


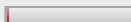
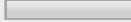
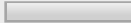
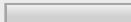
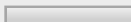



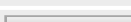
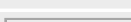
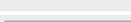
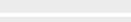
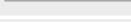
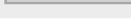
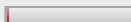
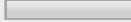
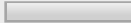
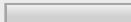
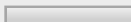



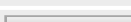
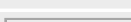
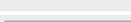
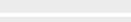
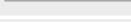
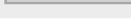
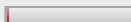
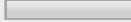
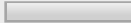
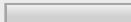
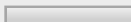



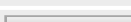
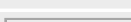
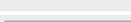
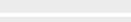
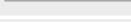
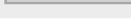

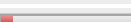
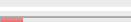
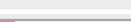
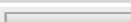
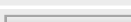
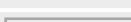
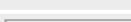
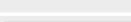
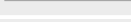
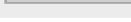
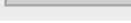
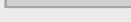
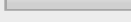
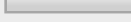
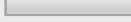
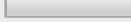
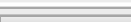
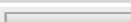
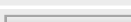
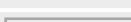
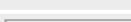
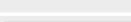
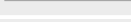
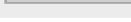
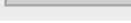
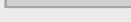
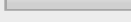
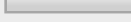
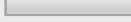
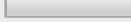
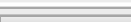
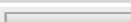
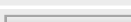
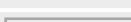
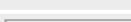
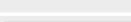
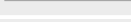
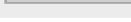
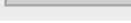
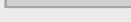
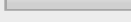
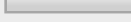
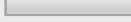
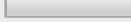
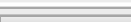
# SACSA Member Survey

Description:

Date Created: 1/7/2011 9:50:42 AM

Date Range: 1/14/2011 1:00:00 PM - 1/29/2011 11:59:00 PM

Total Respondents: 91

Q1. Which of the following would help you take the next step as a professional? (Please select your top three)																																																															
Count	Respondent %	Response %																																																													
38	41.76%	18.27%	 Skills development, e.g., assessment, training, administrative functions (please specify the skills development topics in which you would be most interested)																																																												
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1	33.33%		Obtaining my Doctorate or Ph.D.
1	33.33%		Research articles
1	33.33%		Senior Level Professional Development
91 Respondents			
208 Responses			

Q2. What kind of resources and opportunities best meet your needs? (Check all that apply)

Count	Respondent %	Response %	
66	72.53%	22.30%	Annual conference program
55	60.44%	18.58%	Online resources
38	41.76%	12.84%	E-mail and newsletter communication
31	34.07%	10.47%	Association List serves
30	32.97%	10.14%	Topic-based overnight programs
30	32.97%	10.14%	Level-based overnight programs (e.g., Mid-Manager's Institute)
41	45.05%	13.85%	One-day drive-in programs
5	5.49%	1.69%	Other (please specify)

Count	Percent	
1	20.00%	
1	20.00%	e.g. SEC Directors meeting--have them for Associate/Assistant Directors not just an application base program like MMI or NPI
1	20.00%	Strong research venues
1	20.00%	Symposia attached to major conferences such as NASPA and ACPA
1	20.00%	The College Student Affairs Journal

91 Respondents  
296 Responses

Q3. In your experience, what are the biggest challenges or opportunities we face today regarding the development of college students?

Count	Percent	
70	100.00%	

Count	Percent	
1	1.43%	(1) Mental health issues, (2) Online education that does not need student affairs could put us out of business, (3) lack of resources, (4) academically unprepared students, (5) the growing disparity between women's success and men's lack of success, (6) students are working so many hours to pay for school that they haven't time to get engaged in campus life
1	1.43%	1. Campus Safety, Security, and Threat Assessment 2. Academic Honesty/Integrity 3. Health Awareness, Alcohol/Drug Education, Treatment, and Prevention
1	1.43%	1. Connecting with students (attending programs, utilizing resources) 2. Less on learning and more emphasis on "checking off" the list (i.e. courses to take for degree) 3. civility and respect for others and community
1	1.43%	academic preparation or motivation to study hard
1	1.43%	Addressing their changing needs.
1	1.43%	adjusting to leading today's generation, and not what students were like when we went to college
1	1.43%	Aligning and advocting for resources to meet their needs.
1	1.43%	An unwillingness to except responsibility for their own action or lack of action. It seems in today's society, people want to shift blame to others
1	1.43%	As a graduate student right now I would say a lack of resources. More roundtable discussions and exchange of ideas would benefits most professionals.
1	1.43%	Budget issues

1	1.43%	<input type="text"/>	budgets, dealing with age divide between old and new school thought and work habits, innovative leadership-staying ahead of the game, being the campus expert on students nationally and on your campus(assessment)
1	1.43%	<input type="text"/>	Challenge - face to face communication in a world of technology Opportunity - technology
1	1.43%	<input type="text"/>	Challenge- Funding, how to reach students in an age of hyper-connectivity.... how do you get them to have a face to face conversation to help them develop those skills, when they would much rather look up information about your program from the comfort of their rooms at 2am, lack of civility on the college campus. Opp- Technology does give us the ability to be more creative- I guess it is a double-edged sword. The sheer number of different opportunities that college students even have now is amazing too.
1	1.43%	<input type="text"/>	Challenge: chnages in technology and social networking Opportunity: Moving beyond &quot;millenials&quot; - such an overused term.
1	1.43%	<input type="text"/>	challenges - negative media/television influence (e.g. focus on partying, drinking, sex), entitled behavior of students, increasing mental health issues opportunities - new technologies
1	1.43%	<input type="text"/>	challenges: feelings of entitlement from students and parents, growing sense of individualism
1	1.43%	<input type="text"/>	College preparedness, financial aid/support, maturity
1	1.43%	<input type="text"/>	Communication; meeting the diverse needs of millennials; relevance
1	1.43%	<input type="text"/>	Continuing to stay on top of trends with our students.
1	1.43%	<input type="text"/>	Doing more with less, when less won't cut it.
1	1.43%	<input type="text"/>	Educating them to be global citizens, and helping them understand that they should be learning outside of the classroom too.
1	1.43%	<input type="text"/>	Engaging students; both using technology as a tool and in spite of technolgy which can be isolating
1	1.43%	<input type="text"/>	Ethics, Problem Solving, Professionalism, Mental Health, Alcohol and Drugs
1	1.43%	<input type="text"/>	Expanding programs/services/staff while dealing with budget cuts and shrinking resources.
1	1.43%	<input type="text"/>	Feeling of entitlement from students and a customer mentality.
1	1.43%	<input type="text"/>	Fiscal and Human Resources and Entitlement mentality
1	1.43%	<input type="text"/>	getting them motivated and excited about development (as they think of it as training), so that they can actually get something out of it. it needs to be different that regular meetings or training, but not so much that the students are overwhelmed
1	1.43%	<input type="text"/>	how to reach them when are so &quot;connected&quot; online but not in person
1	1.43%	<input type="text"/>	I feel the biggest challenge is connecting and engaging our students to our campus--face-to-face.
1	1.43%	<input type="text"/>	I think one of the biggest challenges that we face today is the growing apathy of college students when it comes to global events or even their own career paths. I find that more and more students seem to maintain a &quot;laissez-faire&quot; attitude throughout college, which does not prepare them for the &quot;real world&quot; after their college years. I believe that it is one of our callings to prepare them for the &quot;real world&quot; and a part of that is combating this attitude, by equipping our students with the skills and preparation they need in order to feel confident after graduation.
1	1.43%	<input type="text"/>	I think technology, mental health and career opportunities are becoming increasingly important for our work with college students. Some of us (student affairs professionals) have kept up with the technological pace but many of us are behind. Even student affairs positions are requiring that candidates have familiarity with using Twitter and Facebook. Mental health is also critical and we need to find legal, creative and intentional about partnering with units on campus to provide the best services for our students.
1	1.43%	<input type="text"/>	in my case, budget cuts make it nearly impossible to provide adequate programming on our small campus.
1	1.43%	<input type="text"/>	Incorporating the &quot;Learning to practice piece&quot; of the puzzle.
1	1.43%	<input type="text"/>	Instilling a sense of honor and accountability
1	1.43%	<input type="text"/>	Interacting with the student instead of dealing with parents, moving back toward development/responsibility and away from being solely customer service based.
1	1.43%	<input type="text"/>	-Keeping students interested in development programs;. Innovative and creative program
1	1.43%	<input type="text"/>	Keeping up with the current trends
1	1.43%	<input type="text"/>	Keeping up with the various sorts of technology and I would also say state budgets.

