



## **Introduction**

Stephen F. Austin State University (SFA) is focused on student success and strives to identify opportunities for improvement in student learning and personal development. SFA is regionally accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), an organization which emphasizes “foundations for quality enhancement.”

To evaluate the effectiveness of its supportive learning environment, SFA engages in ongoing assessment through a variety of methods, including the National Survey of Student Engagement (NSSE). This survey is coordinated by the Indiana University Center for Postsecondary Research and is additionally supported by the University of Texas System administration.

NSSE results offer valuable insights into the quality of undergraduate learning and contribute to national benchmarks for effective educational practices. These findings help inform institutional strategies for continuous improvement and student success.

## **Methodology**

### *NSSE Overview*

NSSE has been collecting data from students at four-year colleges and universities around the country since 2000. Students at SFA participated in the 2024 national administration along with approximately one million other first-year and senior students. The students sampled in 2024 were selected from data files provided by 373 participating four-year colleges and universities (362 in the US, 5 in Canada and 6 in other countries). Approximately 187,229 students from this sample responded.

The 2024 NSSE administration marks the fifth SFA cycle using the substantially revised survey format introduced in 2013. According to extensive research conducted by the NSSE Institute, the updated instrument is “built upon years of evidence-based testing, institutional feedback, and recent advances in educational and survey research.”

Compared to the 2011 version, approximately 25% of the survey items are new, while a similar proportion remains unchanged. Among the revised items, half were modified significantly and half underwent minor adjustments. Additionally, select questions were removed to maintain a consistent overall survey length.

The number of response values vary by prompt. For responses subjected to mean calculations and statistical comparisons across groups, recorded values span from low (indicating less favorable perceptions) to high (indicating more favorable perceptions). Significantly higher or lower institutional mean response values, based on comparisons with peer group averages, are identified using data from the National Survey of Student Engagement (NSSE), administered by the Indiana Center for Postsecondary Research. Statistical significance is determined using effect sizes and unrounded p-values: \* $p < .05$ , \*\* $p < .01$ , \* $p < .001$  (two-tailed).

The NSSE sampling methodology calls for either a census of all first-year and senior students or a random selection of an equal number of students from each group, with the sample size based on total undergraduate enrollment.



To focus student engagement and guide institutional improvement efforts, NSSE organizes response means from the 39 survey prompts into four engagement themes, with each theme consisting of multiple *Engagement Indicators*:

- **Academic Challenge**
  - *Higher Order Learning*
  - *Reflective and Integrative Learning*
  - *Learning Strategies*
  - *Quantitative Reasoning*
- **Learning with Peers**
  - *Collaborative Learning*
  - *Discussions with Diverse Others*
- **Experience with Faculty**
  - *Student-Faculty Interaction*
  - *Effective Teaching Practices*
- **Campus Environment**
  - *Quality of Interactions*
  - *Supportive Environment*

Each *Engagement Indicator* provides valuable information about a distinct aspect of student engagement by summarizing student responses to a set of related survey questions. The new *Engagement Indicators* replace the *Benchmarks of Effective Educational Practice* used in prior analyses of NSSE survey responses.

In addition to the primary NSSE survey, institutions may choose optional topical modules for more detailed study alongside the main administration process.

### *NSSE 2023 Context and Comparison Groups*

The 2023 NSSE cohort closely reflects the national profile of four-year colleges and universities in terms of institutional type, size, region, and location. However, a few caveats apply: Master's Colleges and Universities with larger programs are slightly overrepresented, while Baccalaureate Colleges—Diverse Fields and institutions enrolling fewer than 1,000 undergraduates are somewhat underrepresented.

Each year, participating institutions may customize their NSSE reports by selecting up to three comparison groups. For 2024, SFA chose the following peer sets for benchmarking:

- All participating Texas public universities
- All participating SFA state peers
- All NSSE 2023 and 2024 institutions



### *NSSE 2024 SFA Survey Administration*

In the fall of 2023, the SFA Office of Strategic Analytics and Institutional Research (SAIR) prepared potential student respondent data. During the spring of 2024, SAIR coordinated with the NSSE Institute to administer the survey. Several aspects of the survey administration—emailing student surveys, distributing follow-up contacts with non-respondents, and completion of initial data analysis—were handled by NSSE.

SFA administered the 2024 NSSE using the census option via email recruitment, in which all eligible students received an initial survey invitation followed by up to four reminder emails. To ensure the accuracy of the survey population, SAIR provided NSSE with a comprehensive list of all first-year and senior students registered for the fall term. Prior to survey launch, SAIR reviewed and updated enrollment and graduation statuses to confirm a valid and available respondent group.

Survey invitations were sent from SFA President Neal Weaver, reinforcing the importance of participation. Students received four email contacts, each containing a direct link to the web-based survey.

In appreciation of their participation, the first 400 students who completed the survey were rewarded with a \$25 Amazon gift card. The chances of winning were based on the total number of students that completed surveys, providing additional motivation for students to promptly complete the survey and claim their rewards.

For the 2024 NSSE administration, SFA selected two additional topical modules to gain deeper insights into academic advising and student mental health and well-being. These modules were administered alongside the core NSSE survey.

- The Academic Advising module includes 34 response items derived from five prompts, designed to evaluate students' advising experiences—covering both frequency of engagement and specific advising activities.
- The Mental Health and Well-Being module offers 41 response items from five prompts, focusing on students' emotional, psychological, and social wellness.

### *Alignment with Texas Customer Service Categories*

NSSE survey results also align with specific customer service categories mandated by Texas legislation. The legislation requires institutions to report survey findings across seven defined Customer Service Categories. Data addressing these categories may be sourced from instruments such as NSSE.

A detailed list of the required categories, along with the corresponding NSSE questions and response data, is provided in the appendix of this summary.



### **Result Highlights**

- Nearly 1,000 SFA students contributed
- Highest SFA response rate in NSSE 20-year administration history.
- SFA 2024 response rate is higher than each national comparison group, including all NSSE 2023 & 2024, Texas public universities, and SFA Texas peers

### **Significant Strengths by Survey Type**

#### *Core Survey – Student Engagement*

- Engagement strengthens from first year to senior year
- Strong faculty-student interaction
- High scores in 'Discussions with Diverse Others' and 'Supportive Campus Environment'
- Higher means in collaborative learning, reflective/integrative learning, learning strategies, and quantitative reasoning
- Positive ratings for effective teaching practices
- Supportive campus environment

#### *Academic Advising*

- Higher engagement with advisors
- Advisors proactively follow up on academic progress
- Seniors report more advising discussions; first-years nearly match
- Advisors more helpful in goal-setting and planning

#### *Mental Health & Well-Being*

- Strong perceived support from advisors, instructors, and campus community
- Greater awareness of substance abuse resources
- More favorable ratings for affordable housing resources

### **Opportunities for Improvement**

- Lower higher-order learning among first-year students
- Senior students rate online advising system significantly lower
- Challenges with homesickness, finances, and internet access

### **Updates and Context**

The response means of only a few individual questions were significantly lower than those of comparison groups. This represents improvement from the 2013 administration, when SFA response means within the Academic Challenge engagement them were significantly lower than the comparison groups, especially for first-year students.

Numerous operational and technology changes have been implemented or are in-progress since the survey administration. Some specific examples related to the *Opportunities for Improvement* are: curricular changes, degree map refinements, technical infrastructure and software applications, student support reorganization, and Student Experience Project launch.

### **Recommendations**

- Engage campus focus groups, with particular emphasis on student-based populations to:
  - Further study the opportunities identified and create actions plans effective in 2025-26.
  - Leverage strengths noted and consider additional enhancement or ways to support known opportunities
- Re-evaluate and monitor the strengths and opportunities during the 2026 NSSE Administration as well as through institutionally-determined practices.



### **Results Analysis and Overview**

- The NSSE instrument was completed by 940 SFA students (497 first-year; 443 seniors). The SFA response rate was 28% for first-year students and 27% for senior students. The SFA response rate was higher than the Texas Public, Texas Peer institutions, and NSSE comparison groups.
- SFA responses by gender were similar between comparison groups for first-year students (62% female and 38% male) and senior students (64% female and 36% male).
- SFA comparison groups were approximately 57% female and 42% male for first year students and 59% female and 40% male for senior students.
- The ethnic distribution of SFA respondents was similar to the SFA student body population.

