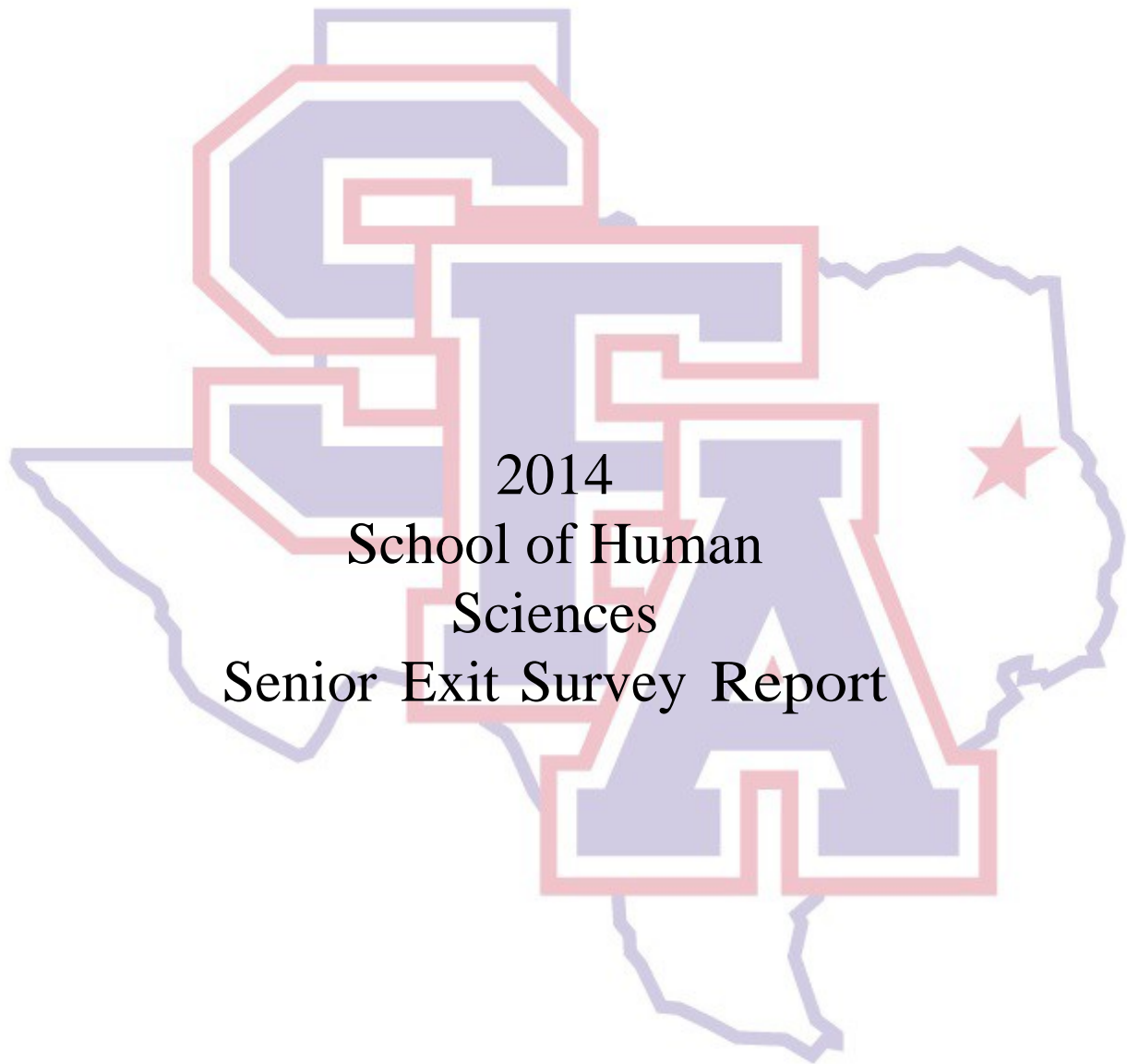


# Stephen F. Austin State University



2014  
School of Human  
Sciences  
Senior Exit Survey Report

Office of Student Learning and Institutional Assessment  
January 2015



# Stephen F. Austin State University Senior Exit Survey Report

AY 2014 (Fall 2013 – Summer 2014)

## School of Human Sciences

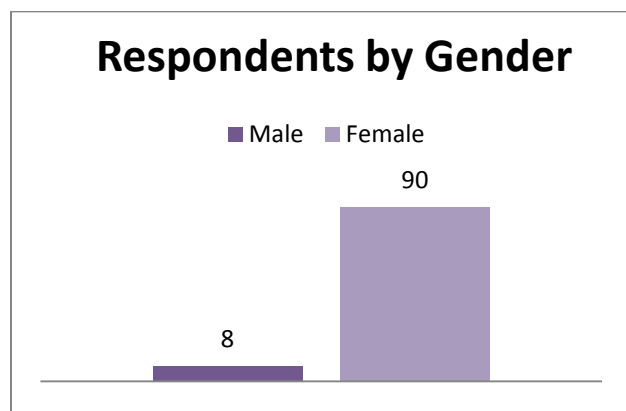
### Senior Exit Survey Fall 2013-Summer 2014

The Senior Exit Survey was delivered electronically to students' SFA e-mail address via Qualtrics. There were a total of 2039 undergraduate seniors in the academic year of 2014. A total of 1236 senior students completed the survey at SFASU. The overall University response rate was 60.62%. In the School of Human Sciences, 98 seniors completed the survey. The respondents were mostly White (63.3%), female (90%), ages 22-24 (37.8%), and full time students (80.6%).

The following results are based on the responses of only the students who reported they were part of the School of Human Sciences. Results are divided into two sections, those from the answers to questions regarding the University overall, and those regarding the School of Human Sciences & PCOE specifically. They are presented in that order.

**Demographics.** Below is the breakdown of respondents by gender (Figure 1), race (Figure 2), major (Figure 3), and enrollment status as full or part time (Figure 4) in the School of Human Sciences.