1	1.43%	<input type="checkbox"/>	lack of appropriate prep for college level work, poor work ethic, financial support for institutions to provide appropriate levels of services, lack of a well educated coordinate cadre of entry level employees due to lack of certification of graduate programs
1	1.43%	<input type="checkbox"/>	lack of communication, apathy, financial reasons..
1	1.43%	<input type="checkbox"/>	Making the best use of limited resources, challenging our students to be engaged inside and outside of the classroom, and having to be accountable for learning in the public arena.
1	1.43%	<input type="checkbox"/>	medicated students, campus safety
1	1.43%	<input type="checkbox"/>	Meeting the needs of our diverse campus populations and reaching the &quot;unengaged&quot; student.
1	1.43%	<input type="checkbox"/>	Meeting the needs of the changing student generation & amp; their parents/families
1	1.43%	<input type="checkbox"/>	Mental Health Concerns
1	1.43%	<input type="checkbox"/>	Mental Health issues being mis-diagnosed or not diagnosed
1	1.43%	<input type="checkbox"/>	money, underprepared students
1	1.43%	<input type="checkbox"/>	Motivating students to do better and better instead of thinking their college education is just an entitlement or just another process to get a job.
1	1.43%	<input type="checkbox"/>	One of the biggest challenges that I see higher education professional facing is the growing divide that social media/the digital age is causing between generations. The older generations (typically those high up in student affairs and higher education) are unfamiliar with technology and both the threats and benefits it poses in our society today. Consequentially, many college campuses are lagging decades behind in using technology (not just computers, but cell phones, laptops, ipads, iphones, etc.) to teach their students. While financial problems prevent many campuses from progressing to a more digital arena, I believe that the general foreign feeling that the older generations have regarding the rapidly advancing technology of today is also holding them back from exploring digital learning. Generation Y and the younger generations of today have grown up plugged into technology and the digital world; it is a part of their life--how they live and how they learn. However, when these younger generations are coming to college campuses that are still built for students of the 1970's, their familiar way of learning is disrupted. Our college students simply cannot survive and grow and develop on campuses that are not equip to handle their lifestyles.
1	1.43%	<input type="checkbox"/>	One of the biggest challenges/opportunities we face is generational differences between seasoned administrators, new administrators, non-traditional students, and traditional students. These differences include differences in values, approaches to gaining knowledge, and approaches to communication, among many other differences. This is an opportunity to create an environment in which we can derive knowledge from where these differences intersect. At the same time, it is a challenge because there is a tendency to make value judgments about which approaches are best.
1	1.43%	<input type="checkbox"/>	ownership and pride in others/programs not just oneself
1	1.43%	<input type="checkbox"/>	Parents are still trying to raise their children while they are away in college. We try to give great customer service, but in turn it is really hand-holding.
1	1.43%	<input type="checkbox"/>	Preparedness does not match up with what students feel entitled to as far as programing and academics are concerned.
1	1.43%	<input type="checkbox"/>	Professional development updates in the area of Career Services
1	1.43%	<input type="checkbox"/>	Retention
1	1.43%	<input type="checkbox"/>	Staying grounded in development theory without losing sight of the nuances of the individual student
1	1.43%	<input type="checkbox"/>	Student affairs professionals know that their work makes a difference, but we don't always do a good job of demonstrating our effectiveness. In the changing world of higher ed, I fear we are losing our relevancy and that is a huge risk to our students.
1	1.43%	<input type="checkbox"/>	Student Engagement in educational, culltural, leadership activities.
1	1.43%	<input type="checkbox"/>	Students are not coming to college with basic skills for success-time management, presenting themselves on paper and in person, and basic leadership skills. Faculty often complain that students aren't prepared for the curriculum...student aren't prepared for college success. When they are not required to take a college success course, they fall through the cracks... I feel like our profession is a necessity now more than ever before.
1	1.43%	<input type="checkbox"/>	Students aren't college ready - use of developmental courses and/or working partnerships with community colleges Student LGBT identity Developing students for a career vs. developing students to be seekers of truth
1	1.43%	<input type="checkbox"/>	Students have different expectations about what they expect from college. Many are attending college for the degree in hopes for a job once they graduate as opposed to receiving an education. Making the right connections to land a good job is the focus for many. As a result, professionals in Higher Education are challenged to change their own

			paradigm of what it means to meet the &quot;needs&quot; of college students.
1	1.43%	<input type="checkbox"/>	Students use social networking and I see a decrease in face to face communication. I don't think students are developing throughout college in the same manner that Chickering first identified. Our theory of student development is out dated and someone's research could help student affairs professionals to better serve today's students.
1	1.43%	<input type="checkbox"/>	The biggest challenges that I think we face have to do with students ability to communicate with each other. I work in Residence Life, and every day I talk to students or hear about students who are unable to express their feelings and opinions to one another. They think that sending a Facebook wall post or a text message are appropriate means of communication. Students are also struggling with their ability to deal with conflict and how to work through that. The other major issue that we are seeing with our students is the struggle to be away from home. We frequently have students transfer because they want to be closer to their families and high school friends.
1	1.43%	<input type="checkbox"/>	The demand of immediacy. Entitlement. Parental involvement.
1	1.43%	<input type="checkbox"/>	their ability to cope
1	1.43%	<input type="checkbox"/>	Their need for immediate gratification and 24/7 service availability...while keeping up with this with budget cuts and reductions
1	1.43%	<input type="checkbox"/>	Trying to change negative cultures/perceptions while only reaching a small fraction of the student population (in large institutions). In most cases, students who involved or leaders in one organization are also the same ones who are active in many others.
1	1.43%	<input type="checkbox"/>	Understanding where they come from and the experiences they bring to college.
1	1.43%	<input type="checkbox"/>	use of technology in delivering to students
1	1.43%	<input type="checkbox"/>	We are able to connect on so many levels through technology, yet that connection tends to hinder real communication.
70 Respondents			

Q4. What pressing issues do you face in your functional area?

Count	Percent		
66	100.00%	<input type="checkbox"/>	
Count	Percent		
1	1.52%	<input type="checkbox"/>	(1) too few personnel performing too much work, (2) shrinking budgets, (3) customer service centered parents, (4) aging infrastructure (eg, res'halls)
1	1.52%	<input type="checkbox"/>	1. Students are focused more on the &quot;experience&quot; of college rather than receiving an education. 2. Students tend to tell you what they think they want you to hear as opposed to honesty. 3. Leadership that is focused on the appearance rather than quality.
1	1.52%	<input type="checkbox"/>	1. Budget Cuts, Fiscal Responsibility, and Staffing Reductions 2. Balancing increasing enrollment with the rising cost of tuition coupled with enhancing academic quality
1	1.52%	<input type="checkbox"/>	A lack of resources and not enough exchange of ideas.
1	1.52%	<input type="checkbox"/>	advertising for programs, helping the students get other students to attend programs
1	1.52%	<input type="checkbox"/>	Alignment into the institutional mission and actual buy in from colleague's
1	1.52%	<input type="checkbox"/>	all of the above
1	1.52%	<input type="checkbox"/>	Assessment, Staffing (recruiting/turnover)
1	1.52%	<input type="checkbox"/>	budget
1	1.52%	<input type="checkbox"/>	Budget challenges and assessment.
1	1.52%	<input type="checkbox"/>	Budget conducive for providing effective programs and speakers.
1	1.52%	<input type="checkbox"/>	Budget concerns; inappropriate behavior and is it really a significant threat that warrants removal from school or notification of local authorities; staff development when travel resources are limited
1	1.52%	<input type="checkbox"/>	Budget Cuts
1	1.52%	<input type="checkbox"/>	budget reductions
1	1.52%	<input type="checkbox"/>	budget, budget, budget student apathy lack of faculty support staffing
1	1.52%	<input type="checkbox"/>	Budgets
1	1.52%	<input type="checkbox"/>	building a team, one goal and vision
		<input type="checkbox"/>	

