

**Student Government Association
Diversity Commission
Student Feedback on Student Success
Spring 2024**

Purpose of Assessment

The Student Government Association (SGA) Diversity Commission wanted to gather feedback from the Texas A&M University student body to gain insight into what issues or initiatives were essential to the student body and how their organization could better meet the needs of the students at Texas A&M. The survey focused on student success within the context of students' colleges or schools. Student Government Association has worked with Student Affairs Planning, Assessment & Research (SAPAR) on numerous projects in the past; however, this was the first time for this assessment focus.

Key Findings with Recommendations

Student Affairs Planning, Assessment & Research (SAPAR) identified several key findings and developed actionable recommendations Student Government Association may take based on the results. However, student leaders may identify other findings using their knowledge and understanding of the student body. Student leaders are strongly encouraged to read all the results and qualitative comments to gain a fuller understanding of students' experiences.

- While students seemed fairly positive about the support provided by colleges/schools, the Routh First-Generation Center, and the Department of Multicultural Services, one-third or more of students were neutral or disagreed that the areas provided resources to support their sense of community.
 - Student Government Association student leaders may want to look for opportunities to share this with colleges/schools, the Routh First-Generation Center, and Multicultural Services.
 - Additionally, SGA may explore options available to work with colleges/schools to understand what support they offer and whether colleges/schools could share ideas.
- Students offered a wide range of suggestions and thoughts on how to help them excel at Texas A&M.
 - SGA student leaders are strongly encouraged to read all the responses to gain a fuller understanding of students' experiences.
 - Additionally, SGA is strongly encouraged to share these results with schools/colleges and other university administrators.

Method and Sample

An electronic survey was developed using Qualtrics®, a survey design software that creates web-based forms and databases. The survey was a collaborative effort between three areas of the Student Government Association: Academic Affairs Committee, Diversity and Inclusion Committee, and Diversity Commission. The entire survey consisted of 23 questions, of which 12 questions were quantitative and 11 questions were qualitative. Additionally, student demographics were gathered through the student information system. Data were analyzed using SPSS®, a statistical software package, Tableau®, a data visualization software, and Microsoft Excel®.

The survey link was emailed to a random sample of the student body at Texas A&M University on February 16, 2024. The sample included 4,000 students from the College Station main campus and 7,914 students from various off-site locations; however, two email addresses for main campus students and eight email addresses for off-site students were invalid. College Station students received questions for all three sections of the survey; however, students from the off-site locations only saw the set of questions related to the Diversity and Inclusion Committee.

Non-respondents received up to seven reminders before the survey was closed on March 11, 2024. Of the 11,904 students who received the survey link, 497 students responded to some part of the survey, for a 4% response rate.

This report focuses only on survey questions for the Diversity Commission. There were seven questions for this section of the survey. Five questions were quantitative, and two questions were qualitative. Only students from the College Station main campus received this section of the survey. Of the 3,998 students who received the survey, 105 students responded to some part of the survey, yielding a 3% response rate.

Results

Results are reported as means, standard deviation (sd), and frequency percentages for the number of people (n) who responded to the question. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Tables are in descending mean or frequency order unless otherwise specified. Summary themes are contained in this report; the complete list can be found in a separate document.

College Station students were asked to report their level of agreement or disagreement with a series of statements related to the support they may receive. Table 1 shows that students were most in agreement that their college or school provides resources and updates to address their needs. Of the three questions about students' colleges or schools, students were slightly less in agreement that they could address an academic concern with their Dean's Office. Students had the option to indicate that they had not used the Routh First-Generation Center and the Department for Multicultural Services for those questions. The majority of respondents who saw these questions indicated they had not used these areas, and those responses were removed from the analysis. The three college questions were also looked at by academic schools and colleges to see if there were any differences. Additionally, the Routh First-Generation Center question was looked at by first-generation status and the Multicultural Services question was looked at by ethnicity. These results can be found in a separate document; however, care should be used in interpreting any differences as the number of students for some populations is as low as one person.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean (sd) [n]
My college provides resources and updates to address my needs.	27%	37%	25%	4%	8%	3.69 (1.16) [49]
My college supports my mental and social needs so I can excel academically.	25%	37%	18%	10%	10%	3.55 (1.26) [49]
I feel as if I can address any academic concerns with the Dean's Office in my college.	22%	22%	27%	20%	8%	3.31 (1.26) [49]
The Routh First-Generation Center provides resources that support my sense of community.	9%	9%	82%	--	--	3.27 (.65) [11]
The Department of Multicultural Services provides resources that support my sense of community.	13%	13%	63%	6%	6%	3.16 (.98) [16]

