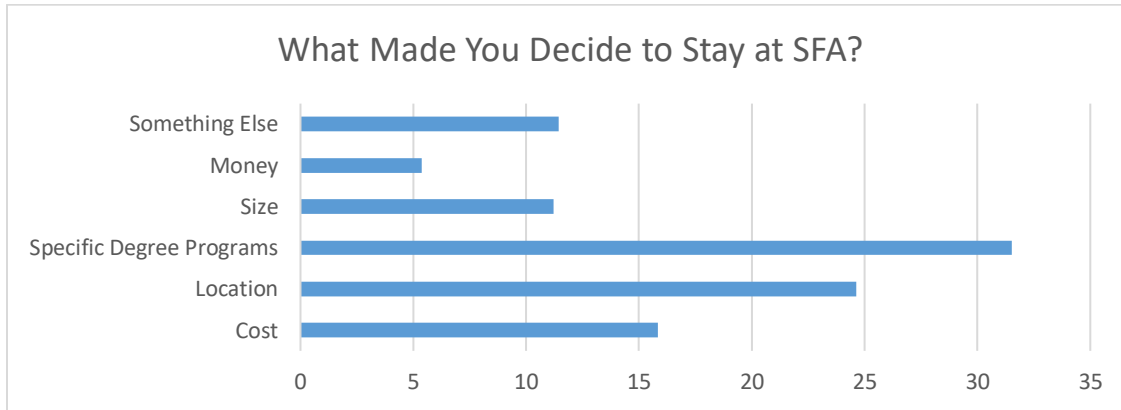


## Demographics of the Class of 2018:

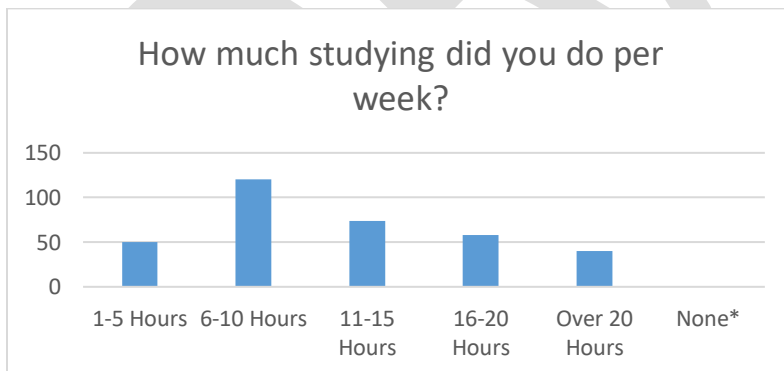
Just over 20% are parents (70). Almost exactly half (173) leave SFA willing to help as alumni.

### What made you decide to stay at SFA?



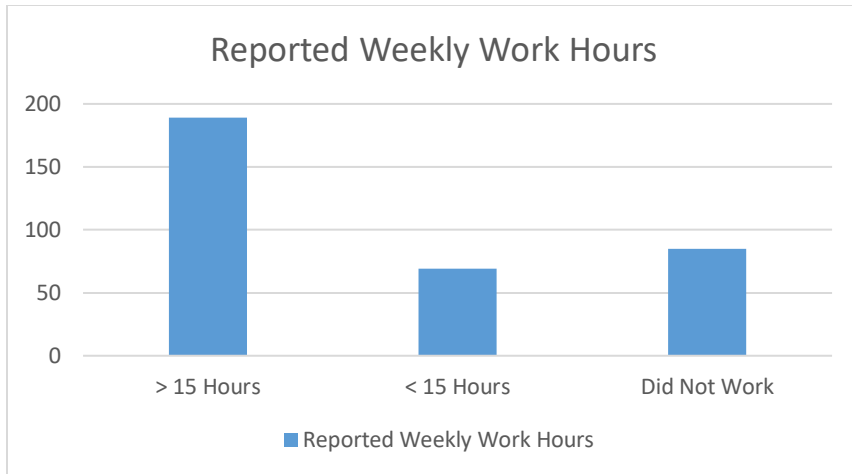
The purpose of the pilot study was to learn from mistakes. This question had students pick from a set of options (percentages) and required a sum total of 100. A governing agent in Qualtrics failed (likely due to user error), resulting in about one-third of respondents not totaling 100% in their responses. These are eliminated from consideration here.