1	1.52%	<input type="text"/>	Change, doing more with the same and often times less
1	1.52%	<input type="text"/>	Communicating with students at their level of technology.
1	1.52%	<input type="text"/>	communication & faculty support
1	1.52%	<input type="text"/>	Crisis Intervention and Management
1	1.52%	<input type="text"/>	Effectively managing the growth and programming for student organizations.
1	1.52%	<input type="text"/>	Everything from student mental health issues to questions of student academic support.
1	1.52%	<input type="text"/>	finances
1	1.52%	<input type="text"/>	Financial limitations
1	1.52%	<input type="text"/>	Funding
1	1.52%	<input type="text"/>	Funding- a lack of it. More work to do than people available. Coming up with new ways to reach students with the message we are trying to get out that works. More assessment that needs to be done and not enough time to do it.
1	1.52%	<input type="text"/>	Funding and lack of resources (all types); need for innovative programming ideas
1	1.52%	<input type="text"/>	getting students involved on campus and being able to advocate for themselves (students' communication skills - or lack thereof - overall)
1	1.52%	<input type="text"/>	Having enough time and resources to get everything planned and completed now that Universities have gone to year round classes.
1	1.52%	<input type="text"/>	Helicopter parents, departmental conflict, Lack of support from upper levels
1	1.52%	<input type="text"/>	how to create student development opportunities when supervising students for essential department tasks; I can barely get a commitment for staff meetings...
1	1.52%	<input type="text"/>	I am in academic affairs and even as a new scholar administrator I must find ways to engage faculty to make my programs a success. It is now beyond "being nice" but becoming more familiar with faculty's research and needs to have the discourse.
1	1.52%	<input type="text"/>	I need professional development as an entry level professional.
1	1.52%	<input type="text"/>	I'm currently a full-time Ph.D. student after having been a full-time professional in the field for nearly 20years, so my pressing issue is trying to make sure that I stay connected to the field while I'm in school.
1	1.52%	<input type="text"/>	In addition to the above problem, the other main pressing issue concerns engaging students in transformative learning. That is, getting students to see that learning does not always have to take place behind a desk in a classroom. We want to get students to realize their passions, and they simply cannot do that by sitting in a chair listening to a teacher lecture all day long.
1	1.52%	<input type="text"/>	In addition to the issues above that we are facing with our students, we are also having to deal with the usage of alcohol by our residents, vandalism/community respect issues, and meeting the needs of our students and staff when the number of our residents are increasing but the size of our department is not increasing at the same rate.
1	1.52%	<input type="text"/>	Increase in the number of students with limited space (i.e. office space, no room to hire new employees)
1	1.52%	<input type="text"/>	Lack of caring from upper administration unless someone dies or a high-profile student gets in caught in possession or has a DUI (and sometimes not even then). Also facing the fact that there is no natural progression in my university for personal development or advancement in this specific field, so I may have to look to switch fields in higher education or look for another institution.
1	1.52%	<input type="text"/>	Lack of civility/communication between students, budget concerns for programming
1	1.52%	<input type="text"/>	Lack of funds, or fear of budget issues that affect staff pay raises.
1	1.52%	<input type="text"/>	Lack of resources with a growing student population. State funding is diminishing and budgets are shrinking.
1	1.52%	<input type="text"/>	learning how to do assessment
1	1.52%	<input type="text"/>	Limited financial resources, 50 year old facilities which need to be modernized
1	1.52%	<input type="text"/>	Managing employee conflict.
1	1.52%	<input type="text"/>	Me perspective as a dean with 25 years of experience, technology has provided great advantages to our field....yet it seems like many colleagues i talk to (including faculty) are overwhelmed with the growing demands particularly as it relates to we now have 24/7 access to everyone. It use to be if i had a question or issue, i would have to call or go see that person. Now we can send requests anytime of day or night and on weekends. Innovation has suffered while mediocrity has become the norm..

1	1.52%	<input type="text"/>	Mental health
1	1.52%	<input type="text"/>	Mental Health Issues and Campus Safety.
1	1.52%	<input type="text"/>	mental healty issues and best practices in assessment
1	1.52%	<input type="text"/>	n/a
1	1.52%	<input type="text"/>	Reaching and engaging adult learners.
1	1.52%	<input type="text"/>	Receiving adequate supervision. Supervision by an administrator that doesn't have a student affairs background. Being caught in the middle of academic affairs and student affairs.
1	1.52%	<input type="text"/>	Risk Management
1	1.52%	<input type="text"/>	Shrinking fiscal resources (budgets), motivating staff, and increasing student conduct cases.
1	1.52%	<input type="text"/>	staff burnout; insufficient recognition of staff accomplishments
1	1.52%	<input type="text"/>	Staff development/morale, budget concerns
1	1.52%	<input type="text"/>	staffing
1	1.52%	<input type="text"/>	Staffing with limited budgeting
1	1.52%	<input type="text"/>	students nonchalant attitudes towards underage drinking
1	1.52%	<input type="text"/>	the constant threat of budget cuts.
1	1.52%	<input type="text"/>	under staffed
1	1.52%	<input type="text"/>	Understanding and appropriate response to incidents with legal ramifications
1	1.52%	<input type="text"/>	Understanding and Working with a new generation of students.
1	1.52%	<input type="text"/>	Vandalism
1	1.52%	<input type="text"/>	Within Housing, I think one pressing issue is definitely how to program towards sophomores and upperclassmen. This is the community that I work with and I observe how difficult it is to programs towards their needs and be received in a positive manner. My RA's struggle with this on a regular basis, as well. The needs of sophomores and upperclassmen are different between each other, that it is difficult to find that middle ground that would be beneficial in programming.
1	1.52%	<input type="text"/>	Working with first generation college students, Hispanic students, and students with a high transfer in and out rate.

66 Respondents

Q5. How has SACSA impacted you as a student affairs professional?

Count	Percent		
63	100.00%	<input type="text"/>	
Count	Percent		
1	1.59%	<input type="text"/>	* Networking; * The ability to see the similiarities and differences between institutions; * Introduction to new functional areas.
1	1.59%	<input type="text"/>	Allowed me to meet people in a small conference setting and always feel welcomed.
1	1.59%	<input type="text"/>	Although my involvement with SACSA has been brief at this point, I would say the conference this past year in PC, Florida was one of the better conferences I have attended so far in my involvement with student affairs. SACSA is not trying to sell me anything; it is a genuine association that seems to really care about the here and now, as well as the future, of student affairs.
1	1.59%	<input type="text"/>	Attending conference has allowed me to meet network with professionals in the field, while also providing me opportunities for what I consider continuing education.
1	1.59%	<input type="text"/>	awareness
1	1.59%	<input type="text"/>	by providing opportunities for professional development, mentor-ship, and networking.
1	1.59%	<input type="text"/>	Colleagues and friendships, a means of staying in touch
1	1.59%	<input type="text"/>	Conferences are great. At my level, it has not helped me to move to a new point in my professional career, but getting to know people in the region that I can call on with questions or for collaboration is priceless.
1	1.59%	<input type="text"/>	Good professional development opportunities
1	1.59%	<input type="text"/>	Great conferences and networking opportunity