Figure 1





# Stephen F. Austin State University Senior Exit Survey Report

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Figure 2

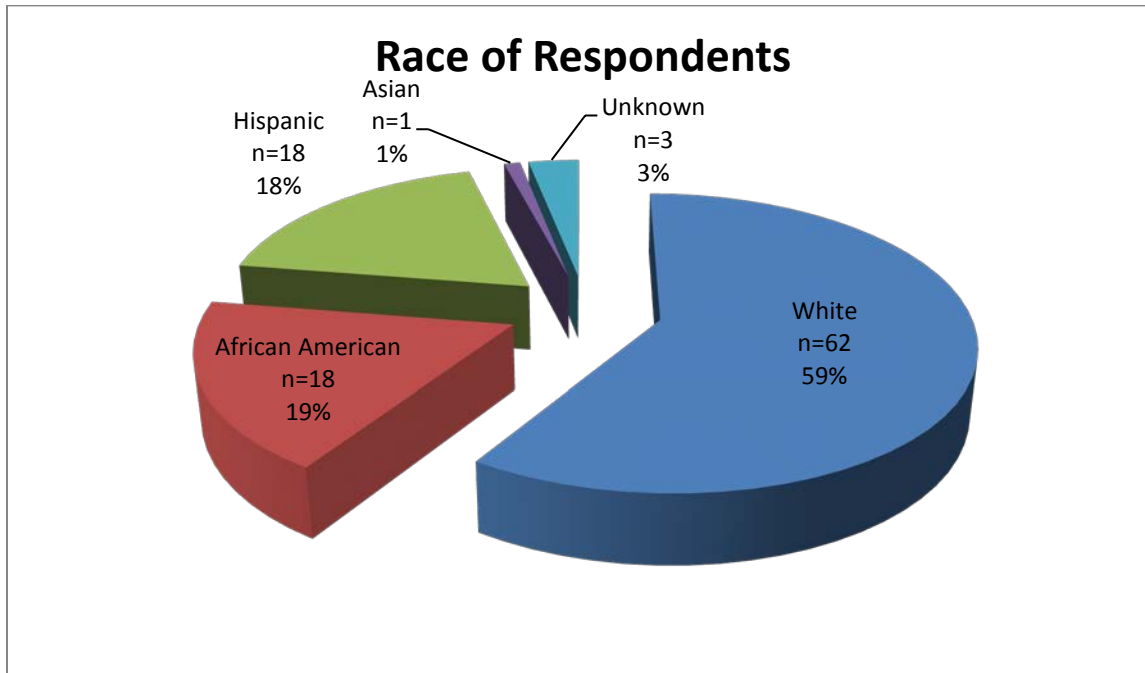
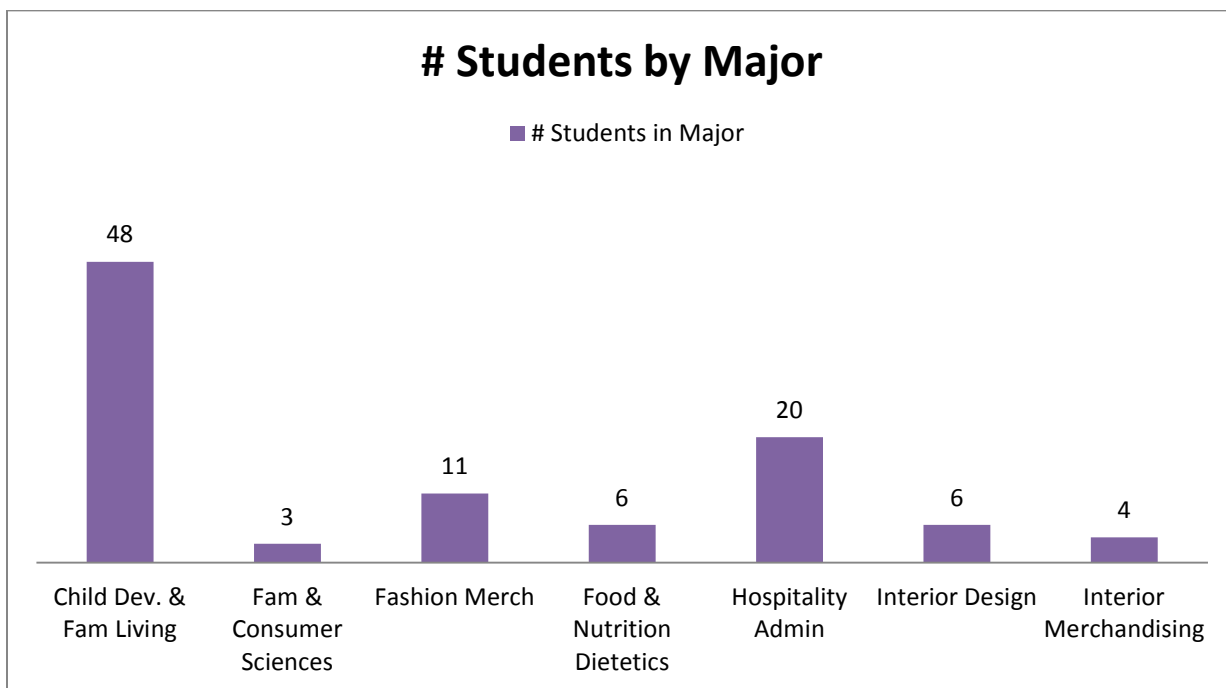


Figure 3

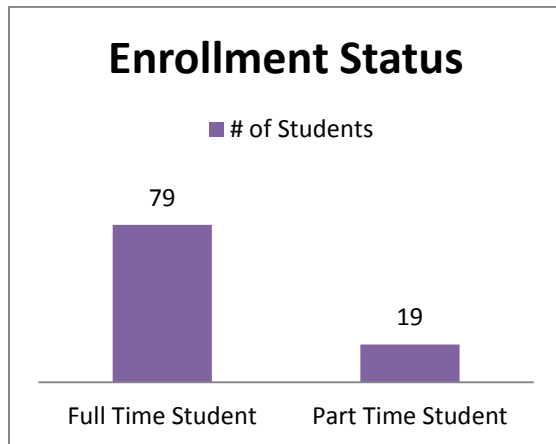




# Stephen F. Austin State University Senior Exit Survey Report

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Figure 4



## Questions Regarding Experiences at SFASU

Seniors were asked to respond to a number of questions regarding their time at Stephen F. Austin. Questions were asked about a variety of topics including their general reasons for staying at SFASU through graduation, what their plans were following graduation, what their experiences were like with a variety of campus services, other students and faculty, and how much they feel they have progressed. Students were also provided with open-ended follow-up questions so they could respond with additional information if they desired. Some colleges provided additional questions for their students to answer.

**Question Responses.** Students were prompted to answer a variety of closed-ended questions about SFASU and their major. On some questions, students were given the opportunity to add their own comments following the question. Comments from students are copied directly from the results of the survey and are not altered. For ease of understanding, comments are listed following the results of the closed-ended question to which they pertain.