### **NSSE Core Survey Engagement Indicators**

Student engagement at SFA is perceived as strong, and engagement appears to strengthen as students progress to the senior year. Additionally, engagement in relation to the ways in which students interact with faculty appears to be a particular strength for SFA. NSSE Engagement Themes *Discussions with Diverse Others* and *Supportive Campus Environment* are consistently engagement strengths for SFA.

Responses to NSSE's core survey indicate that SFA students are effectively engaged in several areas.

- Reported means for collaborative learning and discussions with diverse others are significantly higher for both first-year and senior students at SFA compared to all comparison groups (Tables 4-5).
- SFA first year students enjoy high quality student faculty interactions compared to other institutions (Table 6).
- Both first year and senior students at SFA rate their experiences with faculty at the institution significantly higher than Texas public, Texas Peers and all NSSE comparison group (Table 8).
- Significantly more SFA senior students reported positive experiences associated with effective teaching practices compared to other institutions (Table 9).
- SFA first-year and senior students frequently reported more instances of reflective and integrative learning, learning strategies, and quantitative reasoning compared to other institutions (Tables 1-3).
- Compared to most comparison groups, more SFA students enjoyed a campus environment that provided them with the support needed to succeed (Table 7).

SFA NSSE responses also indicate opportunities for improvement in the following area.

- SFA first-year students reported significantly lower higher-order learning compared to other institutions.

The response means of only a few individual questions were significantly lower than those of comparison groups. This represents improvement from the 2013 administration, when SFA response means within the engagement theme *Academic Challenge* were significantly lower than the comparison groups, especially for first-year students.



### **Results Analysis and Overview (continued)**

#### **Topical Module – Academic Advising**

Responses to the Academic Advising topical module survey indicate strengths in multiple areas.

- Students at SFA are significantly more engaged with their academic advisors than students at comparison institutions (Tables 10-11).
- Students at SFA feel that academic advising staff reached out about academic progress or performance and followed up regarding something they recommended significantly more than students at comparison institutions (Tables 12-13).
- Senior students at SFA reported significantly more instances of all included academic advising discussion topics compared to other institutions; first year students at SFA reported significantly more instances of all but one of the included academic advising discussion topics (Tables 14-15).
- SFA students report that their assigned academic advisors are significantly more helpful in developing academic goals and future plans (Tables 16-17).

Responses to the Academic Advising topical module survey also indicate opportunities for improvement in some areas.

- While first year students' perception that SFA's online advising system is helpful is not significantly different than students' perceptions at comparison institutions, it is slightly lower; whereas senior students' perception regarding the helpfulness of SFA's online advising system is significantly lower than students' perceptions at comparison institutions (Tables 16-17).

#### **Topical Module – Mental Health and Well-Being**

According to NSSE, the "Mental Health and Well-Being Topical Module provides colleges and universities an opportunity to understand and address current concerns about students' emotional, psychological, and social wellness. Results will help institutions promote well-being by purposefully creating supportive environments and providing necessary resources for students to thrive. This module assesses students' experiences related to a range of dimensions for mental health and well-being. It also examines sources of support and explores students' perceptions about campus resources."

SFA responses to the Mental Health and Well-Being topical module survey indicate strengths in multiple areas.

- Students at SFA feel that their academic advisors, instructors, and respective communities support their mental health and well-being significantly more than students at comparison institutions (Tables 20-21).
- Significantly more students at SFA know how to get help for substance abuse than students at other institutions, and first-year students seem particularly aware of campus resources that are available to them (Tables 22-23).
- Students at SFA feel that the university provides significantly more adequate affordable student housing resources than other institutions (Tables 24-25).





**Results Analysis and Overview (continued)**

Responses to the Mental Health and Well-Being topical module survey also indicate opportunities for improvement in some areas.

- Students at SFA seem to have significantly more difficulty with homesickness and finances than students at comparison institutions (Tables 18-19).
- While first year students' perception that SFA provides adequate access to reliable internet is not significantly different than students' perceptions at comparison institutions, it is slightly lower; whereas senior students' perception regarding SFA's provision of reliable internet is significantly lower than students' perceptions at comparison institutions (Tables 24-25).



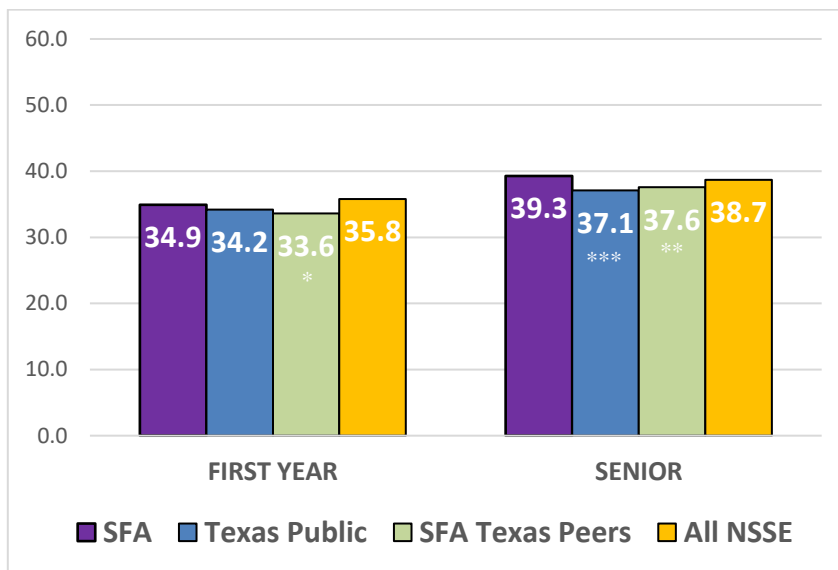
**Result Details**

**NSSE Engagement Theme  
*Academic Challenge***

**Reflective & Integrative Learning**

Within the NSSE theme *Academic Challenge*, SFA response means were significantly higher than the comparison groups for the *Reflective and Integrative Learning* Engagement Indicator for first-year students compared to SFA's Texas Peer institutions, and for senior students compared to Texas Public universities and SFA's Texas Peer institutions.

(Comparisons that are statistically significant are denoted with one or more asterisks.)



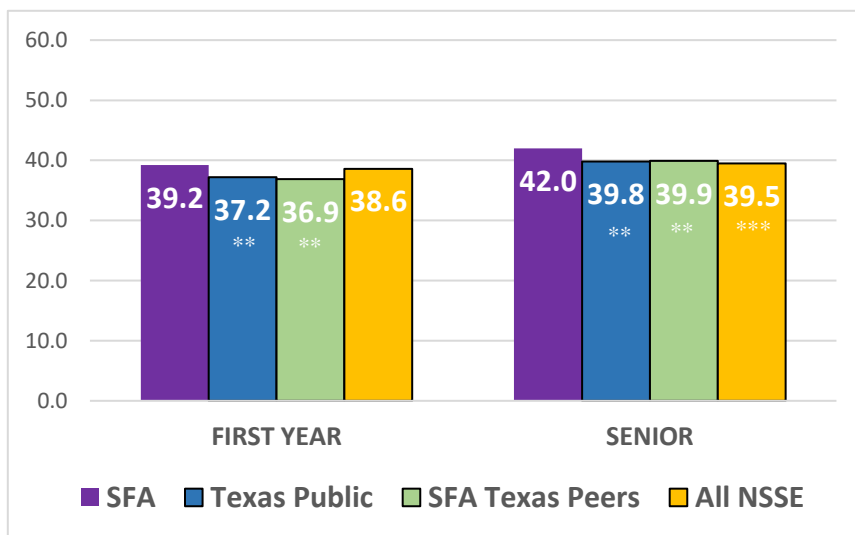
*Table 1*

**NSSE Engagement Theme  
*Academic Challenge***

**Learning Strategies**

SFA response means were significantly higher than the comparison groups for the Learning Strategies Engagement Indicator for first-year students compared to Texas public universities, SFA's Texas peer institutions, and for senior students compared to Texas Public universities, SFA's Texas Peer institutions and all NSSE institutions.

(Comparisons that are statistically significant are denoted with an asterisk.)



