

# Student Activities

## Global Citizenship and 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 Performance Objective

Performance Objective Description:

The Department of Student Activities will assess the views of two student focus groups each semester for a total of four focus groups in the 2016-2017 academic year. Student focus groups will be compiled of student representatives from randomly selected registered multicultural student organizations on campus. At each session, the following five questions will be asked to each group and responses will be noted and later transcribed and analyzed for common themes and feedback:

1. Why did you decide to attend Sam Houston State University?
2. How do you define diversity?
3. As a result of attending SHSU, what is your perception of diversity?
4. Can you describe environments and/or experiences on or off campus that have contributed to your understanding of diversity?
5. One of the core values of the Division of Student Services is to embrace diversity. Can you describe instances where SHSU has or has not met this value?

Success achievement of this objective will be the attainment of this information during each session so that the Department of Student Activities can use the information gathered to further implement programming, policy, and other necessary adjustments.

Furthermore, at the conclusion of each luncheon, all student participants will be sent a survey specifically addressing the following areas: social responsibility, engagement, learning, quality of experience, diversity, cultural awareness, and university climate. The survey was compiled using multiple survey sample questions provided by Campus Labs. The survey will be facilitated via Campus Labs. Successful achievement will be based on a response rate of at least 50% of attendees. In addition, the feedback attained will aid the Department of Student Activities in determining how to address the needs of the students via programming, policy, and other adjustments as necessary.

All data will be collected and reported by the end of April 2017.

RELATED ITEM LEVEL 2

Global Citizenship and Diversity KPI and Results

KPI Description:

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 and how to better serve various diverse groups on campus. Data will be collected during the luncheons via notes taken to assess common themes. Student email addresses will also be collected. Once luncheons are complete, all participants will be sent a survey pertaining to their feedback regarding the effectiveness of the luncheons and assess how the student feels about Sam Houston State University and the following: engaging with other diverse backgrounds, disabilities, GLBTAQI\*, international students, free speech, and informing students of diversity and inclusion outside of their norms.

Attached Files

[EOD-November-Assessment \(1\)](#)

Results Description:

Fall 2017 Luncheon Results

Common themes discussed during the fall 2016 Embracing Our Diversity Luncheon Series included the request for more resources for Multicultural Student Services, more space for cultural organizations to meet and facilitate events, and more university support. Additionally, a common theme between the two sessions was the revelation from the students who attended that they themselves could take a bigger responsibility in increasing campus diversity by engaging more with campus communities outside of their own comfort zones.

In addition, after the conclusion of the fall 2016 luncheons, the attached survey and results were attained.

1. The response rate was approximately 20%, which is below the benchmarked response rate of 50%. The low response rate is attributed to the timing that the survey was sent out. The survey was sent to both groups simultaneously since each group met a week apart (i.e., Group 1 met on November 14, 2016 and Group 2 met on November 21, 2016). The low response rate is attributed to the delayed disbursement of the survey. The survey was disbursed to both sessions simultaneously on November 22, 2016 at 9:00 AM, which was the day following the second session. There may have been reduced participation from Group 1 due to this delay. Additionally, the same week the survey was disbursed, students were released for Thanksgiving Break with end-of-semester finals in the following weeks.
2. With the feedback provided on the attached survey and the summation of the notes taken from each session, the Department of Student Activities was able to identify areas of improvement for Multicultural Student Services. The students identified some of the following areas that they would like to see improvement on:
  1. While students applauded Multicultural Student Services for the work currently being implemented on campus, they discussed the need for a central space on campus where students could identify multicultural student services more precisely.
  2. The students also expressed the need to have resources in accessible location on campus that they could utilize to benefit individual students and student organizations alike.
  3. The students also discussed a need for more support staff to facilitate more trainings, programming, and visibility on campus.
3. The Embracing Our Diversity Luncheons for the spring 2017 semester were not implemented due to the Department working on identified areas of improvement for Multicultural Student Services. The luncheon series will resume during the fall 2017 semester.