# Stephen F. Austin State University Senior Exit Survey Report

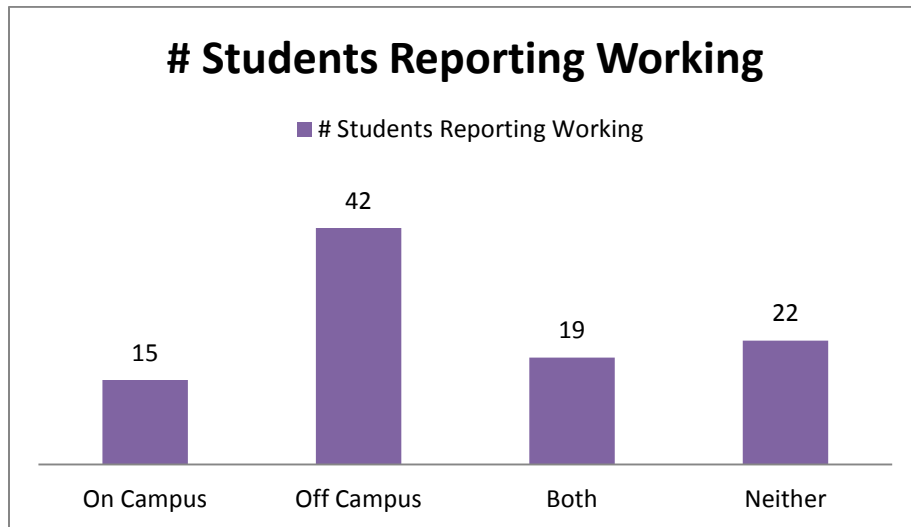
AY 2014 (Fall 2013 – Summer 2014)

Not all questions provided the opportunity for respondents to add their own text. The results from these questions for students with a major in the School of Human Sciences (n=98) are below.

## Question 1. Where did you work while enrolled at SFA?

While enrolled at SFA, I was working		
	Frequency	Percent
On Campus	15	15.3%
Off Campus	42	42.9%
Both	19	19.4%
Neither	22	22.4%

Figure 5



## Question 2. How many hours did you work while enrolled at SFA?

While enrolled at SFA, I worked an average of \_\_\_ hours per week.

	Frequency	Percent
Less than 5	24	24.5%
6-10	5	5.1%
11-15	12	12.2%

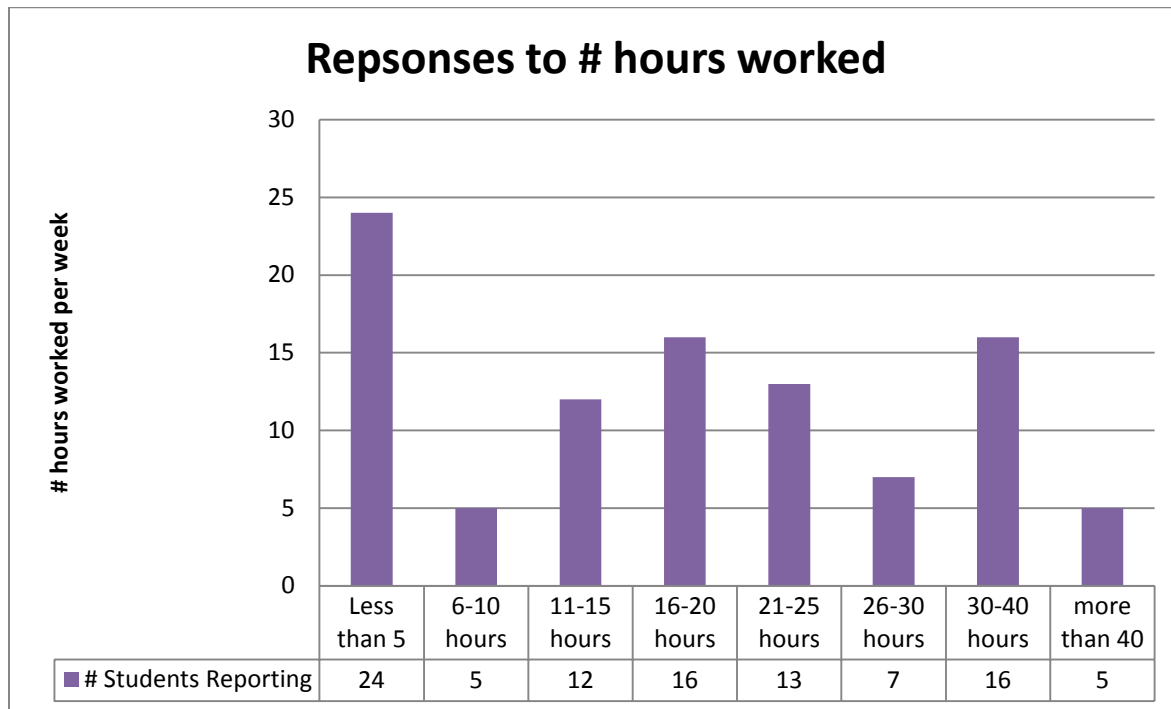


# Stephen F. Austin State University Senior Exit Survey Report

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16-20	16	16.3%
21-25	13	13.3%
26-30	7	7.1%
30-40	16	16.3%
More than 40	5	5.1%

Figure 6



### Question 3. Top 3 reasons choosing SFA.

What were the three most important reasons for staying at SFA?

	Frequency	Percentage
Cost	44	44.9%
Size	42	42.9%
Social atmosphere	22	22.4%
Location	44	44.9%
Types of programs available	59	60.2%
Availability of scholarship/financial aid	20	20.4%
Academic reputation	17	17.3%
To be with friends	16	16.3%
Advice of parents or relatives	5	5.1%
Other (please specify)	10	10.2%



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Those answering, “Other (please specify)” were given the opportunity to write in other reasons for staying, students original text was:

<ul style="list-style-type: none"> <li>Ability to complete degree after 20 years</li> <li>Available program</li> </ul>	<ul style="list-style-type: none"> <li>Degree online</li> <li>Job</li> </ul>	<ul style="list-style-type: none"> <li>It was too late to transferr</li> <li>level of the program I wanted to be in</li> </ul>
<ul style="list-style-type: none"> <li>not a lot of my credits would transfer to another school</li> </ul>	<ul style="list-style-type: none"> <li>Online classes</li> </ul>	<ul style="list-style-type: none"> <li>Online degree program</li> </ul>
<ul style="list-style-type: none"> <li>Wanted to complete my degree at one school and there was no need for me to transfer</li> </ul>		

## Question 4. Plans after graduation.

What are your plans after graduation (check all that apply)?