Table 1: Support

When asked about what campus resources support their social, emotional, and academic needs for them to excel at Texas A&M, eight students wrote a comment. A couple of students mentioned their professors were a resource for them. Others stated health insurance as a graduate student and Student Assistance Services. A few students commented on what would help support their social, emotional, and academic needs, which included affordable parking, professors who care about teaching, and being able to make appointments with mental health resources. A few students shared that they were still learning the resources.

The last question asked students to share what they need more support in or would like to see for their social and emotional needs to support them. There were numerous ideas shared from the comments of 12 students. A few students commented on financial resources or additional funding to lower their stress around finances. Others mentioned making it easier to find peer groups, providing more mental health resources, making it easier to navigate the current campus resources, allowing for mental health days, offering support to LGBTQ+ students, and encouraging faculty/student mentorship.

Demographics of students who received the survey and who completed the survey were gathered through the university student database. Table 2, on the following page in descending order by survey sample for each category, displays those results.

	Survey Sample [n=4,000]	Survey Respondents [n=105]
Sex		
Male	54%	45%
Female	46%	55%
College/School		
Engineering	32%	25%
Arts & Sciences	25%	23%
Agriculture and Life Sciences	12%	14%
Business	9%	9%
Education and Human Development	7%	7%
Architecture	3%	5%
Bush School	3%	10%
General Studies	3%	1%
Other / Exchange	2%	1%
Veterinary Medicine	1%	2%
Public Health	1%	3%
Performance and Visualization	1%	1%
Medicine	<1%	--
Ethnicity		
White	51%	52%
Hispanic or Latino	22%	22%
Asian	12%	10%
International	8%	13%
Black or Multi-Racial with Black	4%	2%
Multi-Racial excluding Black	3%	1%
Unknown or Not Reported	<1%	--
American Indian	<1%	--
Native Hawaiian / Pacific Islander	<1%	--
First-Generation Status		
Not First-Generation	67%	61%
First-Generation	18%	12%
Unknown	15%	27%
Classification		
Senior	32%	19%
Junior	20%	16%
Sophomore	18%	20%
Freshman	11%	10%
Masters	10%	20%
Doctoral	7%	13%
Vet	1%	--
Undergraduate Post-Baccalaureate	<1%	<1%
Top 10% Status		
Not Top 10%	65%	72%
Top 10%	35%	28%

Table 2: Student Demographics

Organization Background

The Student Government Association (SGA) at Texas A&M University represents all enrolled students on important issues. According to its website (<http://sga.tamu.edu/>), SGA is “dedicated to engaging and representing the students of Texas A&M University. Its organizational structure consists of three governing branches and various committees and commissions.

Project Details

One possible limitation in using these results is the low response rate and difference in respondents vs. sample demographics. Caution should be used in interpreting these data and their representation of the student body.

Student Affairs Planning, Assessment & Research (SAPAR) provides quality assessment services, resources, and assessment training for departments in the Texas A&M University Division of Student Affairs and student organizations. Services by Student Affairs Planning, Assessment & Research are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through Student Affairs Planning, Assessment & Research (SAPAR) can be found at <https://sapar.tamu.edu/results/>. Additionally, anyone can follow Student Affairs Planning, Assessment & Research on Facebook.

To work with Student Affairs Planning, Assessment & Research for future assessment projects, please fill out the Assessment Questionnaire at <https://sapar.tamu.edu/aqform/>.

Report Prepared for: Sarai Robinson, Student Government Association, Diversity Commission
Report Prepared by: Kelly Cox, Student Affairs Planning, Assessment & Research
Report Prepared on: March 29, 2024
Survey Designed by: Kelly Cox, Student Affairs Planning, Assessment & Research
Analysis by: Dennis Trukawka, Student Affairs Planning, Assessment & Research