RELATED ITEM LEVEL 3

**Global Citizenship and Diversity Action**

**Action Description:**

Utilizing the feedback from the two Embracing Our Diversity Luncheon sessions during the fall 2016 semester, the Department of Student Activities was able to identify the need for a resource center. Therefore, the Department of Student Activities attained support and approval from the Vice President of Student Affairs to convert the Office of Multicultural Student Services to the Center for Diversity and Intercultural Affairs. The new Center will have increased resources and options for students on campus to utilize. Additionally, the new Center will be overseen by an Assistant Director of Student Activities, which is the first step to increasing the amount of support staff for students and campus stakeholders. The Department of Student Activities will continue to collect feedback from the Embracing Our Diversity Luncheon Series in the fall 2017 and spring 2018 semesters.

**Innovation and 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:**

The Department of Student Activities will increase access to information knowledge through user-friendly interfaces to encourage engagement and student development to better communicate with constituents. This objective will be measured throughout the 2016-2017 academic year and results will be reported back at the end of the 2017 academic year. The Department of Student Activities will engage with constituents via Facebook, Twitter, and Instagram at least twice a week. In doing so, the Student Activities has set a goal of increased followers by 30% on Twitter, Facebook, and Instagram. The percentage of users will be measured through Facebook Analytic Technology, Twitter Analytic Technology, Instagram Analytic Technology provided through each of the prospective social media platforms.

RELATED ITEM LEVEL 2

**Innovation and Technology KPI and Results**

**KPI Description:**

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. The following will be assessed:

Percentage of difference in traffic associated with Twitter, Facebook, and Instagram from the 2015-2016 academic year to the 2016-2017 academic year.

1. Percentage of difference in traffic associated with Twitter, Facebook, and Instagram from the 2015-2016 academic year to the 2016-2017 academic year.
2. Evaluation of average posts on Twitter, Facebook, and Instagram on a weekly basis and whether traffic increased or decreased on a particular platform.
3. Continue to increase platform traffic by 30% across all social media outlets (i.e. Twitter, Facebook, and Instagram)
4. 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.

**Results Description:**

2015-2016 Social Media Tracking			
	Facebook	Instagram	Twitter
% of Increase	47.5%	522%	65.5%
2016-2017 Social Media Tracking			
	Facebook	Instagram	Twitter
September 2016	5,000	417	1,054
May 2017	6,644	2,199	1,795
% of Increase	32.8%	427%	70%

1. The Department of Student Activities continued to experience increases across all three social media platforms (i.e., Facebook, Twitter, and Instagram), but experienced a slight fall in terms of percentage from 211% average increase during the 2015-2016 academic year to a 176% average increase in 2016-2017 academic year.
2. For the 2016-2017 academic year, all three identified social media platforms increased their followers by at least 30% (i.e., Facebook followers increased by 32.8%, Instagram followers increased by 427%, and Twitter followers increased by 70%).
3. Per our previous results, the Department of Student Activities posted on their social media platforms at least twice a week during the 2016-2017 academic year in an attempt to retain followers.

RELATED ITEM LEVEL 3

**Student Activities Innovation and Technology Action**

**Action Description:**

The Department of Student Activities plans to work to increase the awareness of their social media accounts on campus by working with the SHSU Program Council and the Diversity Council to promote the platforms to broader audiences that Student Activities may not normally reach. The two groups have been asked to promote Student Activities social media to all members and at events. In addition, Student Activities plans to increase visible signage on all promotional materials to increase social media awareness. The Department of Student Activities plans to increase followers on Instagram and Twitter by at least 30% and increase followers on Facebook by at least 10%.