	Frequency	Percentage
Continue current job	29	29.6%
Begin a new job	35	35.7%
Interview for jobs	53	54.1%
Begin looking for a job	44	44.9%
Pursue additional undergraduate education	7	7.1%
Attend graduate school	28	28.6%
Volunteer Service (Peace Corps, Red Cross, Americorp, etc.)	4	4.1%
No plans for a job at this time	0	0%
Start or raise a family	8	8.2%
Serve in the military	0	0%
Other (please specify)	8	8.2%

Students responding “Other (please specify)” were then given space to write in other plans. The original text was:

<ul style="list-style-type: none"> <li>internship</li> <li>Masters</li> <li>Move to Australia</li> </ul>	<ul style="list-style-type: none"> <li>Move to DFW area</li> <li>promotion to a new job</li> <li>travel</li> </ul>	<ul style="list-style-type: none"> <li>Moving to London</li> <li>travel</li> </ul>
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## Question 5. General Experience at SFA:

Students were asked to answer five statements evaluating their experience at SFA. Answer choices were arranged on a Likert-scale with five choices: 5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.



# Stephen F. Austin State University Senior Exit Survey Report

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Please tell us about your experience at SFA.

	Average Rating	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Overall, I had a satisfying educational experience at SFA.	4.34	43 (43.9%)	49 (50%)	3 (3.1%)	2 (2%)	1 (1%)
I would definitely recommend SFA to others.	4.31	47 (48%)	38 (38.8%)	10 (10.2%)	2 (2%)	1 (1%)
I felt a sense of community in my time at SFA.	4.18	43 (43.9%)	37 (37.8%)	12 (12.2%)	5 (5.1%)	1 (1%)
If I could start college over, I would choose to graduate with the same major.	4.11	48 (49%)	28 (28.6%)	9 (9.2%)	11 (11.2%)	2 (2%)
If I could start college over, I would still choose SFA.	4.18	46 (46.9%)	35 (35.7%)	8 (8.2%)	7 (7.1%)	2 (2%)

## Question 6. Students' experience with fellow students:

Students were asked to answer eight statements evaluating their experiences with their fellow students at SFA. Answer choices were arranged on a Likert-scale with five choices: 5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.

Please tell us about your experience with fellow students in your major during your study at SFA.

	Average Rating	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Answer
Students in my major are motivated to learn.	4.16	34 (34.7%)	46 (46.9%)	14 (14.3%)	1 (1%)	1 (1%)	2 (2%)
Students in my major are competitive with each other.	3.66	20 (20.4%)	33 (33.7%)	32 (32.7%)	10 (10.2%)	0	3 (3.1%)
Students in my major are supportive and help each other meet the academic demands of the program.	4.24	39 (39.8%)	44 (44.9%)	8 (8.2%)	4 (4.1%)	0	3 (3.1%)
Students in my major are interested in a broad range of ideas from many disciplines.	4.18	36 (36.7%)	45 (45.9%)	12 (12.2%)	2 (2%)	1 (1%)	2 (2%)
Students in my major are career oriented.	4.28	43 (43.9%)	39 (39.8%)	12 (12.2%)	2 (2%)	0	2 (2%)
Students in my major communicate effectively.	4.07	34 (34.7%)	42 (42.9%)	17 (17.3%)	2 (2%)	2 (2%)	1 (1%)





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<b>Students in my major are academically honest.</b>	4.23	34 (34.7%)	50 (51%)	10 (10.2%)	1 (1%)	0	3 (3.1%)
<b>Students in my major are willing to contribute to group work.</b>	4.01	32 (32.7%)	43 (43.9%)	14 (14.3%)	7 (7.1%)	1 (1%)	1 (1%)

Students were then given the opportunity to write in other comments regarding their peers, students original text was:

<b>Please add any additional comments about your experiences with fellow students:</b>		
During my HMS interior design classes I saw professor Sally Swearingen instigate many student conflicts through student bashing and rumor spreading. I feel if it wasn't for her hurtful words about fellow students that we as a graduating class would get along better in the academic setting. I feel her actions were very unprofessional and caused nothing but the students and the program problems.	The further along in my degree plan I got the more career oriented and dedicated the students were to getting the future they desired. It is a big rough start with them, but that, in my opinion, is because there are so many people who do not know if college is really for them or do not want to be there.	For the most part, I had a nice experience working with fellow students. Out of my four years, I can say that I have only had one or two problems with fellow students involving class.
I enjoyed meeting like-minded people in my major and learning about the paths they were planning to take. It helped me when I was ready to make my own plans.	I enjoyed the interaction with other students. Working with other students helped in areas that were challenging. Working as a team has its' advantages	I have made some really great friends throughout the college years.
I think it depends on the group of students. During one semester, I had two group projects which is a challenge for online classes. One group was cooperative and helpful, the other was very difficult to motivate and communication was lacking.	Some students are harsh and competitive and not willing to work well with other students.	Some students are obviously in hospitality because of it's reputation for being a easy degree plan. . . The passion for the career is lacking in a lot of my fellow students and it tends to make the classroom atmosphere a little stiff.
Enjoyed working with my fellow classmates	They were awesome	

## **Question 7 Students' experience with faculty:**

Students were asked to answer fifteen statements evaluating their experiences with their fellow students at SFA. Answer choices were arranged on a Likert-scale with five choices: 5 = Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree.



# Stephen F. Austin State University Senior Exit Survey Report

## AY 2014 (Fall 2013 – Summer 2014)

Please tell us about your experience with faculty in your major at SFA.

	Average Rating	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Answer
Faculty are knowledgeable about what they are teaching.	4.31	40 (40.8%)	49 (50%)	8 (8.2%)	1 (1%)	0	0
Faculty have good instructional skills.	4.06	28 (28.6%)	51 (52%)	16 (16.3%)	3 (3.1%)	0	0
Faculty are effective teachers.	4.17	33 (33.7%)	51 (52%)	12 (12.2%)	2 (2%)	0	0
Faculty are interested in the personal development of students.	4.30	42 (42.9%)	45 (45.9%)	9 (9.2%)	2 (2%)	0	0
Faculty are interested in the academic development of students.	4.29	39 (39.8%)	50 (51%)	7 (7.1%)	2 (2%)	0	0
Faculty are interested in the professional, and career development of students.	4.33	42 (42.9%)	47 (48%)	8 (8.2%)	1 (1%)	0	0
Faculty introduce students to a broad range of ideas, perspectives and worldviews.	4.22	38 (38.8%)	47 (48%)	11 (11.2%)	1 (1%)	1 (1%)	0
Faculty respond to undergraduate students regarding their needs, concerns, and suggestions.	4.09	34 (34.7%)	43 (43.9%)	19 (19.4%)	2 (2%)	0	0
Students are encouraged to become acquainted with the department's faculty.	4.15	36 (36.7%)	44 (44.9%)	15 (15.3%)	3 (3.1%)	0	0
Students are encouraged to participate in professional clubs and organizations.	4.24	40 (40.8%)	45 (45.9%)	11 (11.2%)	1 (1%)	1 (1%)	0
Students are encouraged to attend professional seminars and presentations.	4.24	41 (41.8%)	43 (43.9%)	12 (12.2%)	1 (1%)	1 (1%)	0
Students are encouraged to become familiar with current and emerging technology.	4.16	36 (36.7%)	47 (48%)	10 (10.2%)	5 (5.1)	0	0
Students are encouraged to participate in research or creative projects with faculty or other students.	4.17	39 (39.8%)	41 (41.8%)	15 (15.3%)	2 (2%)	1 (1%)	0
I found my major to be characterized by mutual respect between undergraduate majors and professors.	4.23	38 (38.8%)	48 (49%)	10 (10.2%)	1 (1%)	1 (1%)	0
I found my major academically stimulating.	4.30	43 (43.9%)	43 (43.9%)	11 (11.2%)	1 (1%)	0	0