1	1.59%	<input type="checkbox"/>	Great networking and contacts
1	1.59%	<input type="checkbox"/>	has increased my excitement about being in the field
1	1.59%	<input type="checkbox"/>	Having the opportunity to network regionally
1	1.59%	<input type="checkbox"/>	I am fairly new to the association
1	1.59%	<input type="checkbox"/>	I attended my first annual confence this year and had a wonderful experience! I look forward to (hopefully) attending MMI.
1	1.59%	<input type="checkbox"/>	I have been a member of SACSA for 20+ years. When I first attended conferences, information on research, programming, and trends were shared. More recently, the programs have not had the depth that I expected. The organization has lost some of its professionalism, especially in recent years.
1	1.59%	<input type="checkbox"/>	I have been able to attend beneficial programs as well as meet others in the field
1	1.59%	<input type="checkbox"/>	I have learned a great deal and use some of the skills i have learned in my everyday position
1	1.59%	<input type="checkbox"/>	I LOVE SACSA!! It gives me a chance to take a step back and reevaluate myself and my profession. I also love getting to know all of the people involved with SACSA. It seems as though people in SACSA Region III pretty much stay in the same area and remain active in the organization.
1	1.59%	<input type="checkbox"/>	I went my first year as a graduate student and enjoyed the whole seminar. Being around all of those professionals that are excited about the field was a great motivator. I learned a great deal from my sessions.
1	1.59%	<input type="checkbox"/>	Involvement in SACSA has allowed me to converse with colleagues who are passionate about student development. It has allowed me to see that others care about the same things I do. I am challenged by my conversations with other SACSA members and I learn by hearing their experiences involving students or other areas of professional growth. I am encouraged by the SACSA family.
1	1.59%	<input type="checkbox"/>	It gave me an opportunity to get involved and connect with other professionals across the southeast.
1	1.59%	<input type="checkbox"/>	It generated some new ideas and thoughts that I probably would not have encountered had I not gone to this conference.
1	1.59%	<input type="checkbox"/>	It has allowed me to network in ways I would have never been able to do on my own.
1	1.59%	<input type="checkbox"/>	It has been an affirming/supporting organization. The networking is tremendous!
1	1.59%	<input type="checkbox"/>	It has connected me with friends for life as well as colleagues who are willing to help me, even during the toughest time.
1	1.59%	<input type="checkbox"/>	It has given me a chance to bring new, innovative ideas back to my institution and to strengthen what I do everyday.
1	1.59%	<input type="checkbox"/>	It has given me a chance to get out and make contact with other professionals. It helped me be at ease with the professional job search.
1	1.59%	<input type="checkbox"/>	it has helped bring different ideas to the campus and to my job, as well as helping me network with different universities
1	1.59%	<input type="checkbox"/>	It has introduced me to some awesome student affairs professionals.
1	1.59%	<input type="checkbox"/>	It has not.
1	1.59%	<input type="checkbox"/>	It has offered many networking opportunities over the years.
1	1.59%	<input type="checkbox"/>	It has offered tremendous professional development opportunities
1	1.59%	<input type="checkbox"/>	It hasn't. I really haven't got involved. I'm still trying to figure out how can SACSA assist me with my professional development.
1	1.59%	<input type="checkbox"/>	It motivates me to continue in Student Affairs! I love the atmosphere of family that SACSA brings and it helps me to develop professionally when I can sit and talk with someone that is in a place that I can learn from them.
1	1.59%	<input type="checkbox"/>	It provided me the start to my career in higher education in the mid-late 1990's
1	1.59%	<input type="checkbox"/>	it was my first inspiring introduction to the profession, almost 30 years ago. warm, friendly, welcoming. I always wanted to return to the conference. My initial professional networking was achieved in SACSA.
1	1.59%	<input type="checkbox"/>	Kept me focused on the importance of teaching and learning Nurtured and grounded me in the necessity of theory and practice Provided an avenue to converse, fellowship, and learn from others in the profession Gave me training, knowledge, and awareness in my career
1	1.59%	<input type="checkbox"/>	Leadership & Networking

1	1.59%	<input type="checkbox"/>	Made me feel welcome in student affairs
1	1.59%	<input type="checkbox"/>	Main source of professional development and networking
1	1.59%	<input type="checkbox"/>	Meeting people
1	1.59%	<input type="checkbox"/>	MMI was one of the best experiences I have had. Have also enjoyed the conferences for networking purposes.
1	1.59%	<input type="checkbox"/>	networking
1	1.59%	<input type="checkbox"/>	Networking
1	1.59%	<input type="checkbox"/>	Networking and mentoring
1	1.59%	<input type="checkbox"/>	Networking and opportunities to serve in leadership roles in the organization.
1	1.59%	<input type="checkbox"/>	networking, mentorship
1	1.59%	<input type="checkbox"/>	networking, professional development (both institutes) and ongoing development through the annual conference
1	1.59%	<input type="checkbox"/>	New knowledge to apply to my programs.
1	1.59%	<input type="checkbox"/>	Positively. It has allowed me to grow as a professional.
1	1.59%	<input type="checkbox"/>	program planning
1	1.59%	<input type="checkbox"/>	Provided an avenue for networking and involvement. Education through Journal and conference have been very beneficial.
1	1.59%	<input type="checkbox"/>	Provided valueable networking opportunities and updated information for student affairs
1	1.59%	<input type="checkbox"/>	SACSA has allowed to meet so many colleagues from around the region. It allowed me to get involved early in my career.
1	1.59%	<input type="checkbox"/>	SACSA has helped me develop confidence in myself as a professional through my interactions with colleagues at the Annual conference.
1	1.59%	<input type="checkbox"/>	SACSA has provided a solid professional network...the colleagues I've met at SACSA are consistent which is helpful when you change schools and relocate. NASPA and ACPA are huge, so SACSA's niche is the smaller conferences with opportunity for real networking and developing lasting professional relationships vs speed dating
1	1.59%	<input type="checkbox"/>	SACSA has provided me a place to go and get refreshed professionally every year. Each year that I leave the SACSA conference feeling rejuvenated about why I am in the profession. Not to mention that I usually leave the conference with some ideas to take back and implement at my institution and in my position.
1	1.59%	<input type="checkbox"/>	The welcoming environment of SACSA helped build my confidence to step out of my comfort zone in order to network with professionals in the field. As a graduate student, I think this is one of the biggest professional development challenges especially when I interact with professionals who have been in the field for so many more years than I. However, everyone was so welcoming and understanding to my experiences as a graduate student that I felt extremely comfortable talking with just about anyone.
1	1.59%	<input type="checkbox"/>	Tremendously-especially networking and support from colleagues across the region
1	1.59%	<input type="checkbox"/>	Up to date information on current issues, networking, legal issues, etc.
1	1.59%	<input type="checkbox"/>	very little in the last few years. The association has gone down hill in terms of its support for me. I am strongly considering dropping my membership since as a regional association SACSA is less relevant and less value for my membership and travel dollars
1	1.59%	<input type="checkbox"/>	very well with all the information.

63 Respondents

Q6. What about SACSA do you value most?			
Count	Percent		
61	100.00%	<input type="checkbox"/>	
Count	Percent		
1	1.64%	<input type="checkbox"/>	Annual conference
1	1.64%	<input type="checkbox"/>	Annual conference sessions on best practices, trends, etc.
1	1.64%	<input type="checkbox"/>	As a new professional, I value the opportunity to seek advice with seasoned professionals one-on-one.
1	1.64%	<input type="checkbox"/>	Colleagues

1	1.64%	<input type="checkbox"/>	Colleagues, friendships, and opportunities to get involved
1	1.64%	<input type="checkbox"/>	Collegueship Professional Development
1	1.64%	<input type="checkbox"/>	Compared to the "big" professional organizations, I value the opportunities to have meaningful conversations with colleagues that last well after the conference.
1	1.64%	<input type="checkbox"/>	cost, connections, locations
1	1.64%	<input type="checkbox"/>	Friendship
1	1.64%	<input type="checkbox"/>	I have to say the relationships. The annual conference is definitely the cornerstone of many of my SACSA relationships and a place to reconnect but the relationships-persona and professional are most valuable.
1	1.64%	<input type="checkbox"/>	I value the close knit feeling of the organization. I'm by nature an introvert, but despite that I have been able to make connections with other people in the organization.
1	1.64%	<input type="checkbox"/>	I value the diversity piece that I saw very clearly throughout SACSA. I saw young and seasoned professionals having a great time. I saw african americans and whites coming together. I was very impressed with the diversity piece.
1	1.64%	<input type="checkbox"/>	I value the sense of community that SACSA gatherings have about them.
1	1.64%	<input type="checkbox"/>	I'm new to this program - so I am still learning
1	1.64%	<input type="checkbox"/>	Information on the trends in higher education and student affairs.
1	1.64%	<input type="checkbox"/>	It is a "one big family" feeling at the conferences.
1	1.64%	<input type="checkbox"/>	It's regionally based.
1	1.64%	<input type="checkbox"/>	Keynote speakers at conferences
1	1.64%	<input type="checkbox"/>	Long lasting friendships and contacts
3	4.92%	<input type="checkbox"/>	networking
1	1.64%	<input type="checkbox"/>	Networking and contacts
1	1.64%	<input type="checkbox"/>	networking and opportunity to learn about best practices
1	1.64%	<input type="checkbox"/>	Networking and professional growth opportunities.
2	3.28%	<input type="checkbox"/>	networking opportunities
1	1.64%	<input type="checkbox"/>	networking opportunities, focus on relevant/current issues in the field
1	1.64%	<input type="checkbox"/>	Networking with impressive higher ed personnel
1	1.64%	<input type="checkbox"/>	Newsletters and Annual Conferences
1	1.64%	<input type="checkbox"/>	Not to sound redundant, but the family feel that I felt after leaving SACSA. It was definitely a comfortable environment and a great first professional conference experience for me.
1	1.64%	<input type="checkbox"/>	people and information that is curenrt
1	1.64%	<input type="checkbox"/>	Regional connections; Easier to get to know people as compared to national level conferences
1	1.64%	<input type="checkbox"/>	relationship building; professional development opportunities
1	1.64%	<input type="checkbox"/>	Relationships developed through SACSA
1	1.64%	<input type="checkbox"/>	SACSA traditions and values
1	1.64%	<input type="checkbox"/>	Small and close knit group.
1	1.64%	<input type="checkbox"/>	Small size, friendly atmosphere, commitment to graduate students
1	1.64%	<input type="checkbox"/>	Smaller association; focus on the southeast region
1	1.64%	<input type="checkbox"/>	The ability to interact and network with colleagues without the pretenses you might find with other organizations and at other conferences.
1	1.64%	<input type="checkbox"/>	The connection with higher education in the Southern Region
1	1.64%	<input type="checkbox"/>	The connections I have started to form and the sense of family that exists in the SACSA community. In some way though, I feel like I am just breaking in. However, I think SACSA does a really nice job of reaching out to Graduate Students and New Professionals more so than other organizations I have seen and really valuing what they have to offer.
1	1.64%	<input type="checkbox"/>	The differences in philosophies and practices within the region.
1	1.64%	<input type="checkbox"/>	The diversity and experiences that are shared during the breakout sessions.
1	1.64%	<input type="checkbox"/>	The family atmosphere is incredible. It is the one place where you will meet VP's and Deans