*Table 2*



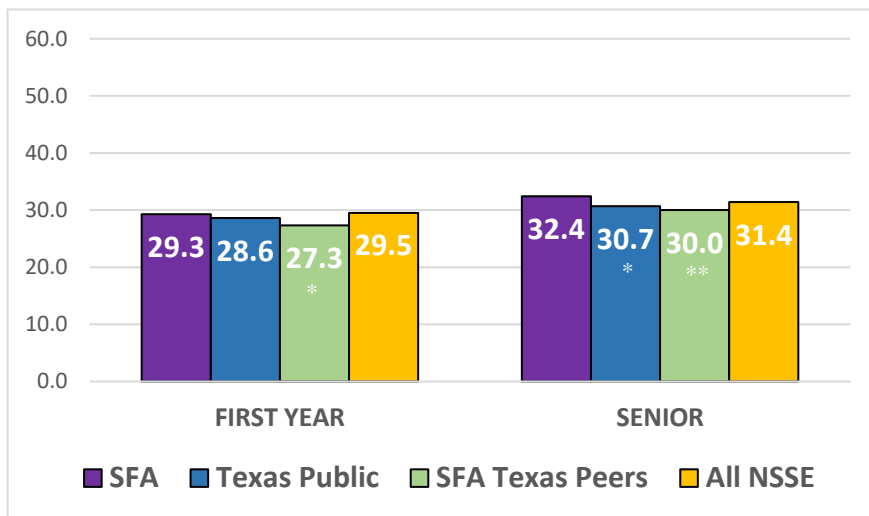


**Result Details (continued)**

**NSSE Engagement Theme  
*Academic Challenge***

**Quantitative Reasoning**

SFA response means were significantly higher than the comparison groups for the Quantitative Reasoning Engagement Indicator for first-year students compared to SFA's Texas Peer institutions, and for senior students compared to Texas Public universities and SFA's Texas Peer institutions.



*Table 3*

(Comparisons that are statistically significant are denoted with an asterisk.)

**Other**

SFA response means were not found to be significantly different than the comparison groups for the Engagement Indicator *Higher Order Learning*.



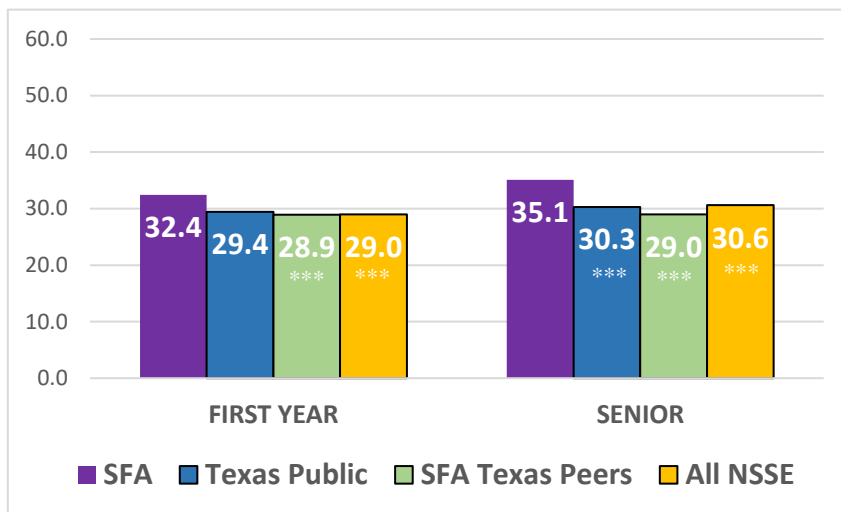
**Result Details (continued)**

**NSSE Engagement Theme  
*Learning with Peers***

**Collaborative Learning**

SFA response means were significantly higher than the comparison groups for the *Collaborative Learning* Engagement Indicator for both first-year and senior students compared to Texas Public universities, Texas Peer institutions, and all NSSE institutions.

(Comparisons that are statistically significant are denoted with an asterisk.)

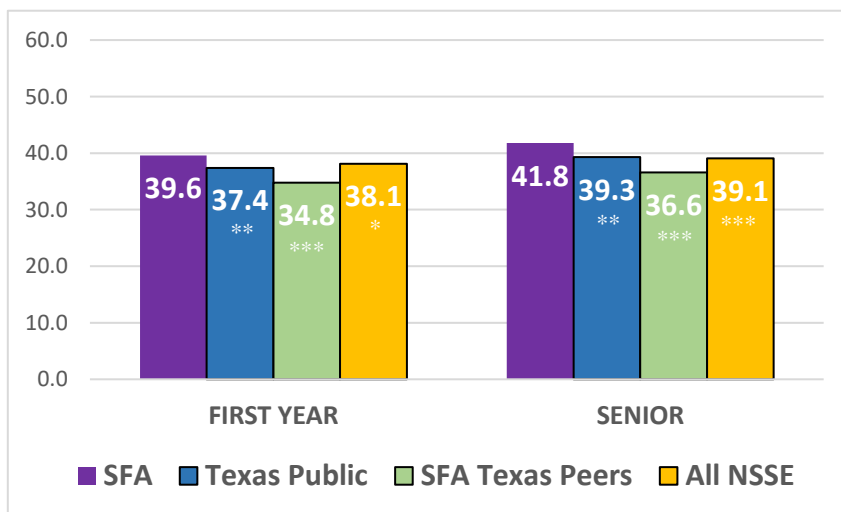


*Table 4*

**Discussions with Diverse Others**

SFA response means were significantly higher than the comparison groups for the *Discussions with Diverse Others* Engagement Indicator for both first-year and senior students compared to Texas Public universities, SFA's Texas Peer institutions, and all NSSE institutions.

(Comparisons that are statistically significant are denoted with an asterisk.)



*Table 5*



**Result Details (continued)**

**NSSE Engagement Theme  
*Campus Environment***

**Quality of Interactions**

SFA response means were significantly higher than the comparison groups for the *Quality of Interactions* Engagement Indicator for first-year students compared to Texas Public universities, and all NSSE institutions.

(Comparisons that are statistically significant are denoted with an asterisk.)

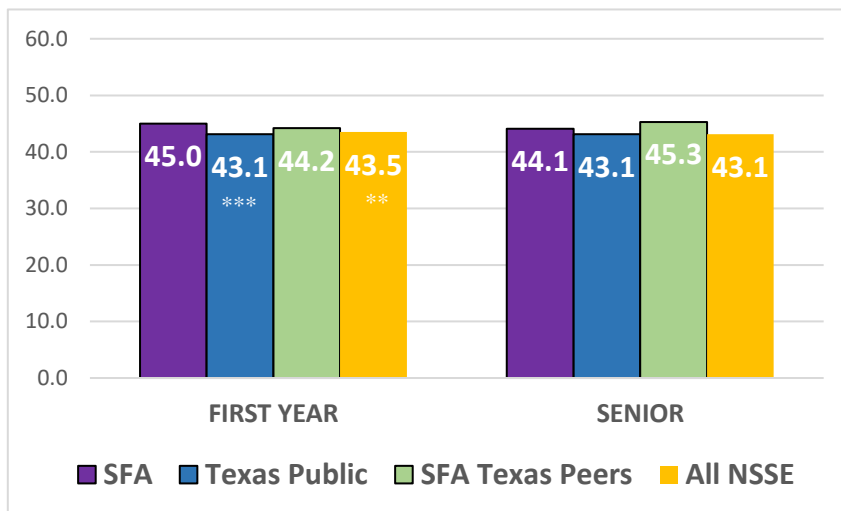


Table 6

**Supportive Environment**

SFA response means were significantly higher than the comparison groups for the *Supportive Environment* Engagement Indicator for first-year students compared to Texas public universities, SFA's Texas Peer institutions, and all NSSE institutions; and for senior students compared to Texas public universities and all NSSE institutions.

(Comparisons that are statistically significant are denoted with an asterisk.)