Students were then given the opportunity to write in other comments regarding the faculty, students original text was:

Please add any additional comments about your experiences with faculty in your major:		
Dr. O'Dwyer is the main reason I put strongly agree on most of these questions.	Dr. Lumar is amazing.	Great professors



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<p>All of these apply to the staff of the hospitality department, with the exception of Carl Pfaffenberg, who lacked instructional skills, personal and academic development of students, and many other characteristics that other professors were exceeding in. Many hospitality students disagree with the teaching style of Pfaffenberg and have voiced their opinions several years in a row, but nothing has been done. Luckily he is retiring soon. Future students will be much better off.</p>	<p>Dr. Saracino is a professor who you can tell is experienced in her field of study however she seems not to have any people skills. I remember walking through the hallway and telling her hello and she grunted at me! Did not say an actual word but grunted at me. She also does not grade off of her rubrics. However I have been able to make meaningful connections to other faculty members in my major.</p>	<p>The only faculty member who I feel has continually acted unprofessional while attending SFA was Sally Swearingen. She not only continually caused problems between students but staff members as well. Her actions against students have caused me to personally file a report with HR regarding her behavior towards me. I would highly suggest that her actions in the classroom be evaluated to better enhance the student outcome and classroom setting.</p>
<p>I really enjoyed my experiences with the human sciences professors. I wish the professors in the chemistry department were as open as the HMS professors. I understand the lab component is additional work for the chemistry professors, but I feel like they could be more receptive to their students. I always felt rushed or unwanted during office hours when I need help in several of my chemistry classes.</p>	<p>I enjoyed getting to know the faculty in my major. I wish I had more opportunities to interact with them in face-to-face classes, as many of my major classes were only offered online. I enjoyed learning from them, though, and having the opportunity to talk with them about projects, assignments, concepts, and future aspirations.</p>	<p>I had difficulty with mainly one professor; but I had her for 5 classes. She caused me more grief &amp; anguish than I ever thought possible. I was poorly advised &amp; didn't graduate on time. I had been warned by a co-worker of the same problems that caused her to give up a scholarship &amp; transfer to another University. Now I tell others.</p>
<p>I loved the hands on experiences of my major.</p>	<p>Faculty were very professional and helped me in areas that were challenging</p>	<p>I think it depends on the actual professor. Some were very hands off, while others were very responsive and accommodating.</p>
<p>In my major (Fashion Merchandising) few of the faculty have years of experience in the field.</p>	<p>Some are stupid and made me feel ashamed of a degree from here! Hire prestigious people!</p>	<p>Some faculty members seem to be dead set in their ways and feel as though they are right at all times and can come off a bit harsh and rude in communications, but overall it is a great group of colleagues.</p>
<p>The faculty really care about your success and willing to help in anyway they can to fully comprehend the material.</p>	<p>Dr. Newman, Ms. Ollie, S. Reynolds and P. Gilbert made an impact in my life and encouraged me to be the best in my profession.</p>	<p>They were very helpful and nice</p>

### **Question 8 Students 'level of satisfaction with the SFA Services:**

Students were asked to evaluate thirty areas of campus services at SFASU. Answer choices were arranged on a Likert-scale with five choices: 5 = Very Satisfied; 4 = Satisfied; 3 = Neutral; 2 = Dissatisfied; 1 = Very Dissatisfied. Students were also allowed to choose Never used/Not Applicable if they have no opinion towards the services.



# Stephen F. Austin State University Senior Exit Survey Report

**AY 2014 (Fall 2013 – Summer 2014)**

**Please tell us about your level of satisfaction with the following / SFA Services:**

	<b>Average Rating</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>No Answer</b>
<b>New Student Orientation</b>	4.00	21 (21.4%)	35 (35.7%)	17 (17.3%)	2 (2%)	0	23 (23.5%)
<b>Student Financial Aid services</b>	3.75	20 (20.4%)	35 (35.7%)	22 (22.4%)	5 (5.1%)	3 (3.1%)	13 (13.3%)
<b>Registrar</b>	4.04	25 (25.5%)	51 (52%)	19 (19.4%)	1 (1%)	0	2 (2%)
<b>Disability Services</b>	3.98	11 (11.2%)	17 (17.3%)	12 (12.2%)	0	0	58 (59.2%)
<b>Counseling Services</b>	3.98	14 (14.3%)	22 (22.4%)	13 (13.3%)	1 (1%)	0	48 (49%)
<b>Multicultural Affairs</b>	3.98	11 (11.2%)	23 (23.5%)	12 (12.2%)	0	0	52 (53.1%)
<b>Access to Electronic Library Resources (database, electronic journals and books)</b>	4.08	33 (33.7%)	42 (42.9%)	17 (17.3%)	4 (4.1%)	0	2 (2%)
<b>Library Staff</b>	4.12	26 (26.5%)	41 (41.8%)	16 (16.3%)	0	0	15 (15.3%)
<b>Library Holdings</b>	4.01	19 (19.4%)	30 (30.6%)	18 (18.4%)	0	0	31 (31.6%)
<b>Library Facilities</b>	4.05	28 (28.6%)	39 (39.8%)	18 (18.4%)	0	2 (2%)	11 (11.2%)
<b>SFA Campus Dining (Food Services)</b>	3.66	16 (16.3%)	33 (33.7%)	25 (25.5%)	5 (5.1%)	3 (3.1%)	16 (16.3%)
<b>Resident Hall Facilities</b>	3.63	13 (13.3%)	28 (28.6%)	18 (18.4%)	7 (7.1%)	2 (2%)	30 (30.6%)
<b>Resident Hall Services</b>	3.72	11 (11.2%)	35 (35.7%)	17 (17.3%)	5 (5.1%)	1 (1%)	29 (29.6%)
<b>Greek Experience (fraternity/sorority)</b>	3.98	21 (21.4%)	13 (13.3%)	9 (9.2%)	2 (2%)	3 (3.1%)	50 (51%)
<b>Leadership and Service Programs (ODK, MLK Day)</b>	3.87	14 (14.3%)	24 (24.5%)	14 (14.3%)	2 (2%)	1 (1%)	43 (43.9%)
<b>Campus Clubs / Organizations (Academic/ Nonacademic)</b>	4.12	25 (25.5%)	44 (44.9%)	10 (10.2%)	1 (1%)	1 (1%)	17 (17.3%)
<b>Campus Bookstore (Barnes &amp; Noble)</b>	3.93	22 (22.4%)	47 (48%)	19 (19.4%)	3 (3.1%)	1 (1%)	6 (6.1%)
<b>Pine Log</b>	3.94	14 (14.3%)	35 (35.7%)	16 (16.3%)	1 (1%)	0	32 (32.7%)
<b>Campus Recreational Services</b>	4.33	40 (40.8%)	33 (33.7%)	12 (12.2%)	0	0	13 (13.3%)