The degree programs offered by SFA are the key reason for *STAYING*. Location is also a significant reason, at 24.62%. In another surveyor failure, a poorly-worded question asked students to assign values to similar things (Cost & Money). Combined, these two accounted for 33.07% of responses. Nearly 12% of qualified respondents listed "Something Else" as the reason they stayed at SFA. The next SES will focus on why students came to SFA in the first place.

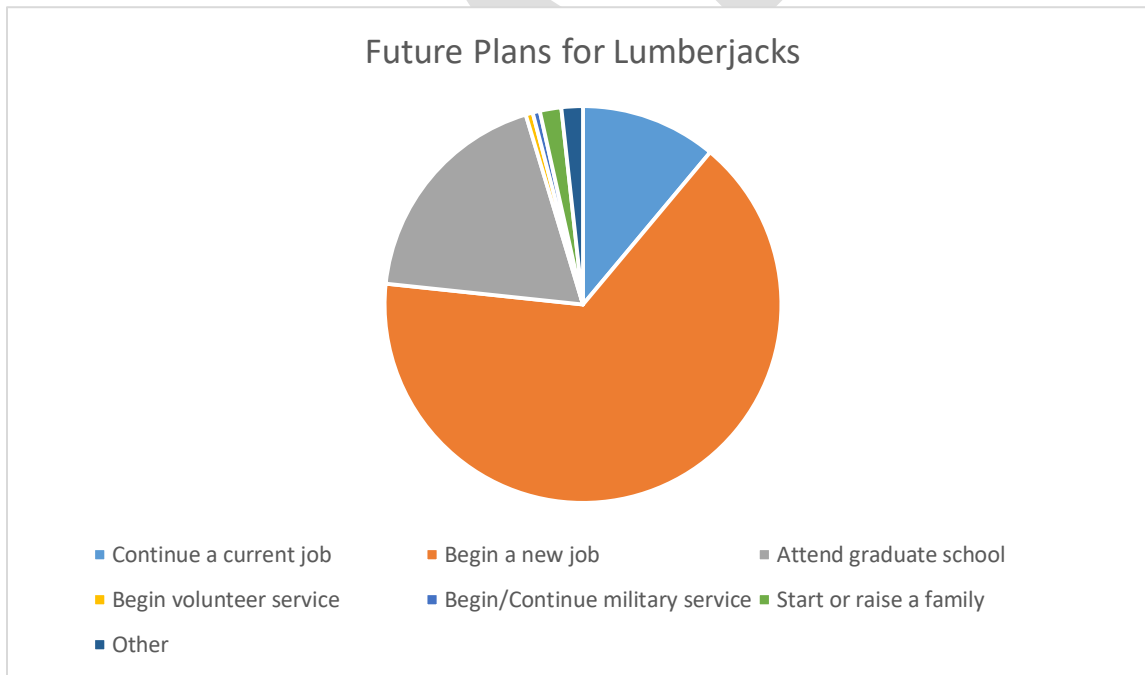


\*No respondent claimed to not study.

