

Student Activities  
Assessment Plan Summary

Student Activities

Global Citizenship & Diversity

Goal Description:

Cultivate a campus community that is globally aware and mutually respectful.

RELATED ITEMS/ELEMENTS-----

RELATED ITEM LEVEL 1

Global Citizenship and Diversity Learning Objective

Learning Objective Description:

Educate the campus on cultural competency, current issues and diverse perspectives.

Innovation & Technology

Goal Description:

Utilize current technology while recognizing, introducing and adapting to new technology.

RELATED ITEMS/ELEMENTS-----

RELATED ITEM LEVEL 1

Innovation and Technology Performance Objective

Performance Objective Description:

Increase access to information knowledge through user-friendly interfaces to encourage engagement and student development.

RELATED ITEM LEVEL 2

Innovation and Technology KPI and Results

KPI Description:

Social Media Assessment Criteria

The Social Media Assessment instruments that will be utilized for measuring this objective are the various social media platforms (i.e., Twitter, Facebook, and Instagram), and their ability to track the increases and decreases of traffic associated with our SHSU Student Activities accounts. Students will be offered t-shirts, Welcome Back boxes, and other giveaway incentives to increase university Student Activities social media traffic.

Results Description:

Social Media Assessment Results

With the Department of Student Activities vast increase in users of social media platforms (Facebook, Instagram, and Twitter) over the 2015-2016 academic year, there was a 58% increase in social media followers across the three social media platforms. This increase allowed for students to not only become more engaged with events and news on campus, but allowed them to stay connected with the University without having to necessarily be on campus. In addition, students were able to better connect with other registered students through SHSU social media and by attending events promoted on social media.

RELATED ITEM LEVEL 3

Innovation and Technology Action

Action Description:

Social Media Assessment Actions

- Continue to increase platform traffic by 30% across all social media outlets (i.e. Twitter, Facebook, and Instagram)
- Explore new social media features such as Snapchat and increase followers by 20%.
- Utilize current results of 2015-2016 KPIs by frequently posting updates and messages to followers at least twice a week to prompt retention of followers.

Leadership Development

Goal Description:

Support student learning by transforming theory into practice.

RELATED ITEMS/ELEMENTS-----

RELATED ITEM LEVEL 1

## EL - Leadership Development Application

### Learning Objective Description:

By participating in the Center for Leadership and Service's *Emerging Leaders* program, students will be able to transform theory into practice. *Emerging Leaders* is an on-going leadership series based on the Social Change Model of Leadership Development offered for Transfer Students at SHSU. A cohort of selected participants commit to attend all programs as they journey together to learn about Leadership, Communication, Individual & Group Values, Team Building, and Active Citizenship. We will be assessing the Fall 2015 and Spring 2016 cohorts.

#### RELATED ITEM LEVEL 2

### Emerging Leaders Rubric Review

#### Indicator Description:

A rubric indicating various levels of growth in the Emerging Leaders program will be used during each cohort's final presentation to assess participant's ability to transform the Social Change Model theory of leadership into practice. The rubric as a method of measurement is appropriate, as it allows students to know the expectations and levels of performance in which they will be assessed. Our grader is able to observe the product of the student's work over the course of a semester. The same rubric has been used for the past 9 cohorts.

Attached Files

 [Emerging Leaders Final Project Rubric](#)

#### Criterion Description:

65% of Emerging Leaders Participants Apply Learned Information

After participating in the CLS Emerging Leaders program, 65% of participants (from both the fall 2015 and spring 2016 cohorts) will show evidence of applying knowledge and skills to demonstrate application of learned information about leadership in relation to the Social Change Model.

#### Findings Description:

19% of Participants Show Evidence of Applied Learning

Based on observation of the final project assignment of each cohort of the Emerging Leaders program, an average of 19% of participants showed evidence of applying knowledge and skills to demonstrate comprehension of learned information. We value this demonstration as a "transfer of skill/knowledge."

Attached Files

 [Rubric Data](#)

#### RELATED ITEM LEVEL 3

### Emerging Leader Action

#### Action Description:

The facilitator/coordinator for FY16 was new to the Emerging Leaders program. With this transition, we failed to reach our percentage goal of the number of students showing evidence of applied learning. In reviewing this percentage compared to previous semester, it is possible that the new facilitator/coordinator may have evaluated learning harder than the previous facilitator/coordinator. We also may have set the goal too high for such a large change in the program's facilitation.

