

October 27, 2017

Faculty Meeting

HMS North Room 115

AGENDA 1:30-4pm

Robust
Transparent
Trusted

1. Guest – Provost and VP for Academic Affairs, Steve Bullard
2. Assessment Committee Update
3. Recruitment and Retention Committee Update
4. College Council Update
5. Other committee updates
6. Mission Statement – Barrios
7. ftgoto

Fierce
Conversation

Contagious
Book

Nov. 15 HL

Expanding A.S. Graduation
not afford College

What are
auxiliary funds?

Lynda Martin

From: Todd Barrios
Sent: Thursday, October 26, 2017 9:36 AM
To: Lynda Martin; Ann-Marie Barnes; Chay Runnels; Darla Daniel; Donna J Fickes; Flora Farago; Gina Fe G. Causin; Hyunsook Kang; Jamie Cupit; Jennifer Newquist; Justin D Pelham; Leisha Bridwell; Lisa Mize; Lynsey Cortines; Mary Olle; Mitzi Perritt; Nancy M Shepherd; Rachel L Jumper; Sally Swearingen; Sarah Drake; Stephanie Milford
Subject: RE: Faculty Meeting Friday October 27th

Good morning everyone!

I will be at Chapel Hill High School judging and recruiting at a high school BBQ Cook-off tomorrow during the faculty meeting. I am including my idea/proposal for the School of Human Sciences Mission Statement below so you can talk about it in my absence during the meeting. I sent this to Dr. Martin back in September for her review, and this is what we've come up with for your approval/denial/vote/etc. Please let me know if you have any questions or comments...

School of Human Sciences Mission Statement Proposal

Current statement: The mission of the School of Human Sciences is to prepare highly qualified professionals to compete in global markets and apply knowledge to empower individuals and families from diverse communities.

Proposed change: The School of Human Sciences prepares students to be highly qualified and ~~empowering~~ professionals in global markets and to positively influence individuals, families, and businesses ~~from~~ ⁱⁿ diverse communities.

Todd Barrios, CEC
Chef / Clinical Instructor
School of Human Sciences
Stephen F. Austin State University
P.O. Box 13014, SFA Station
Nacogdoches, Texas 75962
936-468-1326

The views and opinions expressed in this message are my own and do not necessarily reflect the views and opinions of Stephen F. Austin State University, its Board of Regents, or the State of Texas.

From: Lynda Martin
Sent: Wednesday, October 25, 2017 4:20 PM
To: Ann-Marie Barnes; Chay Runnels; Darla Daniel; Donna J Fickes; Flora Farago; Gina Fe G. Causin; Hyunsook Kang; Jamie Cupit; Jennifer Newquist; Justin D Pelham; Leisha Bridwell; Lisa Mize; Lynsey Cortines; Mary Olle; Mitzi Perritt; Nancy M Shepherd; Rachel L Jumper; Sally Swearingen; Sarah Drake; Stephanie Milford; Todd Barrios
Subject: Faculty Meeting Friday October 27th



Twelve Proposals – Five Themes

ACADEMIC PRIMACY

- The “message” prospective and current students receive has to more strongly emphasize academics as the core of the undergraduate experience.

CONNECTING COLLEGE LEARNING AND READINESS FOR CAREER SUCCESS

- The connection between classroom learning and work/life skills needs to be stronger.
- More students need to participate in high-impact practices (e.g., research, study abroad, internships, experiential learning).
- Departments need to create more campus programs that enable their majors to do things similar to what they will do in their intended careers.

STUDENT SUCCESS

- Admissions, Financial Aid, Housing, Academic Affairs, and the Student Success Center need to work together more closely in assisting incoming first-year students.
- The Admissions Office needs to work with academic advisors and transfer students making sure there is complete understanding of what hours/classes transfer.
- The “message” prospective and current students receive is that the university has high expectations and will help you achieve them.
- What the university provides time for, recognizes, and rewards needs to be adjusted to reflect a greater emphasis on student learning and high impact practices.
- All funding decisions should hinge on if/to what extent the expenditure will impact student success.
- Mentor programs on campus need to be broadened to include more students.

CULTURE MATTERS

- Develop a more supportive university culture in which it’s safe to ask questions/make observations and in which administrators respond to those questions/observations.