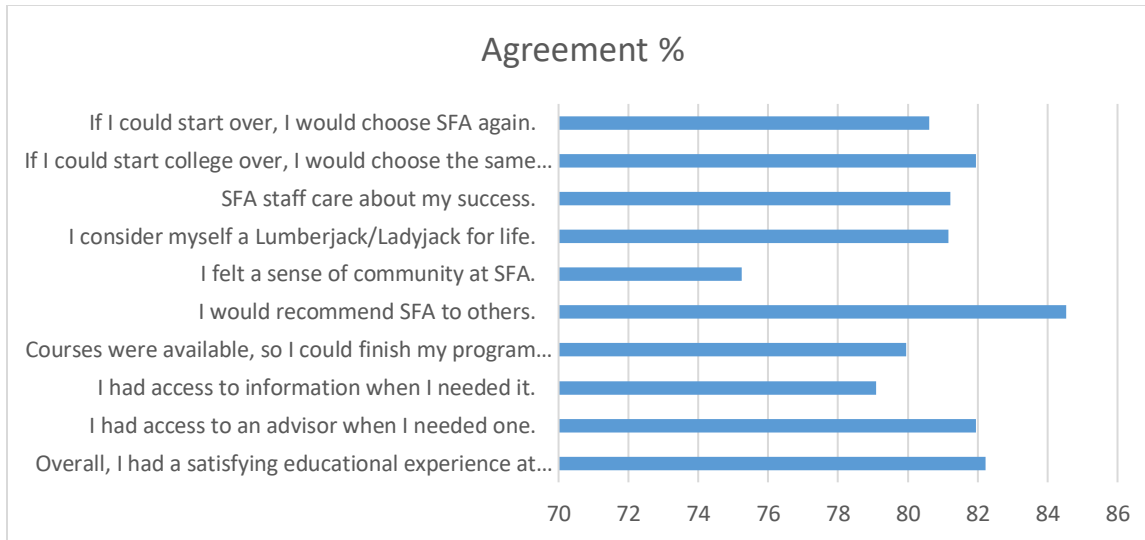
Over one third of respondents estimate that they spend between 6 and 10 hours studying each week. Another 28% study over 16 hours per week, while only about 15% of students study less than six hours. In the course of a 15-week semester, this equates to a plurality of graduates that studied between 90 and 150 hours each semester, while a large minority study at least 165 hours per semester. Future iterations of the SES may use a slide mechanism to have students estimate the number of hours studying, as opposed to ranges.



Over half of SFA graduates worked their way through college at a clip greater than 15 hours per week. One-quarter did not work during college, while 20% worked less than 15 hours per week. Generally, this would account for more hours per week than the time spent studying (see above).



As could be expected, two-thirds of graduates plan to start a new job after graduation. About 20% plan to enroll in graduate school, and just over 10% will continue in their current position. Very few respondents indicated they would volunteer or join the military.



This chart may be misleading at first blush. Note the scale of the x-axis, which runs from 70 to 86. Even with this micro-scale, differences are small. The lowest score of these 10 questions was 75.54% (sense of community), while the highest score was 84.54% (recommending to others). These questions may be too related to each other to prove useful, except if taken as a whole.

Proposed Statement	# Agree	Very Important	Somewhat Important	Not Important	Mean
Faculty are knowledgeable about what they teach.	329	321	9	1	1.03
Faculty have good instructional skills.	308	314	16	1	1.05
Faculty are interested in student development.	310	286	41	3	1.14
Faculty introduce students to a broad range of ideas, perspectives, and world views.	294	240	75	14	1.31
Students are encouraged to become familiar with current and emerging technology.	279	219	96	13	1.37
Faculty in my major kept consistent office hours	279	215	98	17	1.40
My major was academically stimulating.	316	286	39	1	1.13
I feel prepared to work in my chosen field.	287	308	18	2	1.07

It may be interesting that the item with the least importance attached to it was whether or not the major they had chosen was interesting. Nevertheless, all statement agreements and importance levels were very high.

Services for students were rated on a scale with the following options:

1. Extremely satisfied,
2. Somewhat satisfied,
3. Neither satisfied nor dissatisfied
4. Somewhat dissatisfied
5. Extremely dissatisfied
6. Not Applicable/No Experience

All responses of Not Applicable/No Experience (i.e.-6) were removed, as were all blank responses. The following chart shows the mean scores from each of the services evaluated by students. Dining and Residence Halls scored above 2.5, indicating weak satisfaction. Parking remains wholly unpopular.

<b>Student Service</b>	<b>Rating</b>
Registrar	1.89
Disability Services	2.01
Counseling Services	2.07
Library Staff	1.78
Library Facilities	1.86
Library Holdings	1.94
<b>SFA Campus Dining</b>	<b>2.94</b>
<b>Residence Halls</b>	<b>2.62</b>
Campus Bookstore (Barnes & Noble)	2.25
Student Health Services	2.31
<b>Parking</b>	<b>4.03</b>
Campus Security	2.05
Admissions	1.83
Business Office	2.05
Career Services	1.88

Core Curriculum Ratings:

Critical Thinking	4.20
Communication	4.34
Empirical/Quantitative	3.87
Teamwork	4.21
PR	4.38
SR	4.19

This question is a part of our Core Curriculum Assessment Plan that was submitted to the Texas Higher Education Coordinating Board. The scores mirror previous iterations of the SES.