This percentage change along with other observations have led to the facilitator/coordinator to move forward with the following actions:

- The FY17 program will only consist of a Fall cohort. Recruitment of cohort participants for the Spring has been challenging. Additionally, new recruiting methods will be used and the cohort may be larger than normal since it will only be offered once during the year.
- Re-assess the mentoring structure for better accountability for mentors to follow through with assigned tasks
- The coordinator/facilitator will also be assessing the overall program and how the content can better align with the new 60x30TX goals.

#### RELATED ITEM LEVEL 1

### SELI - Student Employee Leadership Institute LOs

#### Learning Objective Description:

Through active participation in SELI, students will be able to...

*Knowledge Acquisition/Construction/Integration/Application*

- Create new understandings, related to employment, from learning activities and dialogue with others

#### *Intrapersonal Development*

- Assess, articulate, and acknowledge personal skills, abilities, and growth areas

#### *Practical Competence*

- Recognize the importance of transferable skills

#### RELATED ITEM LEVEL 2

##### **SELI Rubric Review**

##### **Indicator Description:**

A rubric indicating various levels of growth/achievement in the SELI program will be used during each cohort's final presentation to assess participant's ability to transform the SELI leadership development theories into practice. The rubric as a method of measurement is appropriate, as it allows students to know the expectations and levels of performance in which they will be assessed. Our grader is able to observe the product of the student's work over the course of a semester.

Attached Files

[!\[\]\(870f5d5e9c0d57485634be3ecf52f3ca\_img.jpg\) SELI Rubric](#)

##### **Criterion Description:**

70% of SELI Participants Apply Learned Information

After participating in SELI, 70% of participants from the spring 2016 cohort will show evidence of applying knowledge and skills to demonstrate application of learned information about leadership, related to the learning objectives, by sharing a presentation where they were expected to share:

- Specific examples of prior learning from SELI and how it has significantly changed their perspectives on leadership and employment
- Clearly reference how they have grown./changed as a student employee
- How they will apply learning from the SELI experience to future leadership and employment opportunities

##### **Findings Description:**

80% of SELI Participants Show Evidence of Applied Learning

Based on observation of the final project assignment, an average of 80% of participants showed evidence of applying knowledge and skills to demonstrate comprehension of learned information. We value this demonstration as "transfer of skill/knowledge."

Attached Files

[!\[\]\(5d954b3e270654ad8ab0d5913161c03c\_img.jpg\) Compliance Assist Assessment](#)

#### RELATED ITEM LEVEL 3

##### **SELI Action Plan**

##### **Action Description:**

This was the first year to assess student learning with a rubric. We anticipated a higher success percentage of students being able to show evidence of applying knowledge and skills to demonstrate application of learned information about leadership, related to the learning objectives, by sharing a presentation where they were expected to share:

- Specific examples of prior learning from SELI and how it has significantly changed their perspectives on leadership and employment
- Clearly reference how they have grown./changed as a student employee
- How they will apply learning from the SELI experience to future leadership and employment opportunities

Many of the teams landed in between the basic acceptance of achievement and full achievement, with some students on the team sharing specific examples and clear references, and some not.

Because we did not meet our goal, the facilitators of this program are re-evaluating the final presentations and how we can help our students better articulate their learning, with the facilitators possibly being more involved in the presentation preparation process. Additionally, other assessment opportunities are being considered, such as, developing a rubric to assess the improvement of resume's submitted by participants, and analysis of feedback survey related to session learning.

**Student Engagement & Spirit**

**Goal Description:**

Create and uphold traditions and unique programs that foster Bearkat spirit.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Student Engagement and Spirit Learning Objective**

**Learning Objective Description:**

Increase student engagement by assessing the wants and needs of the current student population.

**Update to Previous Cycle's Plan for Continuous Improvement**

**Previous Cycle's Plan For Continuous Improvement (Do Not Modify):**

In response to the FY15 assessment results, we will be able to make informed decisions that will directly improve our program and engagement opportunities for students. After reviewing the student organization approval process, we were able to identify a successful method for ensuring consistent review sessions were conducted in a timely manner. This will justify our decision to enforce meeting structure and attendance requirements for the Student Organization Board. In addition, our findings that student leaders are performing at a slightly higher level than the general student body will enable our staff to create a more specific marketing plan for student organization recruitment and involvement. In regards to the Emerging Leaders development program, we have identified several factors that have led to continuous improvement over the past semesters. The program facilitator will now be able to focus on assessing the long-term effectiveness of Emerging Leaders through a longitudinal study assessing if learned information is continuing to be applied. As for our goal to increase campus spirit through night and weekend programming, we were able to confirm from the data that the plan for students to interact with and engage each other at these events can be improved by addressing the program layout and volunteer structuring (selection, training, placement, etc.). It seems this year's assessment has allowed us to identify easily implementable techniques to improve next year's efforts for optimal student engagement opportunities.