EVIDENCE OF IMPACT

- Review assessment processes, findings and disseminate information and implement actual changes. (Don’t collect data for sake of collecting data—use it.)

HMS Retention Survey

Survey Flow

Block: Default Question Block (5 Questions)

Display This Question:

If Please tell us about your tentative plans for the next academic year by selecting the option below... = Returning to SFASU and changing my major.

Q2 Please specify your new major:

Display This Question:

If Please tell us about your tentative plans for the next academic year by selecting the option below... = Not returning to SFASU, transferring to another university to continue studies.

Q4 Please specify the reason(s) you are transferring to another institution:

Display This Question:

If Please tell us about your tentative plans for the next academic year by selecting the option below... = Not returning to SFASU, not transferring to another university.

Helpful Resources

JackFacts (http://jackfacts.sfasu.edu/ibi_apps/bip/portal/JackFacts8)

JackFacts is a resource from the Office of Institutional Research where you can go and find information on headcounts by level (graduate/undergraduate), student course load, student group (continuing, transfer, first-time), college, unit, degree level, degree, major, and term. This resource will also provide you a breakdown of the ethnicity, gender, and area of Texas where the students originate from. Clicking on any of the data takes you to a chart of five years of data and changes that have occurred.

You can also look at data on degrees awarded, credit hours, and faculty details using JackFacts. Here is an example of what JackFacts looks like and one type of data you can access there:



Stephen F. Austin State University Headcount by Texas Origin

Page 1 of 1

Level	Course Load		Group		College		Term/Year	
Graduate	All		All		Education		Fall 2017	
Unit	Degree Level		Degree		Major		Term/Year	
Human Sciences	Master		All		All		Fall 2017	
Texas Origin	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Number Change	Percent Change	
Dallas Area	6	3	2	4	3	-3	-50.0 %	
East Texas	9	12	12	13	25	18	177.8 %	
Houston Area	10	4	7	5	7	-3	-30.0 %	
Other Texas	6	7	4	1	9	3	50.0 %	
Total	31	26	25	23	44	13	41.9 %	

JackFacts
Run Date: October 20, 2017



Stephen F. Austin State University Headcount by Top 20 Texas Counties

Level	Course Load	Group	College	Unit	Degree Level	Degree	Major	Term/Year
Graduate	All	All	Education	Human Sciences	Master	All	All	Fall 2017
County	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Number Change	Percent Change	
Nacogdoches	4	7	7	7	12	8	200.0 %	▲
Angelina	2	2	3	4	5	3	150.0 %	▲
Harris	4	1	5	2	4	0	0.0 %	●
Dallas	2	0	0	0	2	0	0.0 %	●
Montgomery	0*	1	0	2	2	2	N/A	●
Randall	0*	0	0	0	2	2	N/A	●
Bexar	1	1	1	0	1	0	0.0 %	●
Cherokee	0*	0	0	0	1	1	N/A	●
Collin	1	2	0	2	1	0	0.0 %	●
Ector	0*	0	0	0	1	1	N/A	●
El Paso	0*	1	1	1	1	1	N/A	●
Fort Bend	3	0	1	0	1	-2	-66.7 %	▼
Gregg	0*	1	0	0	1	1	N/A	●
Houston	0*	1	0	0	1	1	N/A	●
McLennan	1	0	0	0	1	0	0.0 %	●
Newton	0*	0	0	0	1	1	N/A	●
Rusk	0*	0	0	0	1	1	N/A	●
Shelby	0*	0	0	0	1	1	N/A	●
Smith	1	0	1	1	1	0	0.0 %	●
Titus	0*	0	0	0	1	1	N/A	●
Tyler	0*	0	0	0	1	1	N/A	●
Upshur	0*	0	0	0	1	1	N/A	●
Victoria	0*	0	0	0	1	1	N/A	●

Headcount values identified with * are not classified as a top county within the term indicated. However, the county is reported as a top county for the parameter term selected.