**Student Engagement and 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 (Cheer) Performance Objective**

**Performance Objective Description:**

To measure the impact (if any) that the UCA National Cheerleading Competition has on the four spirit team squads: the All-Girl Cheerleading Team, Co-Ed Cheerleading Team, Mascots, and Orange Pride Dance Team. The UCA Nationals will take place in April 2017. Once the competition is complete, a survey will be distributed to all of the student participants who participated in the competition. The survey will gauge which of the following traits (if any) that have been identified by the Texas Higher Education Coordinating Board (THECB) as core skills students should obtain as a result of completing their core curriculum that were utilized and exercised by the participants during the preparation for competition and during the actual competition. The mixed methods survey will consist of 21 multiple-choice questions and two open-ended questions. The first 21 multiple-choice questions will gauge where the student is in the program and their expression for how well they have mastered the following five core skills: critical thinking, communication, teamwork, social responsibility, and personal responsibility. For the purposes of this assessment, the sixth core competency (i.e., empirical and quantitative skills) was not measured. The two open-ended questions discussed the implications of the students attending the competition and the impact (if any) that competing had on the students while at Sam Houston State University (SHSU) and their lives beyond SHSU. The criteria for successful achievement of this objective will be the data attained from the survey. This data will allow us to understand better, how we can further develop these students and prepare them for the workforce after they complete their academic degrees.

Attached is the survey that was distributed to all four spirit team squads. Questions were derived after reviewing the core competencies set by THECB and then utilizing resources such as the SHSU Director of Assessment to further detail how to properly formulate the survey questions. All teams held open tryouts and 24 were selected for the All-Girl Cheer Team, 25 were selected for the Co-Ed Cheer Team, 16 students were selected for the Orange Pride Dance Team, and five students were selected for the Mascot Team.

RELATED ITEM LEVEL 2

Student Engagement and Spirit (Cheer) KPI and Results

KPI Description:

The SHSU Spirit Teams are an essential component to promoting spirit and engagement at Sam Houston State University. Each year the teams compete to qualify for a spot in the UCA National Cheerleading Competition. The department is interested in a mixed methods assessment of how attending the UCA National Cheerleading Competition influences the team and their retention on campus. In addition, because of practicing and participating in the National Cheerleading Competition, we want to assess the following core skills that students should obtain as a result of completing their core curriculum as listed by the THECB: Critical thinking skills, communication skills, teamwork, social responsibility, and personal responsibility.

Results Description:

Multiple-Choice Question Results

As a result of my participation in the National Cheerleaders Association

(NCA) Collegiate Cheer and Dance Championship, I have developed my ability to...

Critical thinking skills...

100% of the survey participants agreed or strongly agreed that their critical thinking skills had been developed as a result of their participation.

Communication skills

At least 95% of survey participants agreed or strongly agreed that their communication skills had been developed as a result of their participation.

Teamwork

100% of the survey participants agreed or strongly agreed that their teamwork skills had been developed as a result of their participation.

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Social responsibility

At least 95% of survey participants agreed or strongly agreed that their social responsibility skills had developed as a result of their participation.

Personal responsibility

At least 97% of survey participants agreed or strongly agreed that their personal responsibility skills had developed as a result of their participation.

## Open-Ended Question Results

How do you think your training for, and participation in, the NCA National Championship has changed your outlook as a student at SHSU?

A summation of the results indicates that the students found the experience to be impactful and gave them an overall better work ethic, time management, and a sense of school spirit.

How do you think your training for, and participation in, the NCA National Championship has changed your outlook on your life beyond SHSU?

A summation of the results indicates that the students felt that the experience further prepared them for life after college by improving their communication skills, ability to work with different people, teamwork, and perseverance.

Please see the attached survey results for a detailed review of the assessment conducted.

Attached Files

 [RESULTS-SpiritProgramsAssessment](#)

RELATED ITEM LEVEL 3

### **Student Engagement and Spirit (Cheer) Action**

#### **Action Description:**

This academic year provided a baseline of information that the department can now reflect on. While the assessment performed provided positive feedback regarding the impact of the UCA National Cheerleading Competition on all four spirit teams, there were areas that generated positive results, but could be addressed better. The questions pertaining to written communication, community engagement, and personal and social responsibility had lower levels of positive feedback than the others assessed. In order to address these areas, the Department of Student Activities will continue to assess all four teams regarding the same core competencies for the 2017-2018 academic year and incorporate trainings and exercises that address these areas. The students will be engaged more in written communication with each other and their coaches. Additionally, a community project will be sought and completed as a team to give the students a greater sense of community engagement as SHSU Spirit Programs. Additionally, trainings pertaining to personal and social responsibilities will be sought to help the students better develop those skills in preparation for their UCA National Cheerleading Competition.