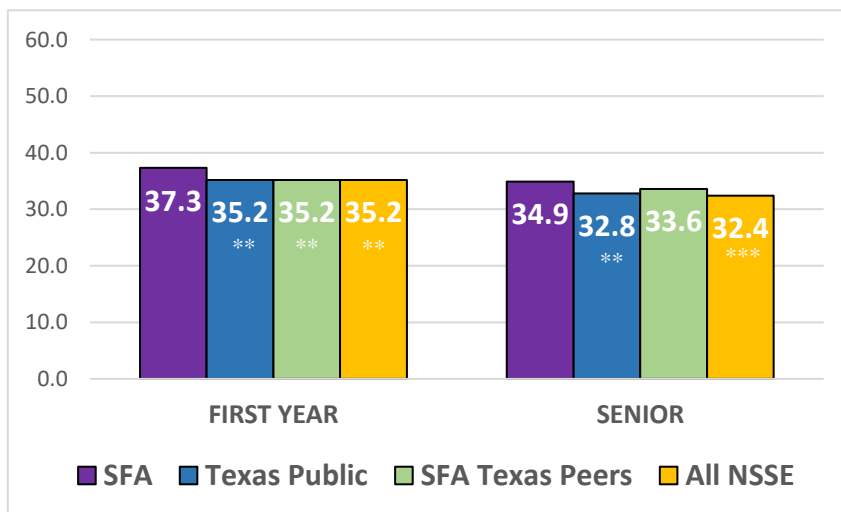


Table 7

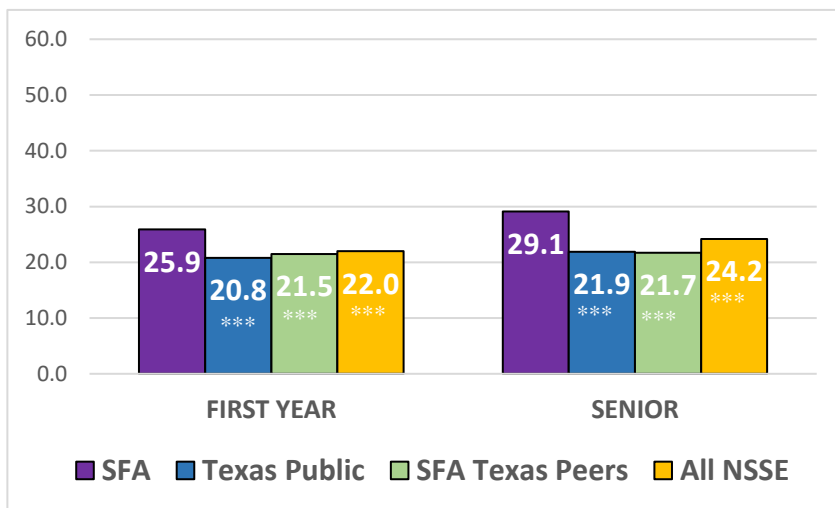


## **NSSE Engagement Theme *Experience with Faculty***

### **Student-Faculty Interaction**

SFA response means were significantly higher than the comparison groups for the *Student-Faculty Interaction* Engagement Indicator for both first-year and senior students compared to Texas public universities, SFA's Texas peer institutions and all NSSE institutions.

(Comparisons that are statistically significant are denoted with an asterisk.)

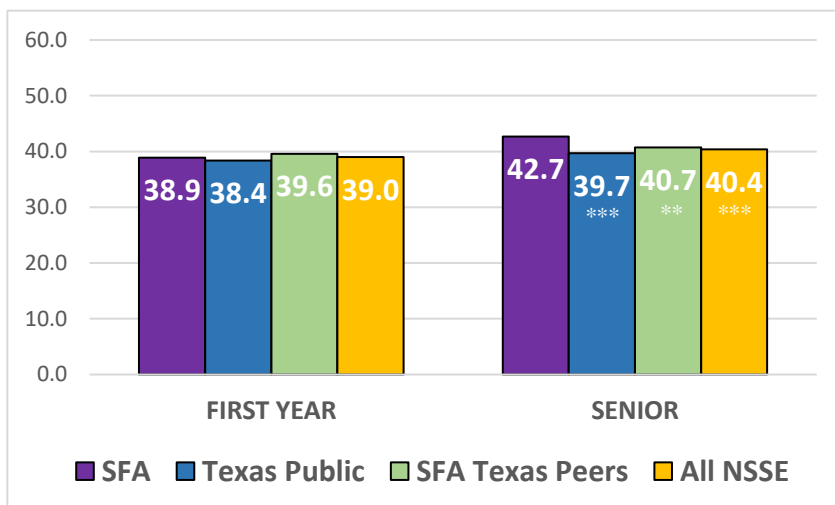


*Table 8*

### **Effective Teaching Practices**

SFA response means were significantly higher than the comparison groups for the Effective Teaching Practices Engagement Indicator for senior students compared to Texas public universities, SFA's Texas peer institutions, and all NSSE institutions.

(Comparisons that are statistically significant are denoted with an asterisk.)



*Table 9*



**Result Details (continued)**

**NSSE Topical Module  
Academic Advising**

In response to the question “During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with the following individuals?” these are the responses for first year and senior SFA students with the most significant deviations from comparison means. Both first-year and senior students at SFA responded that their assigned advisor as well as faculty or instructors not assigned to advise them discussed these academics topics with them significantly more frequently than was reported at comparison institutions. First-year students at SFA suggested similar engagement from success or academic coaches and Peer advisors or mentors compared to reported means from comparison institutions.

**First-Year Students**

Item	SFA	Comparison	Significance
Student’s assigned advisor	2.6	2.3	***
Non-advisory faculty/instructor	1.4	1.2	**
Success/academic coach	1.0	0.8	**
Peer advisor or mentor	1.4	1.1	**

*Table 10*

**Senior Students**

Item	SFA	Comparison	Significance
Student’s assigned advisor	2.6	2.2	***
Non-advisory faculty/instructor	1.6	1.4	*
General advisor	1.5	1.4	
Peer advisor or mentor	0.9	0.8	

*Table 11*



**Result Details (continued)**

**NSSE Topical Module  
Academic Advising**

The following responses pertain to the question: “Thinking about academic advising, how much have people and resources at your institution done the following?” Both first year and senior students at SFA reported significantly more instances of people and resources affiliated with advising reaching out about academic progress and performance as well as following up regarding something they recommended, than did students at comparison institutions. First year SFA students also reported significantly more instances of advising services asking questions about their educational background and needs AND providing prompt and accurate information than did students at other institutions. While, senior SFA students reported significantly more instances of advising services caring about their overall well-being and notifying them about policies and deadlines.

**First-Year Students**

Item	SFA	Comparison	Significance
Reached out about progress/performance	2.6	2.3	***
Asked about background and needs	2.5	2.3	***
Followed up about recommendations	2.5	2.4	**
Provided prompt/accurate information	3.0	2.9	**

*Table 10*

**Senior Students**

Item	SFA	Comparison	Significance
Reached out about progress/performance	2.4	2.2	**
Followed up about recommendations	2.4	2.3	**
Cared about your overall well-being	2.9	2.8	**
Notified you about policies or deadlines	2.9	2.7	**

*Table 13*





**Result Details (continued)**

**NSSE Topical Module  
Academic Advising**

The following responses pertain to the question: “Thinking about academic advising, about how often did someone at your institution discuss the following with you?” Both first-year and senior students at SFA reported significantly more instances of discussing how their major relates to their goals and future plans, what their academic goals and future plans are, resources for their well-being, and their participation in cocurricular activities with individuals associated with academic advising, than students at comparison institutions.

**First-Year Students**

Item	SFA	Comparison	Significance
How your major relates to goals/plans	3.8	3.4	***
Academic goals and future plans	3.7	3.4	***
Participation in cocurricular activities	3.2	2.9	***
Resources for your well-being	3.3	3.1	**

*Table 14*

**Senior Students**

Item	SFA	Comparison	Significance
How your major relates to goals/plans	3.7	3.3	***
Participation in cocurricular activities	3.0	2.7	***
Academic goals and future plans	3.6	3.3	***
Resources for your well-being	3.1	2.8	***

*Table 15*



**Result Details (continued)**

**NSSE Topical Module  
Academic Advising**

The following responses pertain to the question: “How much have each of the following helped you develop your academic goals and future plans?” Both first-year and senior students consider their assigned advisors to have helped them develop their academic goals and future plans significantly more effectively than students at other institutions. First year students feel similarly about faculty or instructors not assigned to advise them, success or academic coaches, and their peer advisors or mentors, compared to first year students at comparison institutions, while senior SFA students feel similarly about academic advisors that are available to any students. However, senior students’ perception regarding the helpfulness of SFA’s online advising system is significantly lower than students’ perceptions at comparison institutions.

**First-Year Students**

Item	SFA	Comparison	Significance
Student’s assigned advisor	2.8	2.6	***
Non-advisory faculty/instructor	2.6	2.2	***
Success/academic coach	2.3	2.1	**
Peer advisor or mentor	2.3	2.2	*

*Table 11*

**Senior Students**

Item	SFA	Comparison	Significance
Student’s assigned advisor	2.7	2.5	***
General advisor	2.3	2.2	**
Non-advisory faculty/instructor	2.4	2.3	
Online advising system	2.2	2.4	***

*Table 17*



**Result Details (continued)**

**NSSE Topical Module  
Mental Health and Well-Being**

In response to the question “During the current school year, how difficult have the following been for you?” these are the responses for first year and senior SFA students with the most significant deviations from comparison means. “Homesickness” and “Finances” are significant concerns for both classifications of SFA students compared to students at other institutions. First-year students also appear more concerned about employment and discrimination or harassment than students at other institutions.