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<b>Student Rights &amp; Responsibilities</b>	4.05	21 (21.4%)	41 (41.8%)	12 (12.2%)	1 (1%)	1 (1%)	22 (22.4%)
<b>Career Services</b>	3.99	22 (22.4%)	35 (35.7%)	15 (15.3%)	1 (1%)	2 (2%)	23 (23.5%)
<b>Students' Health Services</b>	3.82	18 (18.4%)	33 (33.7%)	18 (18.4%)	2 (2%)	3 (3.1%)	24 (24.5%)
<b>Parking Services</b>	2.80	12 (12.2%)	18 (18.4%)	21 (21.4%)	18 (18.4%)	21 (21.4%)	8 (8.2%)
<b>Parking Facilities</b>	2.90	11 (11.2%)	20 (20.4%)	26 (26.5%)	15 (15.3%)	18 (18.4%)	8 (8.2%)
<b>Parking Availability</b>	2.25	9 (9.2%)	9 (9.2%)	12 (12.2%)	22 (22.4%)	35 (35.7%)	11 (11.2%)
<b>Campus Security</b>	3.88	18 (18.4%)	38 (38.8%)	24 (24.5%)	2 (2%)	0	16 (16.3%)
<b>Veterans Resource Center</b>	3.79	9 (9.2%)	14 (14.3%)	15 (15.3%)	1 (1%)	0	59 (60.2%)
<b>Admissions</b>	4.10	31 (31.6%)	45 (45.9%)	19 (19.4%)	1 (1%)	0	2 (2%)
<b>The Business Office</b>	4.01	30 (30.6%)	43 (43.9%)	17 (17.3%)	3 (3.1%)	2 (2%)	3 (3.1%)
<b>Academic Advising</b>	4.04	40 (40.8%)	32 (32.7%)	19 (19.4%)	4 (4.1%)	3 (3.1%)	0

Students were then given the opportunity to write in other comments regarding services at SFA, students original text was:

<b>Please add any additional comments about SFA services:</b>		
Being a student who came to this school without any friends, professors did not mention or push me to join any groups or organizations. I came in this alone and am leaving alone. All I enjoyed was what I learned. I wish I could have been more involved than receiving ugly looks from people when I asked about what an organization was. I wanted to be apart of a group but coming to SFA after already attending a two year college didn't really give me a head start. Some of the Sororities such as tri-delt and tkos need a little bit of attitude adjustments. I have never seen Greek organizations act in a manner that these two did the two years I have been here.. Staff at SFA was amazing. I loved working with the staff in the development office and the rest of the staff I met. I think there are some professors that do push and make organizations a success but I think more professors should be encouraged to get students into organizations so students like me, who came here not knowing anybody, can be a part of something.	The career fairs seem to carter to teachers and accountants/business majors. It would be nice to see other majors being cartered too. Why is Etech one of the employers being represented at the career fairs? I worked at Etech before, if I go 4 years of college just to end up at Etech I would be very disappointed at my self. Please bring in more serious employers.	My only issue with parking is that it was oftentimes hard to find places to park in the garages -- the bus system took a good amount of time, making it necessary to arrive at school earlier than was needed. Also, as I am graduating in December, I am pretty bummed about the fact that parking permits are offered only on a year basis. I bought the pass -- which is overpriced, in my opinion - - and am only using it for half a year. I wish there was an option to buy a pass for a semester, so we wouldn't have to pay more than was necessary.
Very Helpful	I was really helped	enjoyed the experience at SFA



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Addign the additonal fees on for recreation use for online students is out ragious and the parking for commuters is HORRIBLE... residents park in commuter parking and leave commuters with no parking!	I used the career services for resume and cover letter critiques. Some of their suggestions were not consistent with what I learned in the course.	Housing Department sucks - they're rude and not compliant and give exceptions to some students and are very harsh with other students.
As an off campus student I absolutely despised the parking situations on campus. There are not enough places available closer to buildings.	The campus has great customer service and I am proud to have been part of excellence.	very disappointed in complaint procedures. I waited months for a response from thr Provost.
My academic adviser, Julie Stadler, misinformed me more than once on classes I needed to take or when they would be available, almost resulting to me graduating late.	SFA services provide the best quality and take the time to listen to the student.	Not much help, the staff always seemed to refer responsibility because of laziness I suppose. Hire hard workers.

## **Question 9 Students' participation in programs offered by SFASU:**

Students were asked to check all programs at SFASU in which they participated. The table below outlines the number of respondents from the School of Human Sciences who indicated that they participated in the following programs.