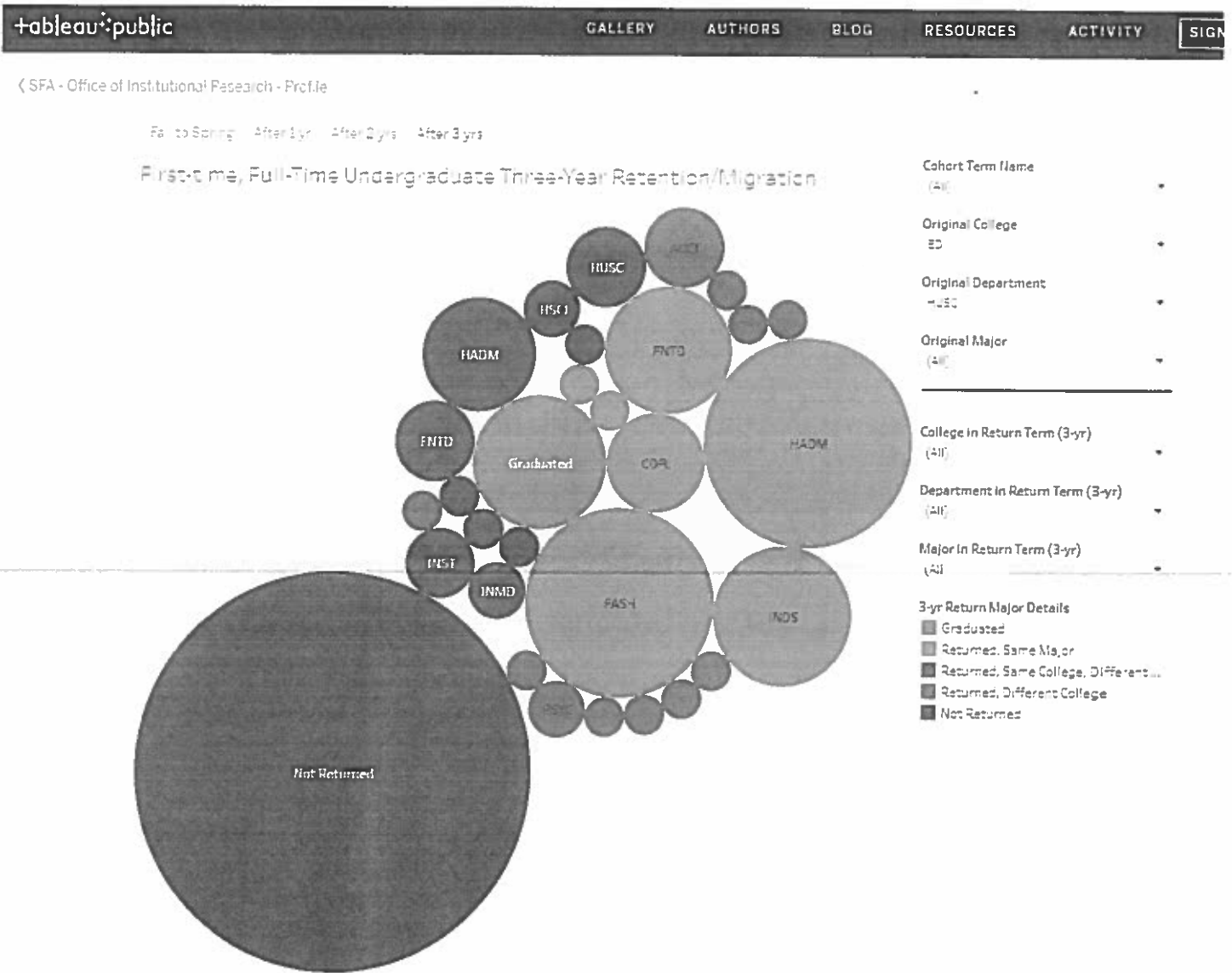
JackFacts
Run Date: October 20, 2017

Retention & Migration Dashboards (<http://www.sfasu.edu/research/strategic-decision-support.asp>)

These two dashboards are visually interesting to use. The retention dashboard will show you the one-year retention rate of first-time full-time students by college & major. The dashboard currently shows cohorts for classes of 2013-2015. In the retention dash, you can see either a visual where you can hover over the major you are interested in, or you can click the tab at the top that says, "Retention Data Table" and see the data in table format.