**FY15 Department of Student Activities Previous Plan for Continuous Improvement**

There was an increase in nomination forms submitted by approximately 10% from the 2015 Sammy Awards to the 2016 Sammy Awards. This increase was the result of nomination forms being physically sent to University Administrators, more yard signs and flyers around campus, and more social media posts regarding nominations and deadlines. This task was successfully completed.

The 2016 DLC had an increase in attendance from the previous year of 83.4% and increased outside SHSU attendance by three additional institutions for a total of seven universities represented. Though the conference lacked an opening night speaker the previous year, there were 605 students in attendance of the opening night speaker session in 2016, with 78.8% of those students being currently enrolled at SHSU. This event was deemed a success.

**Update of Progress to the Previous Cycle's PCI:**

In accordance with the previous cycle's "Plan for Continuous Improvement", we were able to address 2/3 of the recommendations, as follows:

A Student Organization Specialist (brand new FTE) was hired mid-year and continued to use last year's recommendations to implement structured meeting dates and attendance policies for the Student Organization Board. Unfortunately, several student members did not meet the attendance requirements and were hard to replace throughout the year, hindering the org approval process. The specialist will now be able to use last year's org board processing data in comparison to this year's data to showcase the importance of meeting structure and attendance.

Regarding the Emerging Leaders program, a new Associate Director (program facilitator) was hired mid-year and experienced an intensive on-boarding process. The longitudinal study was placed on hold and the current cohorts continued to be assessed. The Director and Associate Director will create a dissemination plan in Fall 2016 to engage Emerging Leader alumni for feedback through a survey.

Due to last year's assessment regarding the layout of Casino Night, this year's volunteers were selected and trained differently to ensure that participants felt welcome and were able to enjoy the program without feeling overpowered by the volunteer "cliques" (friends or orgs that volunteered as a group). This observation allowed us to address a vital issue of student belonging.

**FY16 Plan for Continuous Improvement**

**Closing Summary:**

In response to the FY16 assessment results, we will be able to make informed decisions that will directly benefit our engagement and development opportunities for students.

In regards to the Emerging Leaders development program, we experienced a significant change in our findings this year. Due to a significant shift in leadership for this program, it is being re-designed as a fall-only offering, and the facilitator is updating and re-designing content to better align with the 60x30TX plan. With this being the first year for adding a rubric to assess learning from student presentations in the SELI program, the facilitators are re-evaluating how students will prepare to present their learning at the end of the semester, and are exploring other assessment methods that can be used to capture student learning.

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The Department for Student Activities will incorporate assessments in the following areas during the 2016-2017 academic year: engagement and spirit, cultural competency, and social media.

**Engagement and Spirit Assessment Actions**

- Other traditions will be assessed for the 2016-2017 academic year. Kat Comedy Showcase and Sammypalooza will be assessed for: As a result of attending this event, I made connections with new and continuing students.
- As a result of attending this event, I have a greater sense of pride for and connectedness to the SHSU community.
- As a result of attending this event, I feel more a part of the SHSU family.

**Cultural Competency Assessment**

As a result of the data collected discussions were held and a newly created luncheon series was designed to be an effective communication tool between the needs of the student body and the University Administration. This luncheon forum is called the “Embracing Our Diversity Luncheon Series.” The purpose of the Embracing Our Diversity Luncheon Series is to proactively engage students into the conversation of campus diversity. The intent of the series is to qualitatively assess campus climate as it pertains to diversity and inclusion from a student point of view. Two luncheons will be held per semester with the intent of gathering data from student leaders regarding campus climate.

- Feedback from student luncheon attendees regarding campus climate.
- Direct communication between the administration and student leaders.
- Assessment on learning outcomes associated with cultural competency and diverse perspectives.

**Social Media Assessment**

- Continue to increase platform traffic by 30% across all social media outlets (i.e. Twitter, Facebook, and Instagram)
- Explore new social media features such as Snapchat and increase followers by 20%.
- Utilize current results of 2015-2016 KPIs by frequently posting updates and messages to followers at least twice a week to prompt retention of followers.