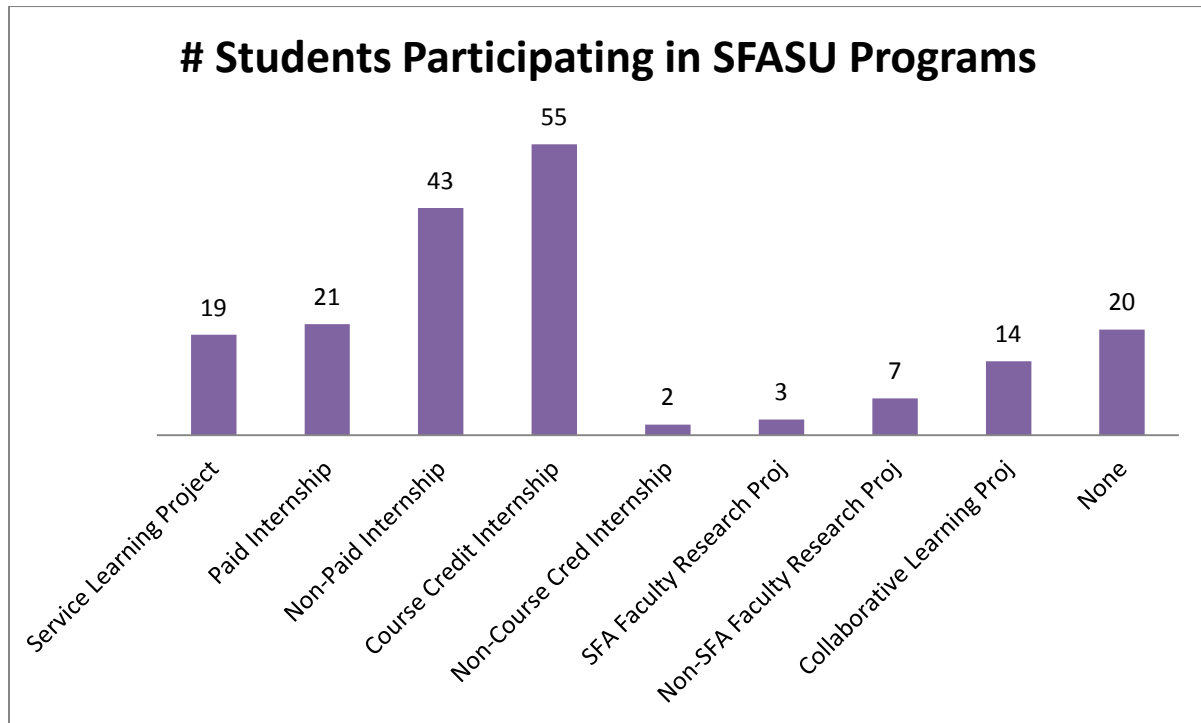
	# Students Indicating Participation	Percent
Service Learning Project	19	19.4%
Paid Internship	21	21.4%
Non-Paid Internship	43	43.9%
Course Credit Internship	55	56.1%
Non-Course Credit Internship	2	2%
SFA Faculty Research Project	3	3.1%
Non-SFA Faculty Research Project	7	7.1%
Collaborative Learning Project	14	14.3%
None	20	20.4%



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Figure 7



Students were then given the opportunity to write in comments to the question, “How did your campus involvement enhance your overall SFA experience?”:

How did your campus involvement enhance your overall SFA experience?:		
Allowed me to gain friends	Being involved on campus proved to be very beneficial to my experience, and made me enjoy being at SFA so much more.	Being involved on campus was great
Always someone there to ask questions or for help	Distant learner.	Greek life made me a better person
I was more involved with off campus organizations than on campus.	I loved the development department	It allowed me to meet my online classmates.
Growth in friendships and networking	Helped me meet a lot of people and get to know my teachers really well	Helped me meet new people
Becoming involved was hands down one of the best things that I have ever done here at SFASU!	gave me people i could go to for help in other classes and advice on how they went about certain things	Being greek really enhanced my SFA experience. It gave me a plave to call home with people that I love dearly. The girls I was surrounded with encouraged me personally and academically.



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I am the current President of the Fashion Merchandising Club, and this will be something I can cherish forever but also put on my resume.	I had to work through school and was really focused on my school work so I did not get involved with much of anything at campus.	It helped me develop more of a personal connection with my peers and the university as a whole.
My internship was with the Nacogdoches Main Street Program. I was not involved much at SFA. But my internship will help me tremendously in my career.	I wasn't very involved in campus activities. I wish I would have participated more, but I needed to work and study for classes. The involvement I did have was pleasant and I am glad I did the things I did.	It has been a great experience throughout these four years, and being involved is what kept me busy through the semester and applying time management to be on top of my school work as well.
It didn't.	It helped to network with alumni.	It made it better.
it made it so much better	It made my college experience more fun and meaningful.	It allowed me to serve others and help meet needs.
NA	Scholarships	Yes it did

## Question 10 Students' perception about how much academic progress made:

All the students (N = 1236) answered the six questions regarding the perceptions of skills gained in the areas. Five-Likert-Scale was used with 5 = Excellent; 4 = Very Good; 3 = Good; 2 = Fair; and 1 = Poor (Table 8).

**As a result of studying at SFA, how much progress do you feel you have made in the following areas?**

	Average	Excellent	Very Good	Good	Fair	Poor
<b>Critical Thinking Skills - creative Thinking, innovation, inquiry, analysis, evaluation, and synthesis of information</b>	4.12	38 (38.8%)	39 (39.8%)	16 (16.3%)	5 (5.1%)	0
<b>Communication Skills - effective development, interpretation, and expression of ideas through written, oral and visual Communication</b>	4.22	41 (41.8%)	40 (40.8%)	15 (15.3%)	2 (2%)	0
<b>Empirical and Quantitative Skills - the manipulation and analysis of numerical data or observable facts in informed conclusions</b>	3.91	31 (31.6%)	35 (35.7%)	26 (26.1%)	4 (4.1%)	2 (2%)
<b>Teamwork - the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</b>	4.14	40 (40.8%)	35 (35.7%)	18 (18.4%)	5 (5.1%)	0





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<b>Personal Responsibility - the ability to connect choices, actions, and consequences to ethical decision-making</b>	4.35	53 (54.1%)	27 (27.6%)	17 (17.3%)	1 (1%)	0
<b>Social Responsibility - intercultural competence, knowledge of civic Responsibility, and the ability to engage effectively in regional, national, and global communities</b>	4.20	44 (44.9%)	32 (32.7%)	20 (20.4%)	2 (2%)	0

Students were then given the opportunity to write in other comments regarding areas of study at SFASU that need further improvement, students original text was:

<b>Please add any additional comments about SFA services:</b>		
Hire hard working non-lazy people, with good attitudes. Trash attracts trash.	I think critical thinking skills and social responsibility are both very important and can never be improved upon enough. The society we live in needs constant help with those two areas and I think more time and effort can always be spent there.	Professors encouragement to students to join organizations. Extra credit etc.
none	It was great	