RELATED ITEM LEVEL 1

### **Student Engagement and Spirit Performance Objective**

#### **Performance Objective Description:**

The Department of Student Activities will increase student engagement and retention during the spring 2017 semester by hosting Kat Comedy Showcase in January 2017 and Sammypalooza in March 2017. All students in attendance will be scanned in using their Bearkat OneCard at the main entrance of the Bernard G. Johnson Coliseum. The information attained from their Bearkat OneCard will be used to track whether the student was retained and registered for the summer and/or fall 2017 semesters. In addition, a survey regarding how much the student's felt the event(s) engaged them will be emailed to all students who attended each event. The survey will be facilitated via Campus Labs. Survey questions are to be compiled using available resources concerning engagement and retention surveys provided by Campus Labs. Successful achievement will be based on an 85% or higher response of "Agree" or "Strongly Agree." The feedback attained will help the Department of Student Activities in gauging what areas of can be improved on. All data will be collected and reported by the end of August 2017.

RELATED ITEM LEVEL 2

### **Student Engagement and Spirit KPI and Results**

#### **KPI Description:**

Kat Comedy Showcase and Sammypalooza are two of the largest events coordinated by the Department of Student Activities, and are considered to be traditional events at Sam Houston State University. Kuh (2009) found that both persistence and grades were positively impacted when students became more engaged on campus. To measure the impact of these events on student engagement at SHSU, data will be collected in two waves. The first wave of data will be collected from students via scanning Bearkat OneCard. All students will be asked to scan their cards prior to entering each of the events. The initial data from this action will yield names, student identification numbers, and email addresses. The student identification numbers gathered will be sent to Institutional Research to determine whether students were retained from spring 2017 to fall 2017 and other special identifiers such as whether the student was a first-time-in college student and/or a first-generation student. This information will help the department to better assess the impact that our engagement has on student retention. Simultaneously, the student email addresses attained from scanning Bearkat OneCard's will be used to send surveys to students via email. Specifically, students will be asked their level of their agreement regarding the following questions:

To Be Entered

## Results Description:

### Overview of Both Surveys

1. The results of the two surveys provided the Department of Student Activities with an idea of the programming preferences that the students who attended the events and took the survey had for future programming considerations. Student information will be sent to Institutional Research to determine whether students were retained from spring 2017 to fall 2017. This information will not be available until the next academic year.

### Kat Comedy Showcase (only 67 of the 104 respondents answered the following)

1. 86.59% either strongly or moderately agreed that they felt a stronger sense of belonging as a result of participating in student activities at SHSU.
2. 79.27% either strongly or moderately agreed that they had developed an increased sense of connectedness to SHSU as a result of participating in student activities.
3. 78.61% either strongly or moderately agreed that they had an increased exposure to diverse populations and experiences as a result of participating in student activities at SHSU.
4. 64.63% either strongly or moderately agreed that involvement in student activities contributes to a student's success at SHSU.
5. 73.17% either strongly or moderately agreed that overall student activities programs are effectively promoted.

### Sammypalooza (only 66 of the 91 respondents answered the following questions)

1. 77.27% either strongly or moderately agreed that they felt a stronger sense of belonging as a result of participating in student activities at SHSU.
2. 83.83% either strongly or moderately agreed that they had developed an increased sense of connectedness to SHSU as a result of participating in student activities.
3. 86.36% either strongly or moderately agreed that they had an increased exposure to diverse populations and experiences as a result of participating in student activities at SHSU.
4. 83.33% either strongly or moderately agreed that involvement in student activities contributes to a student's success at SHSU.
5. 78.79% either strongly or moderately agreed that overall student activities programs are effectively promoted.