			of Students as well as grad students and new professionals without the pressure to perform.
1	1.64%	<input type="text"/>	the fun, laid-back environment at the conferences
1	1.64%	<input type="text"/>	The independence of the organization, the family feel.
1	1.64%	<input type="text"/>	The interaction and openness of the SSAO who attend.
1	1.64%	<input type="text"/>	The Journal
1	1.64%	<input type="text"/>	the legacy of 60 years of service-leadership, the awards and recognitions program is sincere, the conference once enjoyed the presence of senior level staff (but not any more, unfortunately), the opportunities to confer/network with colleagues, many interesting workshops or presentations
1	1.64%	<input type="text"/>	the networking and passion that the members bring
1	1.64%	<input type="text"/>	The networks
1	1.64%	<input type="text"/>	the newsletter, conferences, and networking
1	1.64%	<input type="text"/>	The opportunity to Network and discuss current issues in Higher Education with like minded individuals.
1	1.64%	<input type="text"/>	The relationships
1	1.64%	<input type="text"/>	The relationships with the SACSA members is what I value most.
1	1.64%	<input type="text"/>	The size and multiple opportunities for volunteer involvement
1	1.64%	<input type="text"/>	the size of the annual conference and the ability to meet others
1	1.64%	<input type="text"/>	The spirit of the organization
1	1.64%	<input type="text"/>	The tightness of the Association. It is a "loving family" where people can meet other people in an easy-going, friendly environment.
1	1.64%	<input type="text"/>	The traditions and attention to the membership/
61 Respondents			

Q7. What opportunities exist for SACSA to better serve its members?			
Count	Percent		
54	100.00%	<input type="text"/>	
Count	Percent		
1	1.85%	<input type="text"/>	(1) get the SSAOs to attend, perhaps holding a senior-leadership track series, (2) continue to choose centrally selected conference sites that are less expensive, (3) utilize the new electronic technology, especially for the young members.
1	1.85%	<input type="text"/>	A mentor-ship programs, professional development through social media, regional (drive-in) conferences.
1	1.85%	<input type="text"/>	because I have limited travel funding (if any) I have to focus my efforts on the national level since I have a leadership role at NASPA. This means that usually I have to bypass the local events due to the cost (and the fact that it has to come out of my pocket). If registration were cheaper, or if there were drive-ins that are reasonably close to my area I could participate more.
1	1.85%	<input type="text"/>	Being stronger and active with communication; better webpage that has a online career section; current hot topics including research articles and an online journal
1	1.85%	<input type="text"/>	Better quality breakout session presentations at SACSA conference
1	1.85%	<input type="text"/>	conferences and information online and through e-mail
1	1.85%	<input type="text"/>	Conferences and workshops.
1	1.85%	<input type="text"/>	Continued communication and desires to include others that are getting involved in the organization.
1	1.85%	<input type="text"/>	Create a more professional atmosphere at conference. There are some terrific people in leadership, but their needs to be more representation of faculty and upper management in positions to shape the culture of the organization.
1	1.85%	<input type="text"/>	Creating an awareness of opportunities for new comers and new/mid professionals to get involved.
1	1.85%	<input type="text"/>	Develop your web presence more! Crete a FB page, and have people update it constantly so that SACSA stays in the mind of its members. Make the web site more up to date and easy to manage. More conversation electronically- I don't feel like I actually get monthly

			reminders.
1	1.85%	<input type="checkbox"/>	development of professional development throughout the year and beyond the conference
1	1.85%	<input type="checkbox"/>	Enhanced/increased communication
1	1.85%	<input type="checkbox"/>	Establishing clear positions that exist within the
1	1.85%	<input type="checkbox"/>	Greater variety of programs for non entry level folks.
1	1.85%	<input type="checkbox"/>	I don't know.
1	1.85%	<input type="checkbox"/>	I thin the committees do a great job of pulling volunteers in and getting people involved.
1	1.85%	<input type="checkbox"/>	I think the marketing of SACSA must improve...For administrators who have never attended SACSA especially. As SACSA members change schools, there typically is a need to "sell" new supervisors or administrators on SACSA if they have not personally been active. More work must be done to build the reputation of SACSA...we must promote the opportunity for true professional growth through education and networking. More topic based programs/resources might be helpful...maybe drive-ins..where SACSA membership is strong and some attempts in states where membership is weak. Maybe we can offer two free memberships to Deans of Students who are not currently members at schools in SACSA states.
1	1.85%	<input type="checkbox"/>	I wouldn't mind some short, overnight or drive-in professional development so we can maintain that "spark" developed at the conference.
1	1.85%	<input type="checkbox"/>	increase best practices and professional dialog
1	1.85%	<input type="checkbox"/>	Increase membership and focus areas, engage more faculty, and create a stronger student engagement component
1	1.85%	<input type="checkbox"/>	Issue the journal more often to help us gain more professional knowledge, work closely with CAS, ACPA, NASPA etc. to support professionals in the region, support the merger of NASPA and ACPA, send the archives to Bowling Green so that they can be accessed by professionals all over the world.
1	1.85%	<input type="checkbox"/>	I've talked with many new members who feel that SACSA's leadership rotates among a particular group and that people tend to interact in groups of friends who've known each other for a long time. Perhaps becoming aware of this perception can lead more seasoned members to consciously seek more time with people they don't know so that their own groups are expanded and so that new members feel some sort of connection.
1	1.85%	<input type="checkbox"/>	Lacking in membership right now
1	1.85%	<input type="checkbox"/>	Maintain the values, mission, and purpose of the organization Train, educate, and recruit new, fresh leadership Advance the profession and the association via technology
1	1.85%	<input type="checkbox"/>	making sure that the presentations are trendy and prevalent; also making sure that the presentations are described accurately in the program booklet.
1	1.85%	<input type="checkbox"/>	Maybe a more central location for the SACSA Conference. Our School couldn't attend this past Fall because it was too costly.
1	1.85%	<input type="checkbox"/>	Maybe have more roundtables or excursions for young professionals.
1	1.85%	<input type="checkbox"/>	Maybe to create more programs for graduate students in order to continuously help us professionally develop.
1	1.85%	<input type="checkbox"/>	More collaboration with other associations for greater viability.
1	1.85%	<input type="checkbox"/>	More communication and a better website
1	1.85%	<input type="checkbox"/>	More current issues regarding today's youth and best practices.
1	1.85%	<input type="checkbox"/>	More drive-in workshops that are in close proximity
1	1.85%	<input type="checkbox"/>	More email communication would be great.
1	1.85%	<input type="checkbox"/>	more regional workshops, listservs, and moving the workshops to the actual campuses instead of offsite venues...gives a chance to actually see campuses and services they provide.
1	1.85%	<input type="checkbox"/>	national speakers at conference, tapping leadership at institutions(VPs) to present programs and serve on panels
1	1.85%	<input type="checkbox"/>	non-conference programming
1	1.85%	<input type="checkbox"/>	Not sure
1	1.85%	<input type="checkbox"/>	Not sure!
1	1.85%	<input type="checkbox"/>	nothing I can think of
1	1.85%	<input type="checkbox"/>	Now that NASPA and ACPA are seriously considering a consolidation, SACSA has the