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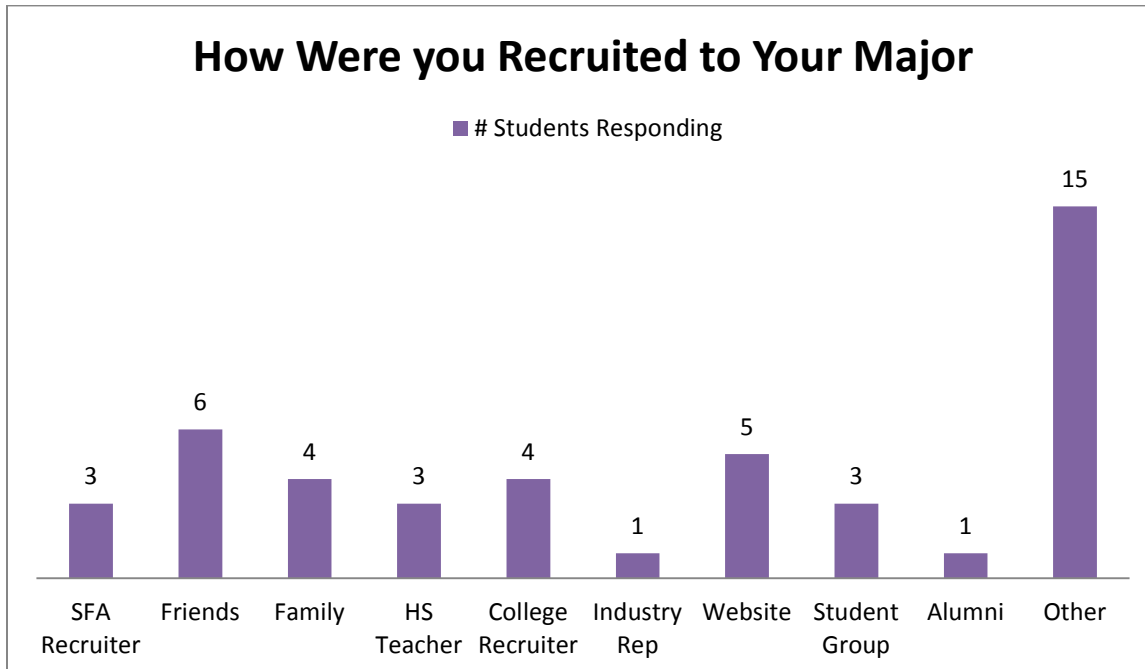
## Questions focusing on the School of Human Sciences & the Perkin’s College of Education

(PCOE). Students who indicated that they were part of the School of Human Sciences based on their major were asked to answer a series of questions specific to their majors & college. Of the 98 seniors with majors in the School of Human Sciences who completed the survey, 45 of them completed the section specific to Human Sciences. For all the questions below, n=45. The results from these major focused questions are outlined below.

### Question 1: How were you recruited into your major?

Students in the School of Human Sciences were asked to identify how they were recruited into their major.

Figure 8





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Those answering, “Other” were given the opportunity to write in other ways they were recruited to their major, students original text was:

Advisor	Email about discounted tuition rates	Employee learned of your program while attending a junior College.
I have always known what I wanted to do	I investigated and made the decision on my own.	I was not recruited
interest	Long-time interest in healthcare careers	Myself
National Head Start conference wanted to	own decision	Transfer program

### **Question 2: Tell us what you think about the Human Sciences program.**

Students in the School of Human Sciences were asked to answer several questions specifically regarding the program.

	Average	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>During my tenure at SFA, workplace trends were discussed.</b>	4.29	21 (21.4%)	16 (16.3%)	8 (8.2%)	0	0
<b>I had leadership opportunities while at SFA.</b>	4.31	20 (20.4%)	19 (19.4%)	6 (6.1%)	0	0
<b>I would recommend my major to others.</b>	4.33	23 (23.5%)	17 (17.3%)	3 (3.1%)	1 (1%)	1 (1%)
<b>I am satisfied with the facilities in Human Sciences.</b>	4.07	18 (18.4%)	18 (18.4%)	4 (4.1%)	4 (4.1%)	1 (1%)



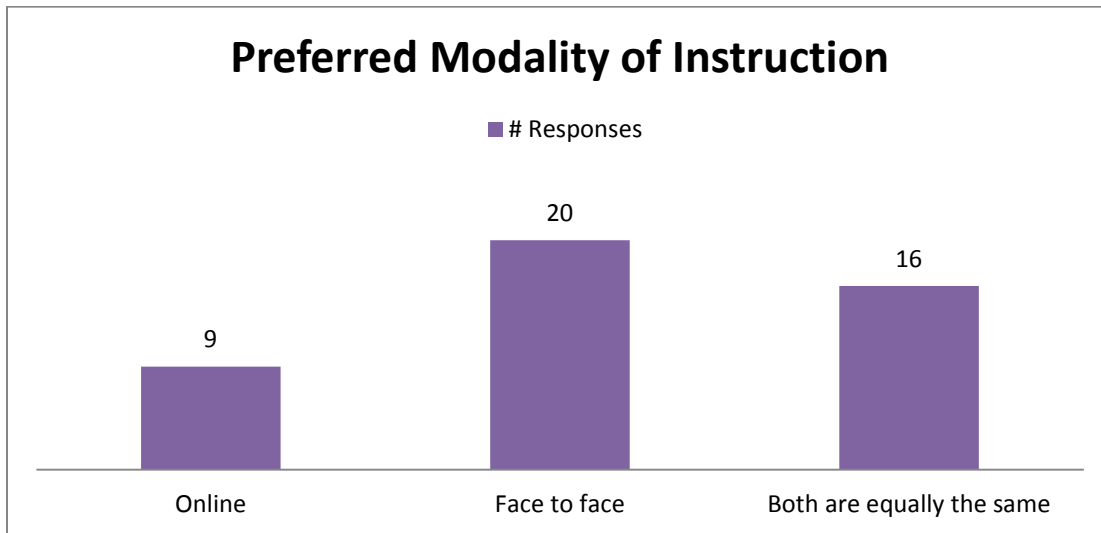
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### Question 3: What type of instruction do you prefer?

Students were asked to identify what type of instruction modality they preferred.

Figure 9



### Question 4: Please indicate your level of agreement on the following statements:

Students were asked to respond to a series of questions regarding the Perkins School of Education.

	Average	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My coursework in the PCOE has prepared me for my chosen field.	3.96	12 (12.2%)	21 (21.4%)	11 (11.2%)	0	1 (1%)
The Student Services & Advising Center staff was helpful in advising me.	4.00	15 (15.3%)	18 (18.4%)	10 (10.2%)	1 (1%)	1 (1%)
My courses were connected to the mission of the PCOE.	3.93	10 (10.2%)	22 (22.4%)	13 (13.3%)	0	0
Staff members in the PCOE were helpful.	4.04	14 (14.3%)	19 (19.4%)	12 (12.2%)	0	0
Overall, I enjoyed my major/minor in the PCOE.	4.24	18 (18.4%)	20 (20.4%)	7 (7.1%)	0	0