**First-Year Students**

Item	SFA	Comparison	Significance
Employment	3.7	3.3	***
Homesickness	3.0	2.6	***
Discrimination or harassment	1.7	1.5	**
Finances	4.0	3.9	*

*Table 18*

**Senior Students**

Item	SFA	Comparison	Significance
Homesickness	2.3	2.1	**
Finances	4.3	4.1	**
Academics	4.1	4.1	
Physical Health	3.6	3.6	

*Table 19*



**Result Details (continued)**

**NSSE Topical Module  
Mental Health and Well-Being**

The following responses pertain to the question: “To what extent have the following supported your mental health and well-being?” Both first-year and senior students at SFA consider their academic advisor, instructors, and Communities that matter to them to have supported their mental health and well-being, at more significant rates than peers at other institutions. Additionally, first-year students felt student services staff to be similarly supportive, while senior students felt similarly about their friends.

**First-Year Students**

Item	SFA	Comparison	Significance
Your academic advisor	2.1	1.6	***
Communities that matter to you	2.3	2.0	***
Your instructors	2.0	1.8	***
Student Services Staff	4.0	3.9	**

*Table 12*

**Senior Students**

Item	SFA	Comparison	Significance
Your instructors	2.1	1.9	***
Your academic advisor	1.7	1.5	***
Communities that matter to you	4.1	4.1	**
Your friends	3.6	3.6	**

*Table 21*



**Result Details (continued)**

**NSSE Topical Module  
Mental Health and Well-Being**

The following responses pertain to the question: “If you were to experience the following problems, would you know how to get help at your institution?” Compared to students at other institutions, significantly more SFA students know how to get help for substance abuse. Additionally, significantly more first-year SFA students know how to get help for sleep difficulty, housing insecurity, and lack of care for dependents; while more seniors at SFA know how to get help in the event of an emergency financial situation.

**First-Year Students**

Item	SFA	Comparison	Significance
Sleep difficulty	50%	39%	***
Substance abuse	64%	56%	***
Housing insecurity	59%	52%	**
Lack of care for dependents	48%	41%	**

*Table 2213*

**Senior Students**

Item	SFA	Comparison	Significance
Substance abuse	55%	48%	**
Emergency financial situation	48%	42%	*
Sleep difficulty	37%	33%	
Food insecurity	62%	59%	

*Table 23*



**Result Details (continued)**

**NSSE Topical Module  
Mental Health and Well-Being**

The following responses pertain to the question: “Thinking about resources on campus, to what extent does your institution provide adequate resources in the following areas?” Both first year and senior students at SFA feel that SFA provide significantly more adequate affordable housing resources for students. Senior students feel that SFA provides significantly more adequate mental health counseling resources and dining options that meet students’ dietary needs (such as vegetarian, kosher, halal, and gluten-free meals). whereas senior students’ perceptions regarding SFA’s provision of reliable internet is significantly lower than students’ perceptions at comparison institutions.

**First-Year Students**

Item	SFA	Comparison	Significance
Affordable housing for students	2.2	2.0	***
Mental health counseling	2.9	2.8	
Dining options for diet needs	2.6	2.6	
Access to reliable internet	2.7	2.7	

*Table 24*

**Senior Students**

Item	SFA	Comparison	Significance
Affordable housing for students	2.1	1.8	***
Mental health counseling	2.8	2.6	**
Dining options for diet needs	2.6	2.5	**
Access to reliable internet	2.7	2.9	***

*Table 25*

**NSSE Topical Module  
Mental Health and Well-Being**

In response to the prompt “To what extent to do you agree or disagree with the following statements?” no significant deviations from comparison means were recorded for the following statements:

- I have access to affordable, healthy food.
- I am satisfied with the amount of exercise that I get.
- I am satisfied with the amount of time I spend on recreational and leisure activities.
- I get an adequate amount of support for my well-being from my institution.





## **Appendix A**

### **Texas Legislation Customer Service Categories**

In 1999, the Texas Legislature passed Senate Bill 1563, requiring state agencies to assess “customer satisfaction.” SFA routinely evaluates customer satisfaction and formally utilizes instruments such as NSSE to identify areas for improvement. The legislation specifies seven distinct Customer Service Categories for which survey results must be reported. Data addressing these categories may be sourced from surveys like NSSE. The categories are:

- Facilities
- Staff
- Internet Sites
- Complaint-Handling
- Service Timeliness
- Printed Information
- Communication

Below are results from the NSSE core survey and topical modules *Academic Advising* and *Mental Health and Well-Being* which correspond to each Customer Service Category.



**Appendix A**  
**Texas Legislation Customer Service Categories (continued)**

**Customer Service Category: Facilities**

**1. Adequacy of Campus Resources – Mental Health and Well-Being Topical Module**

The following responses pertain to the question: “Thinking about resources on campus, to what extent does your institution provide adequate resources in the following areas?” Both first year and senior students at SFA feel that SFA provide significantly more adequate affordable housing resources for students. Senior students feel that SFA provides significantly more adequate mental health counseling resources and dining options that meet students’ dietary needs (such as vegetarian, kosher, halal, and gluten-free meals). whereas senior students’ perceptions regarding SFA’s provision of reliable internet is significantly lower than students’ perceptions at comparison institutions.

**First-Year Students**

Item	SFA	Comparison	Significance
Affordable housing for students	2.2	2.0	***
Mental health counseling	2.9	2.8	
Dining options for diet needs	2.6	2.6	
Access to reliable internet	2.7	2.7	

**Senior Students**

Item	SFA	Comparison	Significance
Affordable housing for students	2.1	1.8	***
Mental health counseling	2.8	2.6	**
Dining options for diet needs	2.6	2.5	**
Access to reliable internet	2.7	2.9	***



## 2. General Well-Being– Mental Health and Well-Being Topical Module

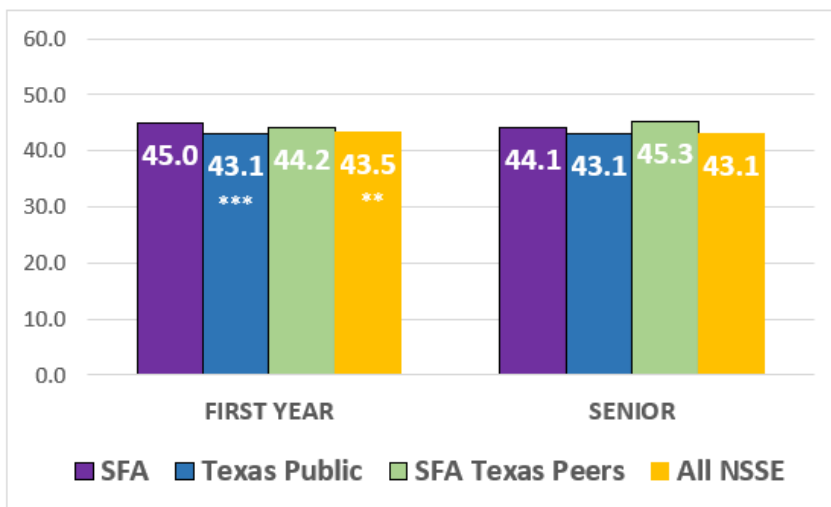
In response to the prompt “To what extent to do you agree or disagree with the following statements?” no significant deviations from comparison means were recorded for the following statements:

- I have access to affordable, healthy food.
- I am satisfied with the amount of exercise that I get.
- I am satisfied with the amount of time I spend on recreational and leisure activities.
- I get an adequate amount of support for my well-being from my institution.