			opportunity to represent history and trust.
1	1.85%	<input type="checkbox"/>	One thing SACSA really tries to do is to keep the conference costs reasonable. Planning several years out from a conference is an awesome task but the folks who rotate through the leadership positions do a great job growing new leaders and keeping the conference wonderful.
1	1.85%	<input type="checkbox"/>	Participating in committees. Reaching out to future student affairs professionals.
1	1.85%	<input type="checkbox"/>	periodic statewide drive in conferences, webinars
1	1.85%	<input type="checkbox"/>	reaching into collaborative efforts with other regions and other professional organizations of higher education.
1	1.85%	<input type="checkbox"/>	SACSA needs to reach out to other groups, expand its scope, and look for new ways to involve graduate students and faculty.
1	1.85%	<input type="checkbox"/>	SACSSA needs to enhance its communication with its members. Other than the SACSAAlert, it seems like the only other times we hear from the organization are in preparation of the conference (which might be what leads to people to view us more as a conference than an organization). I've heard that the website is getting a makeover, so that will help. It would also be great if we had some kind of archive/newsbank where professionals could find information relating to different topics that we face with our students and our positions.
1	1.85%	<input type="checkbox"/>	SSAO aspiring institute., don't concentrate on someone race/ethnicity just as professionals. I believe SACSA is out of balance with this and the perception it emphasizes one race - programs and services for African Americans, seems to be the emphasis
1	1.85%	<input type="checkbox"/>	The Association needs to do something to combat the racial divides that have grown over the past decade. I have seen a tremendous amount of segregating among races and a lack of willingness to recognize, or admit, that fact. Until this issue is addressed, the membership will not be served fairly or equally and people will continue to feel marginalized.
1	1.85%	<input type="checkbox"/>	The latino/a population is not well represented in our association and I would like to see more recruitment efforts.
1	1.85%	<input type="checkbox"/>	This is a tough question. There are always opportunities but the needs of professionals are varied. One area that may be considered is an improved mentoring program. It is difficult because Higher Education is a profession where people are constantly busy doing the work we love to do in serving students and others. Time constraints are one of the greatest challenges in this profession but if someone has an idea or plan to help connect new professionals as well as seasoned professionals with others, the possibilities are endless.
1	1.85%	<input type="checkbox"/>	Too soon for me to actually know since I am a new member
1	1.85%	<input type="checkbox"/>	We MUST maximize the utility of our website to do more as it relates to professional development and connecting people. We must also find ways through fundraising and development to establish programs where members can have more benefits as well.
1	1.85%	<input type="checkbox"/>	Webinars featuring some of the SACSA members offered at a discounted price in comparison to webinars offered through the national organizations.
54 Respondents			

Q8. To what extent do you feel like you have a voice in the association?			
Count	Percent		
4	5.71%	<input type="checkbox"/>	A great deal
20	28.57%	<input type="checkbox"/>	Considerably
27	38.57%	<input type="checkbox"/>	Moderately
14	20.00%	<input type="checkbox"/>	Slightly
5	7.14%	<input type="checkbox"/>	Not at all
70 Respondents			
<b>Top 2</b>	34.29% (24)	<b>Bottom 2</b>	27.14% (19)
<b>Mean</b>	3.06	<b>Std Deviation</b>	1.01
<b>Median</b>	3.00	<b>Std Error</b>	0.12
<b>Mode</b>	3	<b>Confidence Interval @ 95%</b>	2.82-3.29

Q9. Please explain your answer to the question above:		
Count	Percent	
59	100.00%	<input type="checkbox"/>

Count	Percent		
1	1.69%	<input type="text"/>	Active leadership roles
1	1.69%	<input type="text"/>	Again, as a graduate student, it's hard to feel that I have a say in a lot of the bigger things in the field.
1	1.69%	<input type="text"/>	Again, I am fairly new so I am still getting a feel for the association overall and its membership benefits.
1	1.69%	<input type="text"/>	all of my crys for involvement and my efforts to find out what is going on and to contribute to the discussion have been ignored and rebuffed despite my long term membership and past leadership. We have been polled and surveyed several times and a number of reports have been issued to the EC but I see no change in or reaching out to DO anything. There is serious analysis paralysis in the leadership of the association. The leadership is very cliquey and self perpetuating and from the same area of the region. We need an executive director who is full-time and can move us forward.
1	1.69%	<input type="text"/>	Although I am new to SACSA, in addition to only being a student, SACSA still gave me and my co-workers a chance to present at the conference this past year. That experience, and the conversations that we encouraged as a result of our presentation, were so rewarding...even if it was only to a room of 10 people! I hope to have more opportunities like this with SACSA in the future.
1	1.69%	<input type="text"/>	As a member of NASPA and ACPA sometimes I feel that my SACSA role is not as visible. I would like to be more involved but find it difficult to juggle the different associations.
1	1.69%	<input type="text"/>	As a relative newcomer and SSAO, SACSA clearly seems like an "old boys" network. No one is as friendly at meetings or conferences as the NASPA Region III Symposium attendees. It feels like the same people do everything every year.
1	1.69%	<input type="text"/>	As much as any other voting member of an organization can.
1	1.69%	<input type="text"/>	As much as time allows, I need a role. I have had several leadership opportunities and love the organization but not sure how to get back in the swing of active engagement
1	1.69%	<input type="text"/>	At the conference, we frequently hear that the organization is open to our feedback and comments, but until recently the means to do that were a little vague.
1	1.69%	<input type="text"/>	brand new to the organization this year, still learning what it's about
1	1.69%	<input type="text"/>	Concerns with the declining SACSA membership have not been stated to the membership at large.
1	1.69%	<input type="text"/>	Each year I get more involved in the organization and due to my position now, I can make some things happen because there are people listening to what I have to say based off the wants and needs of the SACSA family.
1	1.69%	<input type="text"/>	even when I have not been in a leadership position I have always felt that SACSA was small enough and it's officers cared enough to listen to input from members. I have never felt ignored or overlooked at SACSA.
1	1.69%	<input type="text"/>	Have always felt that the leadership was approachable and open to ideas and suggestions.
1	1.69%	<input type="text"/>	I am a young professional from one of the states that is generally farther away from the conference locations. At times, I cant make the conference and am hesitant to get involved because I am never sure I will be supported to return the next year by my institution. This is why I made sure to submit to present at each of the last two conferences
1	1.69%	<input type="text"/>	I am new and don't know if my answer is correct or not.
1	1.69%	<input type="text"/>	I believe that SACSA values the input of its members (hence this assessment).
1	1.69%	<input type="text"/>	I believe there are ample opportunities for involvement , input, and participation.
1	1.69%	<input type="text"/>	I can be as involved as I want to be.
1	1.69%	<input type="text"/>	I can email or talk to the leadership, they are very approachable. I believe that every year SACSA leadership should have an 30 min. open form during one of the session blocks to hear the voice of the membership
1	1.69%	<input type="text"/>	I cannot always attend annual conferences and don't hold a commitee chair position, so involvement seems limited. Additionally my university colleagues are not active in SACSA.
1	1.69%	<input type="text"/>	I don't think I'm ignored altogether and I think the small areas I work with I have an impact on, but I don't think I have much voice in the association as a whole.
1	1.69%	<input type="text"/>	I feel as though I have a voice if needed.
1	1.69%	<input type="text"/>	I feel I can contribute when I wish to do so.
1	1.69%	<input type="text"/>	I feel the SACSA leadership is open and willing to listen to its membership.
1	1.69%	<input type="text"/>	I have access to the executive leadership and can call or email any of them as needed.

