 2010, 2047 students participated in Orientation. The mean grade point average of this group was 2.33; 92 students did not participate in Orientation, and their mean grade point average was 1.85.

• Among students who participated in Counseling, 93% said that it helped them meet their educational goals.

• Among students who participated in Peer Involvement Advising, 97% persisted from Fall to Spring. This is compared to 89.1% overall and is an improvement over 95% Fall to Spring retention in 2009.

• In Fall 2010, Disability Services’ clients had an Average GPA of 2.60. As compared to the SFA overall Fall 2010 GPA of 2.75. SFA Students utilizing Disability Services have GPA near the overall campus average for three consecutive years. Additionally, 78.4% of the clients had GPA 2.0 or greater.

“\n\n“When I came to SFA my first semester I did not use disability services and my grades were not very good. I struggled continuously with taking tests in a classroom. I got the accommodations I needed to be successful here at SFA. Disability services is very supportive. I think of them as a second family. I believe that I would not have made it through nursing school or even gotten accepted into the excellent nursing program without disabilities services being there to accommodate my needs.” -- Disability Services Client
Wellness

• Almost 91% of students responding to the NASPA Consortium study of Campus Recreation said that they have seen an increase in their overall health as a result of participating in the Campus Recreation program.
• Among students responding to the NASPA Consortium study of Campus Recreation survey, 78% reported that their participation with Campus Recreation increased their interest in staying fit and healthy. This is compared to a 64% national average.
• Upon a six-week follow-up after a judicial hearing in the Office of Student Rights and Responsibilities, 94% of the respondents agreed they had a better understanding of the impact of negative behaviors on their personal wellness goals.
• More than 91% of the respondents to the Beyond the Classroom survey who had participated in the programs and services of the University Police Department indicated that as a result of participating they were better able to recognize and avoid behaviors which place their safety in jeopardy.
• Ninety-five percent of students who responded to a survey about their experiences in Counseling Services said that it caused them to take steps to make healthy and more balanced choices regarding emotional, intellectual, physical and spiritual health.
• Discipline reports from Residence Life showed an increase in alcohol and drug reporting in the 2010-11 school year. This is attributed to staff being better acquainted with the residents and better able to judge impairments in students’ behavior.

“I have played intramurals every semester that I have been here at SFA, and it has been a great experience.” –Intramural Participant
Trend analysis of our learning outcomes from the past three years indicated that students' awareness of learning “Ethics and Values” from our programs was lower than any other learning outcome. Only 57% of students indicated that they were learning this from our programs. This was almost 10 points lower than the next lowest outcome (Wellness) and more than 25 points lower than the highest outcome (Self-Knowledge). In response, Student Affairs worked with Student Government Association to create The SFA Way and promoted it widely during the year. This year, students' awareness of “Ethics and Values” rose nearly 10 points. This was the second highest growth of any learning outcome (and was .44 points lower than the highest growth).

The 2010 Self-Assessment using the Standards from the Council for the Advancement of Standards in Higher Education (CAS) from Counseling and Career Services indicated that the program needed to place increased emphasis on learning and development outcomes in their programs, specifically providing students with Life Skills. This required a shift in resources. When an opportunity arose to transition the tracking and administration of Student Employment to the Office of Human Resources, Career Services was free to place additional emphasis on what students learn from employment. Additionally, favorable outcomes from Career Assessment and Interpretation suggested that exposing more students to these instruments could spark additional growth in the Life Skills outcome. Student employees in the office trained to do resume critiques increased the number of resume critiques as well. During this time, the saliency of the Life Skills learning outcome grew 9.13 points (more than any other outcome).

In the Health Clinic, student satisfaction with their experience with our physicians indicated that they sometimes felt as if the doctor was rushed, and scores for many physicians in the area of “courtesy” were lacking. Since tracking these outcomes in 2009, they have been a regular topic of discussion in meetings with the Director of Health Services. All four doctors have demonstrated improvement in key areas. For instance, the lowest score related to the doctor taking time to understand symptoms has grown from 70% agreement to 89% agreement. The lowest score with regard to “the doctor treated me courteously” went from 74% to 83%.

The 2010 CAS Self-Study conducted by the Office of Multicultural Affairs indicated that collaboration with academic areas was “minimally met.” In response, the office increased the number of event co-sponsorships and other collaborative efforts from 1 in 2009-10 to 6 in 2010-11. As a result, the program has seen increase participation from academic departments in the programs of Multicultural Affairs.

Since Residence Life professional staff members began conducting “Knock and Talk” visits with residents connected to Early Alert, engagement between the staff members and the students they serve has noticeably improved.
Conclusion: The increase in students’ awareness of their personal growth related to our articulated learning outcomes is heartening. It seems to demonstrate the maxim, “What is measured, will be done.” The increased emphasis on articulating and measuring learning outcomes appears to be sending an important message to the students participating in programs within University Affairs that these experiences are more than “extra” curricular, they are a part of their learning and development in college.

Programs such as Early Alert and the Involvement Center are having measurable impact on the success and persistence of all students, but particularly on first-year students. Jack Camp continues to deeply engage students and prepare them to engage socially, connect institutionally and succeed academically. The same can be said for the Orientation program which helps students acquire the skills they need to succeed at SFA; namely, to bond with their academic advisor, to meet other students from diverse backgrounds and to learn to make choices that will promote their success.

As we look forward, areas for growth will include better tracking of Leadership, Wellness and (to a lesser extent) Cultural Competence as divisional assessment priorities. We must also strive to understand how the division affects the social and academic engagement of students. In so doing, we can better impact many of the most significant institutional priorities for SFA.

Assessment Committee:
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Dr. Peggy Scott, Student Rights and Responsibilities
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Jennifer Davis, Career Services
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