### **Customer Service Category: Staff**

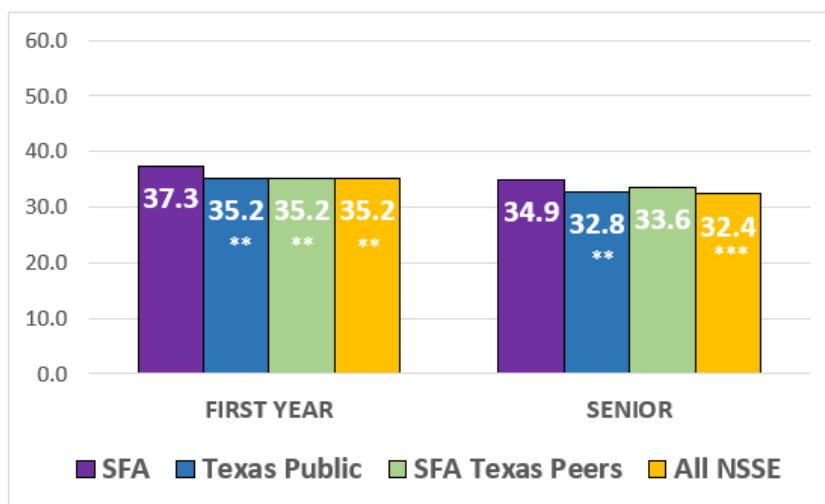
#### 1. Quality of Interactions – NSSE Core Survey Engagement Indicator

SFA response means were significantly higher than the comparison groups for the *Quality of Interactions* Engagement Indicator for first-year students compared to Texas public universities and all NSSE institutions.



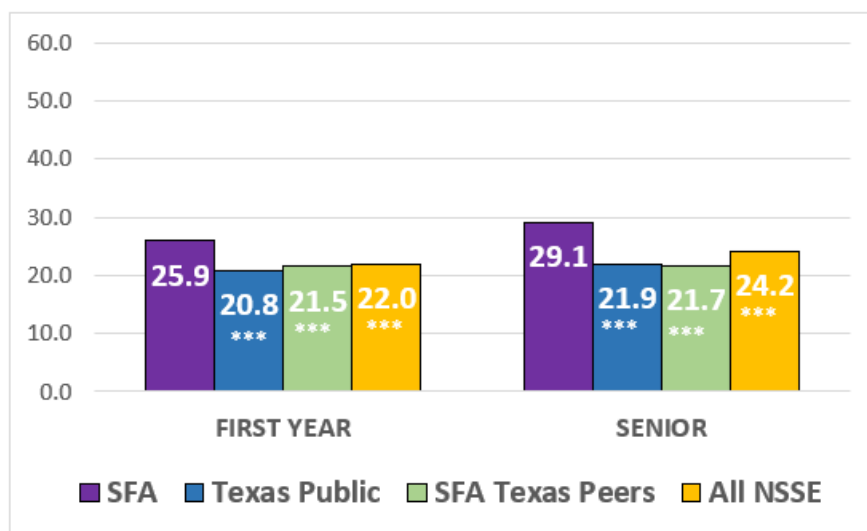
#### 2. Supportive Environment - NSSE Core Survey Engagement Indicator

SFA response means were significantly higher than the comparison groups for the *Supportive Environment* Engagement Indicator for first-year students compared to Texas public universities, SFA's Texas Peer institutions, and all NSSE institutions; and for senior students compared to Texas public universities and all NSSE institutions.



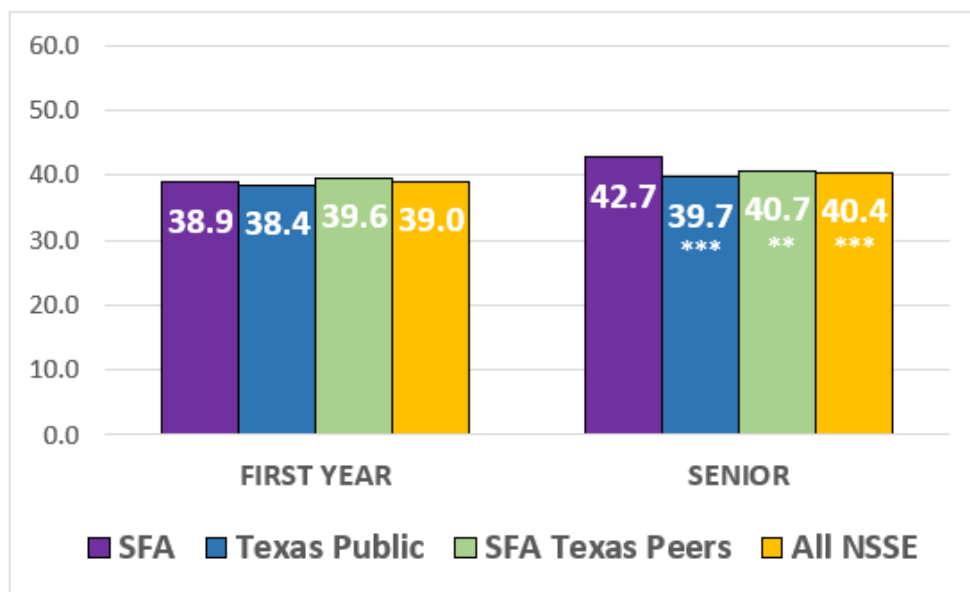
### 3. Student-Faculty Interaction - NSSE Core Survey Engagement Indicator

SFA response means were significantly higher than the comparison groups for the *Student-Faculty Interaction* Engagement Indicator for both first-year and senior students compared to Texas public institution peers, Texas Peer institutions and all NSSE institutions.



### 4. Effective Teaching Practices - NSSE Core Survey Engagement Indicator

SFA response means were significantly higher than the comparison groups for the Effective Teaching Practices Engagement Indicator for senior students compared to Texas public institution peers, Texas Peer institutions, and all NSSE institutions.



### 5. Student Support Systems– Mental Health and Well-Being Topical Module

The following responses pertain to the question: “To what extent have the following supported your mental health and well-being?” Both first-year and senior students at SFA consider their academic advisor, instructors, and Communities that matter to them to have supported their mental health and well-being, at more significant rates than peers at other institutions. Additionally, first-year students felt student services staff to be similarly supportive, while senior students felt similarly about their friends.

#### First-Year Students

Item	SFA	Comparison	Significance
Your academic advisor	2.1	1.6	***
Communities that matter to you	2.3	2.0	***
Your instructors	2.0	1.8	***
Student Services Staff	4.0	3.9	**



### Senior Students

Item	SFA	Comparison	Significance
Your instructors	2.1	1.9	***
Your academic advisor	1.7	1.5	***
Communities that matter to you	4.1	4.1	**
Your friends	3.6	3.6	**

### 6. Participants in Academics Conversations – Academic Advising Topical Module

In response to the question: “During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with the following individuals?” these are the responses for first year and senior SFA students with the most significant deviations from comparison means. Both first-year and senior students at SFA responded that their assigned advisor as well as faculty or instructors not assigned to advise them discussed these academics topics with them significantly more frequently than was reported at comparison institutions. First-year students at SFA suggested similar engagement from success or academic coaches and Peer advisors or mentors compared to reported means from comparison institutions.

### First-Year Students

Item	SFA	Comparison	Significance
Student’s assigned advisor	2.6	2.3	***
Non-advisory faculty/instructor	1.4	1.2	**
Success/academic coach	1.0	0.8	**
Peer advisor or mentor	1.4	1.1	**

### Senior Students

Item	SFA	Comparison	Significance
Student’s assigned advisor	2.6	2.2	***
Non-advisory faculty/instructor	1.6	1.4	*
General advisor	1.5	1.4	
Peer advisor or mentor	0.9	0.8	





## 7. Academic Advising Services - Academic Advising Topical Module

The following responses pertain to the question: “Thinking about academic advising, how much have people and resources at your institution done the following?” Both first year and senior students at SFA reported significantly more instances of people and resources affiliated with advising reaching out about academic progress and performance as well as following up regarding something they recommended, than did students at comparison institutions. First year SFA students also reported significantly more instances of advising services asking questions about their educational background and needs AND providing prompt and accurate information than did students at other institutions. While, senior SFA students reported significantly more instances of advising services caring about their overall well-being and notifying them about policies and deadlines.

### First-Year Students

Item	SFA	Comparison	Significance
Reached out about progress/performance	2.6	2.3	***
Asked about background and needs	2.5	2.3	***
Followed up about recommendations	2.5	2.4	**
Provided prompt/accurate information	3.0	2.9	**

### Senior Students

Item	SFA	Comparison	Significance
Reached out about progress/performance	2.4	2.2	**
Followed up about recommendations	2.4	2.3	**
Cared about your overall well-being	2.9	2.8	**
Notified you about policies or deadlines	2.9	2.7	**

## 8. Topics of Academic Advising Discussions - Academic Advising Topical Module

The following responses pertain to the question: “Thinking about academic advising, about how often did someone at your institution discuss the following with you?” Both first-year and senior students at SFA reported significantly more instances of discussing how their major relates to their goals and future plans,



what their academic goals and future plans are, resources for their well-being, and their participation in cocurricular activities with individuals associated with academic advising, than students at comparison institutions.