1	1.69%	<input type="text"/>	I have as much of a voice as I desire; access, opportunity, and openness of the association is considerable for me.
1	1.69%	<input type="text"/>	I have been encouraged to become more active in the association because I have been mentored by people who believe in what SACSAs stands for.
1	1.69%	<input type="text"/>	I have been given the opportunity to chair a committee for the upcoming year. This has made me feel as if I am a part of the association more than on the outskirts of the association as I have felt in the past.
1	1.69%	<input type="text"/>	I have found that when members have concerns or ideas (positive or negative) it is easy to get this information to the E-board or the appropriate individuals. It may not mean that you get everything you want but people will hear about it.
1	1.69%	<input type="text"/>	I have not been able to attend annual conferences because of budget reductions and the responsibilities of my job. That's impacts the amount of time I can give
1	1.69%	<input type="text"/>	I have not taken advantage of the opportunity to be involved as I should.
1	1.69%	<input type="text"/>	I have not taken an active role - but the opportunity is there if I choose to do so.
1	1.69%	<input type="text"/>	i have only been to SACSAs once, so i do not feel like i have as much say as other members just because of experience
1	1.69%	<input type="text"/>	I know the President personally and If I need to call her she would be willing to hear my concerns
1	1.69%	<input type="text"/>	I moved to Alabama in August for my new position--I have yet to get involved in any association down here as I am coming from Missouri.
1	1.69%	<input type="text"/>	I must engage in association activities if I wish to gain the benefits it provides.
1	1.69%	<input type="text"/>	I really don't know how I can be heard in this organization.
1	1.69%	<input type="text"/>	I really want to be more involved in SACSAs, I guess I just need more info easily available on how to do it. And reminders to do it.
1	1.69%	<input type="text"/>	I sense that I would feel like I had more of a voice if I chose to be more active in the organization.
1	1.69%	<input type="text"/>	I think that most members know at least one person fairly well on exec...as long as that's the case, you feel that you have a voice.
1	1.69%	<input type="text"/>	I volunteer in the career services area, and feel that I have a voice in that area.
1	1.69%	<input type="text"/>	I would like to have the opportunity to participate in surveys such as this and at some regional meetings. My only concern for myself is the time commitment at this point in my career.
1	1.69%	<input type="text"/>	If you are not on the Executive Council it seems like you have a vote, but not the biggest voice.
1	1.69%	<input type="text"/>	I'm a 2nd year graduate student and I haven't put myself out there too much, so at this point I don't feel I have much say at all - but that's not because of the association
1	1.69%	<input type="text"/>	In many of the sessions I felt like I could ask a question or make a comment.
1	1.69%	<input type="text"/>	It has the tendency to seem kind of clique-ish, so there are some times when it seems difficult to get involved in the inner-workings of the organization.
1	1.69%	<input type="text"/>	Just joined the association
1	1.69%	<input type="text"/>	Just like most organizations, you have to put yourself out there to be recognized and be heard. I feel like I have a voice in my committee membership but not very much in SACSAs as a whole.
1	1.69%	<input type="text"/>	Not had a chance or an opportunity to be involved yet.
1	1.69%	<input type="text"/>	Right now, I don't have a major voice because I'm focused on my Ph.D. program. I do feel that being an active member lends itself to having a voice in the organization, so my lack of voice is merely a reflection of my input.
1	1.69%	<input type="text"/>	SACSAs does a fair job of allowing members to give input through listservs and surveys like this, but I believe most voices are heard only when individuals are able to attend conferences.
1	1.69%	<input type="text"/>	SACSAs leadership seems open to new ideas. The vehicle in which one's voice can be heard is not always well-known. However, the leadership's availability, mainly expressed in attitude and demeanor, is quite evident.
1	1.69%	<input type="text"/>	Severed in several leadership roles
1	1.69%	<input type="text"/>	The ability to contribute to a meaningful discussion, opportunities to lead/program...even this significance of this member survey...all contribute to a "considerable" feeling of having a voice

1	1.69%	<input type="checkbox"/>	This is difficult to explain in a few words. The Association is comprised of very busy volunteer-professionals. In my estimation, to get their attention, you've got to be persistent and assertive.....you can't depend upon one email message or one phone call to get what you need. I had to BEG to get appointed to certain committees, following years of politely waiting for my written requests. I cannot imagine a shy member getting the opportunities that might allow them to shine. There's nothing you can do about this issue -- we're an association of volunteer-professionals, with 60-hour-week jobs at home. SACSA can only receive a few hours a week.
1	1.69%	<input type="checkbox"/>	we have to do more programming for folks who cant attend the conference
1	1.69%	<input type="checkbox"/>	Your voice is based on your involvement/participation. The more you are engaged with SACSA, the more influence you have.

59 Respondents

Q10. What is most important to you in the conference location?

Count	Percent		
21	30.00%	<input type="checkbox"/>	Central to the region
8	11.43%	<input type="checkbox"/>	Major airport nearby
13	18.57%	<input type="checkbox"/>	"Destination" setting
6	8.57%	<input type="checkbox"/>	Fun social opportunities
22	31.43%	<input type="checkbox"/>	Low cost

70 Respondents

Q11. In your decision whether or not to attend the conference, what is the biggest draw?

Count	Percent		
66	100.00%	<input type="checkbox"/>	

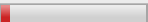
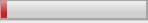
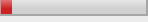
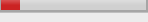
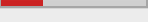
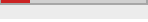
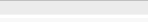
Count	Percent		
1	1.52%	<input type="checkbox"/>	Ability to get there and theme.
1	1.52%	<input type="checkbox"/>	Accessibility
1	1.52%	<input type="checkbox"/>	Affordability.
1	1.52%	<input type="checkbox"/>	because of the budget crunch, the cost and location.
1	1.52%	<input type="checkbox"/>	Budget
1	1.52%	<input type="checkbox"/>	colleagues and connections. I rarely pay attention to the sessions or pre cons until I get to the conference
1	1.52%	<input type="checkbox"/>	Colleagues who are attending
1	1.52%	<input type="checkbox"/>	conflicts here on my own campus
1	1.52%	<input type="checkbox"/>	Convenient location
1	1.52%	<input type="checkbox"/>	Cost
1	1.52%	<input type="checkbox"/>	Cost and Access
1	1.52%	<input type="checkbox"/>	Cost and location
1	1.52%	<input type="checkbox"/>	Cost due to the funding cuts at my instituon.
1	1.52%	<input type="checkbox"/>	cost of attendance and topics discussed
1	1.52%	<input type="checkbox"/>	Date and Cost
1	1.52%	<input type="checkbox"/>	Distance from my campus.
1	1.52%	<input type="checkbox"/>	Due to current budgetary issues, it's the cost. When cost is not such a significant factor, it's the location and the accessibility I have to the city while I'm there.
1	1.52%	<input type="checkbox"/>	Finances from the department to support staff to go to annual conferences.
1	1.52%	<input type="checkbox"/>	Great concurrent session opportunities
1	1.52%	<input type="checkbox"/>	Hotel Cost and Distance
1	1.52%	<input type="checkbox"/>	How far away it is and what is the cost? Also, will I get support from my supervisor to attend (this person could care less about SACSA or any professional development, for that matter).