The migration dashboard is what our committee was initially interested in. This dashboard currently has data for 2011-2013. This shows you where the students in your major who left went. You can look at Fall to Spring retention as well as retention after 1, 2, & 3 years.

Here is an example of what that looks like:



There is also a student enrollment headcount analyzer dashboard that shows you some of the same information as JackFacts.



Twelve Proposals – Five Themes

ACADEMIC PRIMACY

- The “message” prospective and current students receive has to more strongly emphasize academics as the core of the undergraduate experience.

CONNECTING COLLEGE LEARNING AND READINESS FOR CAREER SUCCESS

- The connection between classroom learning and work/life skills needs to be stronger.
- More students need to participate in high-impact practices (e.g., research, study abroad, internships, experiential learning).
- Departments need to create more campus programs that enable their majors to do things similar to what they will do in their intended careers.

STUDENT SUCCESS

- Admissions, Financial Aid, Housing, Academic Affairs, and the Student Success Center need to work together more closely in assisting incoming first-year students.
- The Admissions Office needs to work with academic advisors and transfer students making sure there is complete understanding of what hours/classes transfer.
- The “message” prospective and current students receive is that the university has high expectations and will help you achieve them.
- What the university provides time for, recognizes, and rewards needs to be adjusted to reflect a greater emphasis on student learning and high impact practices.
- All funding decisions should hinge on if/to what extent the expenditure will impact student success.
- Mentor programs on campus need to be broadened to include more students.

CULTURE MATTERS

- Develop a more supportive university culture in which it’s safe to ask questions/make observations and in which administrators respond to those questions/observations.

EVIDENCE OF IMPACT

- Review assessment processes, findings and disseminate information and implement actual changes. (Don’t collect data for sake of collecting data—use it.)

Stephen F. Austin State University

Vision Statement

Our Vision Statement

An aspirational vision of the future to guide our work

[1] Stephen F. Austin State University (SFA) will have a distinct and stellar reputation based on the transformational learning experiences we provide for all our students in an exceptional setting. We will not use the term "transformational" lightly. We will be deeply committed to providing high impact, experiential learning for all SFA students.

[2] Our students will be engaged and empowered. They will know that we care about them and that we have high expectations for their performance and success. Our students will graduate with the marketable skills and qualities necessary to be leaders in their respective fields. Employers will seek out our students because of a demonstrated reputation of a solid work ethic. Their moral compass will be strong and true.

[3] We will expand our reach and increase our enrollment, not merely for the sake of growth, but because we are committed to our responsibility to the people of Texas to prepare more citizens to lead our state into the future. By seeking and accepting diverse students with a strong potential for success and providing them the resources and experiences to capitalize on their promise, the percentage of SFA students graduating also will increase.

[4] We will achieve financial sustainability by meeting tough choices head-on and making smart decisions about the future of the university. We will diversify our revenue streams, allocate our resources strategically, increase our private funding, and achieve meaningful enrollment growth. We will invest in our people and achieve appropriate levels of compensation, reward, and recognition. Professional development for faculty and staff will be seen as an investment and not an expense because our people are the greatest asset we have.

[5] We will be an innovative university. We will reach our students where they are and prepare them for life-long learning and career responsiveness in the twenty-first century. We will use cutting-edge teaching techniques and advanced research methods both inside and outside the classroom. We will be a forward-thinking university that not only is responsive to the realities of higher education but also is a leader in academia. Technology will be appropriately and sensibly infused throughout the campus in our classrooms and operations. It will facilitate-not drive-how we teach and work together.

[6] Our campus culture will be open, collaborative, and engaged. We will have an energetic and respectful workplace where civility, inclusivity, and accountability are guiding principles for everyone. We will become well known for the high quality of our faculty and staff. People will feel valued as employees of the university and work hard to sustain the sense of community that distinguishes us. Communication will be robust, transparent, and trusted.

[7] Our brand and identity will be authentic, clear, and understood by all our stakeholders. People will know who we are, what we contribute to the local, regional, and state communities, and what matters to us as a university. We will be known as trusted partners. We will leverage the strengths of our stakeholders, including community colleges, businesses and industries, K-12 institutions, and government entities. These partnerships will enable us to provide a stellar learning experience for our students and contribute to the quality of life of everyone we touch.