### **First-Year Students**

<b>Item</b>	<b>SFA</b>	<b>Comparison</b>	<b>Significance</b>
<b>How your major relates to goals/plans</b>	<b>3.8</b>	<b>3.4</b>	<b>***</b>
<b>Academic goals and future plans</b>	<b>3.7</b>	<b>3.4</b>	<b>***</b>
<b>Participation in cocurricular activities</b>	<b>3.2</b>	<b>2.9</b>	<b>***</b>
<b>Resources for your well-being</b>	<b>3.3</b>	<b>3.1</b>	<b>**</b>

### **Senior Students**

<b>Item</b>	<b>SFA</b>	<b>Comparison</b>	<b>Significance</b>
<b>How your major relates to goals/plans</b>	<b>3.7</b>	<b>3.3</b>	<b>***</b>
<b>Participation in cocurricular activities</b>	<b>3.0</b>	<b>2.7</b>	<b>***</b>
<b>Academic goals and future plans</b>	<b>3.6</b>	<b>3.3</b>	<b>***</b>
<b>Resources for your well-being</b>	<b>3.1</b>	<b>2.8</b>	<b>***</b>

## **9. Helpful Individuals and Tools - Academic Advising Topical Module**

The following responses pertain to the question: “How much have each of the following helped you develop your academic goals and future plans?” Both first-year and senior students consider their assigned advisors to have helped them develop their academic goals and future plans significantly more effectively than students at other institutions. First year students feel similarly about faculty or instructors not assigned to advise them, success or academic coaches, and their peer advisors or mentors, compared to first year students at comparison institutions, while senior SFA students feel similarly about academic advisors that are available to any students. However, senior students’ perception regarding the helpfulness of SFA’s online advising system is significantly lower than students’ perceptions at comparison institutions.



### First-Year Students

Item	SFA	Comparison	Significance
Student's assigned advisor	2.8	2.6	***
Non-advisory faculty/instructor	2.6	2.2	***
Success/academic coach	2.3	2.1	**
Peer advisor or mentor	2.3	2.2	*

### Senior Students

Item	SFA	Comparison	Significance
Student's assigned advisor	2.7	2.5	***
General advisor	2.3	2.2	**
Non-advisory faculty/instructor	2.4	2.3	
Online advising system	2.2	2.4	***

#### 10. General Well-Being – Mental Health and Well-Being Topical Module

In response to the prompt “To what extent to do you agree or disagree with the following statements?” no significant deviations from comparison means were recorded for the following statements:

- I have access to affordable, healthy food.
- I am satisfied with the amount of exercise that I get.
- I am satisfied with the amount of time I spend on recreational and leisure activities.
- I get an adequate amount of support for my well-being from my institution.



**Customer Service Category: Internet Sites**

**1. Academic Advising Services - Academic Advising Topical Module**

The following responses pertain to the question: “Thinking about academic advising, how much have people and resources at your institution done the following?” Both first year and senior students at SFA reported significantly more instances of people and resources affiliated with advising reaching out about academic progress and performance as well as following up regarding something they recommended, than did students at comparison institutions. First year SFA students also reported significantly more instances of advising services asking questions about their educational background and needs AND providing prompt and accurate information than did students at other institutions. While, senior SFA students reported significantly more instances of advising services caring about their overall well-being and notifying them about policies and deadlines.

**First-Year Students**

Item	SFA	Comparison	Significance
Reached out about progress/performance	2.6	2.3	***
Asked about background and needs	2.5	2.3	***
Followed up about recommendations	2.5	2.4	**
Provided prompt/accurate information	3.0	2.9	**

**Senior Students**

Item	SFA	Comparison	Significance
Reached out about progress/performance	2.4	2.2	**
Followed up about recommendations	2.4	2.3	**
Cared about your overall well-being	2.9	2.8	**
Notified you about policies or deadlines	2.9	2.7	**



## **2. Helpful Individuals and Tools - Academic Advising Topical Module**

The following responses pertain to the question: “How much have each of the following helped you develop your academic goals and future plans?” Both first-year and senior students consider their assigned advisors to have helped them develop their academic goals and future plans significantly more effectively than students at other institutions. First year students feel similarly about faculty or instructors not assigned to advise them, success or academic coaches, and their peer advisors or mentors, compared to first year students at comparison institutions, while senior SFA students feel similarly about academic advisors that are available to any students. However, senior students’ perception regarding the helpfulness of SFA’s online advising system is significantly lower than students’ perceptions at comparison institutions.

### **First-Year Students**

Item	SFA	Comparison	Significance
Student’s assigned advisor	2.8	2.6	***
Non-advisory faculty/instructor	2.6	2.2	***
Success/academic coach	2.3	2.1	**
Peer advisor or mentor	2.3	2.2	*

### **Senior Students**

Item	SFA	Comparison	Significance
Student’s assigned advisor	2.7	2.5	***
General advisor	2.3	2.2	**
Non-advisory faculty/instructor	2.4	2.3	
Online advising system	2.2	2.4	***

### **Customer Service Category: Complaint-Handling**

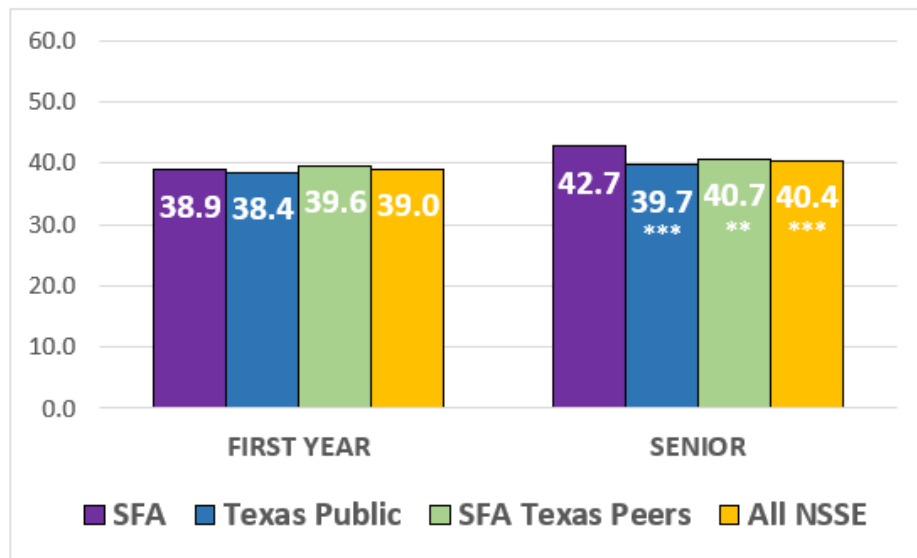
The 2024 NSSE administration does not address complaint-handling perceptions. Additional custom prompts will be considered in the 2026 administration.



**Customer Service Category: Service Timeliness**

**1. Effective Teaching Practices - NSSE Core Survey Engagement Indicator**

SFA response means were significantly higher than the comparison groups for the Effective Teaching Practices Engagement Indicator for senior students compared to Texas public institution peers, Texas Peer institutions, and all NSSE institutions.



**2. Academic Advising Services – Academic Advising Topical Module**

The following responses pertain to the question: “Thinking about academic advising, how much have people and resources at your institution done the following?” Both first year and senior students at SFA reported significantly more instances of people and resources affiliated with advising reaching out about academic progress and performance as well as following up regarding something they recommended, than did students at comparison institutions. First year SFA students also reported significantly more instances of advising services asking questions about their educational background and needs AND providing prompt and accurate information than did students at other institutions. While, senior SFA students reported significantly more instances of advising services caring about their overall well-being and notifying them about policies and deadlines.