1	1.52%	<input type="checkbox"/>	How much can I get from SACSA if it's the only conference I can attend.
1	1.52%	<input type="checkbox"/>	I always plan to attend unless there is a work conflict (like homecoming, which I advise).
1	1.52%	<input type="checkbox"/>	if it's affordable
1	1.52%	<input type="checkbox"/>	Institutional Monetary Support
1	1.52%	<input type="checkbox"/>	Learning opportunities.
1	1.52%	<input type="checkbox"/>	location
3	4.55%	<input type="checkbox"/>	Location
1	1.52%	<input type="checkbox"/>	Location - It's nice to get away to learn, but it's equally as fun to experience something exciting in the city.
1	1.52%	<input type="checkbox"/>	location - not only a fun or pretty place, but somewhere that has things to do at night close by
1	1.52%	<input type="checkbox"/>	location, costs, if Melissa will be there.
1	1.52%	<input type="checkbox"/>	Location, timing, and cost
1	1.52%	<input type="checkbox"/>	Location.
1	1.52%	<input type="checkbox"/>	Location.... I am in SC, and I am going to go if it is closer to me and usually at the beach. Hilton Head and Myrtle were lovely in the past several years- thanks for going there! I am not super excited about Atlanta, because I go to so many conference there already.
1	1.52%	<input type="checkbox"/>	low cost
1	1.52%	<input type="checkbox"/>	Opportunities for interaction with other colleagues, opportunities for service, and opportunities to learn from my colleagues on challenging topics.
1	1.52%	<input type="checkbox"/>	Opportunities to network, participate on the College Student Affairs Journal, and presentation/research opporunities.
1	1.52%	<input type="checkbox"/>	Presence of senior student affairs officers. After 30 years in the field, I need their company, expertise, insights, and counsel. If they aren't there, I need to go where they are.....
1	1.52%	<input type="checkbox"/>	Professional development funds.
1	1.52%	<input type="checkbox"/>	program content
1	1.52%	<input type="checkbox"/>	Remaing funds
1	1.52%	<input type="checkbox"/>	Reputation/history of providing excellent program sessions and size of conference (not too large)
1	1.52%	<input type="checkbox"/>	Sample sessions and location
1	1.52%	<input type="checkbox"/>	Schedule and programs, location, dates.
1	1.52%	<input type="checkbox"/>	Sessions
1	1.52%	<input type="checkbox"/>	sessions or roundtables for senior level administrators
1	1.52%	<input type="checkbox"/>	speakers and location
1	1.52%	<input type="checkbox"/>	That I can easily drive or fly to that area.
1	1.52%	<input type="checkbox"/>	The amount of funds it will cost me to get to and from the conference
1	1.52%	<input type="checkbox"/>	The cost; as I total not just the conference fee but also the cost of travel, board, and other extra things that come out of traveling.
1	1.52%	<input type="checkbox"/>	The current financial situation at our university.
1	1.52%	<input type="checkbox"/>	The meeting needs to be moved around the region, not always in SC, GA, etc. Lets make sure that folks in boeder states dont always have to travel the great distances. Having the meeting in a place that is inexpensive and close to inexpensive eating locations for graduate students and has places outside the conference venue within walking distance to which folks can go for entertainment so they are not stuck in the hotel if they dont drive.
1	1.52%	<input type="checkbox"/>	the only year that I missed a SACSA conference after I started grad school was the one year I didn't have a position. I always make SACSA my number one conference priority when I plan for the year. In the future I can see cost becoming an issue because I am usually the only one from my institution that attends, so trave (if by car) and the hotel frequently make SACSA the most expensive conference I attend. Maybe one thing that the association can do is help people find roommates before the conference to help people save on costs.
1	1.52%	<input type="checkbox"/>	the overall costs, which are often higher if airfare is involved.
1	1.52%	<input type="checkbox"/>	The people.

1	1.52%	<input type="checkbox"/>	The plan is always to attend SACSA
1	1.52%	<input type="checkbox"/>	The timing of the conference.
1	1.52%	<input type="checkbox"/>	This year the biggest draw was cost.
1	1.52%	<input type="checkbox"/>	Time commitments on campus.
1	1.52%	<input type="checkbox"/>	Timing and location and speakers
1	1.52%	<input type="checkbox"/>	tradition of having attended the conference for the past three years and having enjoyed it all three times
1	1.52%	<input type="checkbox"/>	Travel Budget and authorization from my supervisor...If I am in the position to decide on which conferences I attend, I'm attending SACSA...that's not always the case, however. If I have to justify my attendance, that can play a role as well.
1	1.52%	<input type="checkbox"/>	travel cost.
1	1.52%	<input type="checkbox"/>	whether or not i am available that weekend and whether or not i can afford to miss class during that time
66 Respondents			

Q12. What are the most significant barriers to attendance? (Check all that apply)			
Count	Respondent %	Response %	
50	71.43%	41.67%	<input checked="" type="checkbox"/> Cost
20	28.57%	16.67%	<input checked="" type="checkbox"/> Fitting it in my schedule
22	31.43%	18.33%	<input checked="" type="checkbox"/> Needing to go to other conferences
14	20.00%	11.67%	<input checked="" type="checkbox"/> Awareness of SACSA from my supervisor
12	17.14%	10.00%	<input checked="" type="checkbox"/> Other (please specify)
Count	Percent		
1	8.33%	<input type="checkbox"/>	Distance
1	8.33%	<input type="checkbox"/>	I either attend this or NASPA
2	16.67%	<input checked="" type="checkbox"/>	location
1	8.33%	<input type="checkbox"/>	Location
1	8.33%	<input type="checkbox"/>	location (accessibility by car/plane)
1	8.33%	<input type="checkbox"/>	location (airline tickets)
1	8.33%	<input type="checkbox"/>	location/travel
1	8.33%	<input type="checkbox"/>	none
1	8.33%	<input type="checkbox"/>	regional nature as opposed to national nature, crappy locations, too far from my institution, weak program,
1	8.33%	<input type="checkbox"/>	Restriction of institutional travel dollars
1	8.33%	<input type="checkbox"/>	Whether or not my supervisor will allow it.
2	2.86%	1.67%	<input type="checkbox"/> Unsure
70 Respondents			
120 Responses			

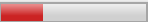
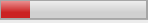
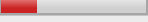
## Q13. Please describe your institution's student population:

Count	Percent		
4	5.80%		Fewer than 1,500
3	4.35%		1,500 - 2,500
5	7.25%		2,501 - 5,000
9	13.04%		5,001 - 10,000
20	28.99%		10,001 - 20,000
14	20.29%		20,001 - 30,000
14	20.29%		More than 30,000
69 Respondents			


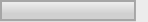
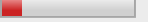
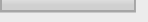
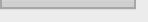
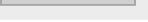
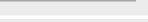
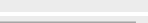
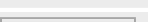
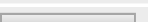


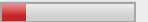
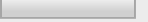
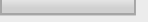
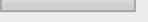

## Q14. Which best describes your current position?

Count	Percent		
58	84.06%		Full-time professional
1	1.45%		Part-time professional
10	14.49%		Graduate assistant
0	0.00%		Undergraduate student
69 Respondents			

## Q15. How many years have you been in the field?

Count	Percent		
20	28.99%		Fewer than 5
14	20.29%		5 - 10
17	24.64%		11 - 20
18	26.09%		More than 20
69 Respondents			

## Q16. Which is your primary functional area?

Count	Percent		
1	1.45%		Orientation
0	0.00%		Student Leadership Development
16	23.19%		Residence Life
2	2.90%		Advising
0	0.00%		Campus Recreation
1	1.45%		Student Activities
2	2.90%		Student Conduct
3	4.35%		Multicultural Programming/Services
1	1.45%		Greek Life
0	0.00%		Counseling Services
0	0.00%		Student Publications
0	0.00%		Disability Services
1	1.45%		Career Services
18	26.09%		Central Student Affairs Administration
5	7.25%		University Center/Commons/Student Union
3	4.35%		Student Health Services
0	0.00%		Parents Association

1	1.45%		Service Learning
15	21.74%		Other (please specify)
Count	Percent		
1	6.67%		academic affairs
1	6.67%		Assessment
1	6.67%		counselor education
1	6.67%		Dean
1	6.67%		engagement
2	13.33%		faculty
1	6.67%		Faculty
1	6.67%		First Year Initiatives
1	6.67%		ID Services
1	6.67%		Research and Assessment for Student Affairs
1	6.67%		senior level staff
1	6.67%		Teaching
69 Respondents			

Q17. Please indicate your level of degree attainment:

Count	Percent		
0	0.00%		Current undergraduate student
1	1.45%		Bachelor's degree
9	13.04%		Bachelor's degree pursuing master's degree
18	26.09%		Master's degree
15	21.74%		Master's degree pursuing PhD or EdD
0	0.00%		Bachelor's/master's degree pursuing J.D.
26	37.68%		PhD or EdD
0	0.00%		J.D.
69 Respondents			

Q18. Which best describes your gender?

Count	Percent		
29	42.03%		Male
39	56.52%		Female
0	0.00%		Transgender
1	1.45%		Prefer not to respond
69 Respondents			

Q19. Which best describes your race?

Count	Percent		
1	1.45%		American Indian
2	2.90%		Asian/Pacific Islander
23	33.33%		African American
2	2.90%		Hispanic
38	55.07%		White
0	0.00%		Other (please specify)

	Count	Percent	
	3	4.35%	<input type="text"/> Prefer not to respond
	69	Respondents	