### Attached Files

 [Kat-Comedy-Showcase-1](#)

 [Sammypalooza](#)

RELATED ITEM LEVEL 3

## Student Engagement and Spirit Action

### Action Description:

Given the information provided, the Department of Student Activities identified the following areas that could be improved upon: sense of belonging on campus, student involvement and its contribution to student success at SHSU, and the promotion of student activities on campus. To address these concerns and the concerns of other areas on campus, the Department of Student Activities will conduct a pilot program during Welcome Week 2017. The pilot program will consist of 24 Welcome Week Leaders who will engage with the incoming freshmen class to encourage the students to engage with other students and attend Welcome Week programming. In beginning this pilot program, incoming students will be introduced to a new culture of involvement on campus that will address all three areas of concern listed on the feedback from these surveys. The concern regarding student involvement and belonging will be addressed since new students will be in contact with a Welcome Week Leader, who is charged with keeping the students engaged and heavily recruiting them to attend Welcome Week events/functions. With being in contact with a Welcome Week leader, the hope is that students will realize the impact of attending student activities on campus, will feel a sense of belonging on campus, and will be more knowledgeable about events on campus.

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

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

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.

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

In response to the FY17 results, all action items were completed with varying areas of success and degrees of finding. The following was concluded:

### **Engagement and Spirit Assessment Actions**

The results from both Sammypalooza and Kat Comedy Showcase indicated that the Department of Student Activities must become more intentional with helping students develop a sense of belonging on campus, campus connections, and campus pride. The department began to work with Reimagining the First Year (RFY) Committee- student bucket in order to address better these needs. The RFY committee made recommendations for how Student Activities could begin becoming more intentional with their programming in order to foster a sense of belonging on campus, campus connections, and campus pride in incoming freshmen students. Thus, the department decided to suspend further assessment on Sammypalooza and Kat Comedy Showcase and focus our efforts on programs that intentionally address the underlying issues that the assessment results from FY17 yielded.

### **Cultural Competency Assessment**

Data collected from the luncheons were extremely valuable to the Department of Student Activities as the data indicated to the department that there was a need to develop a Center for Diversity & intercultural Affairs. The Department of Student Activities utilized the data collected and with the help of the Vice President for Student Affairs, was able to create the center. The luncheons will recommence during the fall 2017 semester so that additional data regarding the center can be collected and utilized further to assess numerous ideas and recommendations for resources and their prospective benefits to the campus.

### **Social Media Assessment**

The Department of Student Activities actively recruited students to follow the department on Twitter, Instagram, and Facebook. The department was successful in all three, but has not set higher benchmarks in an effort to continually engage students and to promote upcoming events, which will ultimately create more awareness of programming, services, and resources offered on campus. We will continue to increase awareness of our social

media platforms by hosting at least two social media awareness events a semester and utilizing the Program Council and Diversity Council to help generate more visibility and following.

## **Plan for Continuous Improvement**

### **Closing Summary:**

The Department for Student Activities will incorporate assessments in the following areas during the 2017-2018 academic year: engagement and spirit, cultural competency, and social media.

### **Engagement and Spirit Assessment Actions**

We will assess Welcome Week using the data collected from students who participate in the 2017 Welcome Week Leaders program. Specifically, we want to target the students who engage with Welcome Week Leaders and participate in the program. The assessment will include whether the students felt a sense of belonging, campus pride, connections with other students, etc. during their Welcome Week participation with Welcome Week Leaders.

Additionally, we will continue to assess updates from all four of the spirit programs (Orange Pride, Mascots, All-Girl Cheer, and Co-Ed Cheer) utilizing data collected from this year. In doing so, more emphasis will be placed on written communication, community engagement, and personal and social responsibility.

### **Cultural Competency Assessment**

As a result of data collected from the Embracing Our Diversity Luncheons during the fall 2016 semester, the Center for Diversity & Intercultural Affairs was established. During the 2017-2018 academic year, the Department of Student Activities will commence forward with the Embracing Our Diversity luncheons, hosting two a semester, in an effort to further evaluate and identify the needs of the students on campus.

- 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 Twitter and Instagram and increase Facebook followers by 10%.
- Utilize space on all marketing materials for various events and promote Student Activities social media on them.
- Utilize Program Council and Diversity Council students and events to further promote Student Activities social media.
- Host at least two events a semester to further increase awareness and utilization of Student Activities social media.