### First-Year Students

Item	SFA	Comparison	Significance
Reached out about progress/performance	2.6	2.3	***
Asked about background and needs	2.5	2.3	***
Followed up about recommendations	2.5	2.4	**
Provided prompt/accurate information	3.0	2.9	**

### Senior Students

Item	SFA	Comparison	Significance
Reached out about progress/performance	2.4	2.2	**
Followed up about recommendations	2.4	2.3	**
Cared about your overall well-being	2.9	2.8	**
Notified you about policies or deadlines	2.9	2.7	**

### Customer Service Category: Printed Information

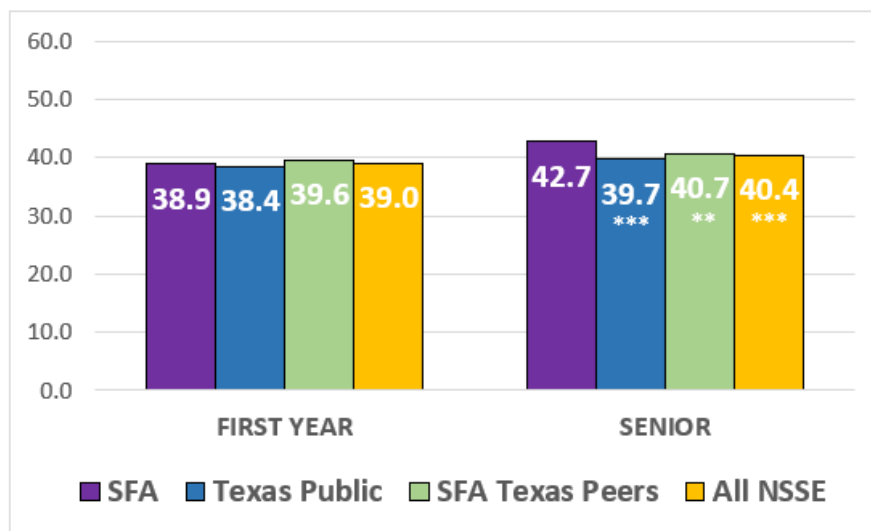
The 2024 NSSE administration does not address printed information perceptions. Additional custom prompts will be considered in the 2026 administration.



**Customer Service Category: Communication**

**1. Effective Teaching Practices – NSSE Core Survey Engagement Indicator**

SFA response means were significantly higher than the comparison groups for the Effective Teaching Practices Engagement Indicator for senior students compared to Texas public institution peers, Texas Peer institutions, and all NSSE institutions.



**2. Awareness of Resources – Mental Health and Well-Being Topical Module**

The following responses pertain to the question:” If you were to experience the following problems, would you know how to get help at your institution?” Compared to students at other institutions, significantly more SFA students know how to get help for substance abuse. Additionally, significantly more first-year SFA students know how to get help for sleep difficulty, housing insecurity, and lack of care for dependents; while more seniors at SFA know how to get help in the event of an emergency financial situation.

**First-Year Students**

Item	SFA	Comparison	Significance
Sleep difficulty	50%	39%	***
Substance abuse	64%	56%	***
Housing insecurity	59%	52%	**
Lack of care for dependents	48%	41%	**



### Senior Students

Item	SFA	Comparison	Significance
Substance abuse	55%	48%	**
Emergency financial situation	48%	42%	*
Sleep difficulty	37%	33%	
Food insecurity	62%	59%	

### 3. Adequacy of Campus Resources - Mental Health and Well-Being Topical Module

The following responses pertain to the question: "Thinking about resources on campus, to what extent does your institution provide adequate resources in the following areas?" Both first year and senior students at SFA feel that SFA provide significantly more adequate affordable housing resources for students. Senior students feel that SFA provides significantly more adequate mental health counseling resources and dining options that meet students' dietary needs (such as vegetarian, kosher, halal, and gluten-free meals). whereas senior students' perceptions regarding SFA's provision of reliable internet is significantly lower than students' perceptions at comparison institutions.

### First-Year Students

Item	SFA	Comparison	Significance
Affordable housing for students	2.2	2.0	***
Mental health counseling	2.9	2.8	
Dining options for diet needs	2.6	2.6	
Access to reliable internet	2.7	2.7	



### Senior Students

Item	SFA	Comparison	Significance
Affordable housing for students	2.1	1.8	***
Mental health counseling	2.8	2.6	**
Dining options for diet needs	2.6	2.5	**
Access to reliable internet	2.7	2.9	***

### 4. Participants in Academics Conversations – Academic Advising Topical Module

In response to the question “During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with the following individuals?” these are the responses for first year and senior SFA students with the most significant deviations from comparison means. Both first-year and senior students at SFA responded that their assigned advisor as well as faculty or instructors not assigned to advise them discussed these academics topics with them significantly more frequently than was reported at comparison institutions. First-year students at SFA suggested similar engagement from success or academic coaches and Peer advisors or mentors compared to reported means from comparison institutions.

### First-Year Students

Item	SFA	Comparison	Significance
Student’s assigned advisor	2.6	2.3	***
Non-advisory faculty/instructor	1.4	1.2	**
Success/academic coach	1.0	0.8	**
Peer advisor or mentor	1.4	1.1	**



## Senior Students

Item	SFA	Comparison	Significance
Student's assigned advisor	2.6	2.2	***
Non-advisory faculty/instructor	1.6	1.4	*
General advisor	1.5	1.4	
Peer advisor or mentor	0.9	0.8	

### 5. Academic Advising Services – Academic Advising Topical Module

The following responses pertain to the question: “Thinking about academic advising, how much have people and resources at your institution done the following?” Both first year and senior students at SFA reported significantly more instances of people and resources affiliated with advising reaching out about academic progress and performance as well as following up regarding something they recommended, than did students at comparison institutions. First year SFA students also reported significantly more instances of advising services asking questions about their educational background and needs AND providing prompt and accurate information than did students at other institutions. While, senior SFA students reported significantly more instances of advising services caring about their overall well-being and notifying them about policies and deadlines.

## First-Year Students

Item	SFA	Comparison	Significance
Reached out about progress/performance	2.6	2.3	***
Asked about background and needs	2.5	2.3	***
Followed up about recommendations	2.5	2.4	**
Provided prompt/accurate information	3.0	2.9	**



### Senior Students

Item	SFA	Comparison	Significance
Reached out about progress/performance	2.4	2.2	**
Followed up about recommendations	2.4	2.3	**
Cared about your overall well-being	2.9	2.8	**
Notified you about policies or deadlines	2.9	2.7	**

### 6. Topics of Academic Advising Discussions – Academic Advising Topical Module

The following responses pertain to the question: “Thinking about academic advising, about how often did someone at your institution discuss the following with you?” Both first-year and senior students at SFA reported significantly more instances of discussing how their major relates to their goals and future plans, what their academic goals and future plans are, resources for their well-being, and their participation in cocurricular activities with individuals associated with academic advising, than students at comparison institutions.

### First-Year Students

Item	SFA	Comparison	Significance
How your major relates to goals/plans	3.8	3.4	***
Academic goals and future plans	3.7	3.4	***
Participation in cocurricular activities	3.2	2.9	***
Resources for your well-being	3.3	3.1	**



## Senior Students

Item	SFA	Comparison	Significance
How your major relates to goals/plans	3.7	3.3	***
Participation in cocurricular activities	3.0	2.7	***
Academic goals and future plans	3.6	3.3	***
Resources for your well-being	3.1	2.8	***

## 7. Helpful Individuals and Tools – Academic Advising Topical Module

The following responses pertain to the question: “How much have each of the following helped you develop your academic goals and future plans?” Both first-year and senior students consider their assigned advisors to have helped them develop their academic goals and future plans significantly more effectively than students at other institutions. First year students feel similarly about faculty or instructors not assigned to advise them, success or academic coaches, and their peer advisors or mentors, compared to first year students at comparison institutions, while senior SFA students feel similarly about academic advisors that are available to any students. However, senior students’ perception regarding the helpfulness of SFA’s online advising system is significantly lower than students’ perceptions at comparison institutions.

## First-Year Students

Item	SFA	Comparison	Significance
Student’s assigned advisor	2.8	2.6	***
Non-advisory faculty/instructor	2.6	2.2	***
Success/academic coach	2.3	2.1	**
Peer advisor or mentor	2.3	2.2	*



### Senior Students

Item	SFA	Comparison	Significance
Student's assigned advisor	2.7	2.5	***
General advisor	2.3	2.2	**
Non-advisory faculty/instructor	2.4	2.3	
Online advising system	2.2	2.4	***

#### 8. General Well-Being – Mental Health and Well-Being Topical Module

In response to the prompt “To what extent to do you agree or disagree with the following statements?”, no significant deviations from comparison means were recorded for the following statements:

- I have access to affordable, healthy food.
- I am satisfied with the amount of exercise that I get.
- I am satisfied with the amount of time I spend on recreational and leisure activities.
- I get an adequate amount of support for my well-being from my institution.