



SAAC STUDENT PROGRAMMING SUBCOMMITTEE

PRACTICE RECOMMENDATIONS (JULY, 2009)

This subcommittee of the Student Affairs Action Coalition was charged with reviewing student programming related data. The committee met during 2008-2009. Because of the broad topic area and the diversity of Student Programming opportunities at the University of Utah, the committee will be reconfigured to develop practice recommendations during 2009-2010. Following are their recommendations for the next steps.

COMMITTEE MEMBERS:

Chair: Lori McDonald (Dean of Students Office)
Michelle Brown (Union)
Brian Burton (ASUU)
Rachel Crane (Office of Health Promotion)
Megan Dubois (Campus Wellness Connection)
Gwen Fears (Orientation and Leadership)
Rob Jones (Campus Recreation)
Jessica Mitchell (Career Services)
Katie Olsen (Bennion Center)
Aramis Watson (Housing and Residential Education)
Jay Wilgus (Dean of Students)

Student Programming Committee Recommendations:

As the committee met, it became clear that departmental representatives had a range of definitions for student programming given the different roles departments serve for student involvement. Some members of the committee were consistently absent from the discussion and their input is needed to develop well-balanced practice recommendation from the data. The committee determined that it would be more useful to separate the Student Programming Committee into two groups: Department-Driven Student Programming and Student-Driven Programming. Some initial goals for both groups would be the following:

- Clearly define what constitutes student programming
- Gather more data about student programming that is offered by departments and student organizations (see pilot survey data below)
- Determine how data can be best used by types of student programming entities
- Develop broad learning outcomes for both types of student programming. Some potential learning outcomes discussed were as follows:
 - Choice development/self-efficacy

- Responsible citizenship
- Leadership (general and values based)
- Social development/character development
- Career development
- Promoting protective factors to increase resilience
- Life balance
- Self-awareness
- Campus culture building
- Improve communication about programs available for students within Student Affairs
- Increase assessment of student programs

Data Reviewed

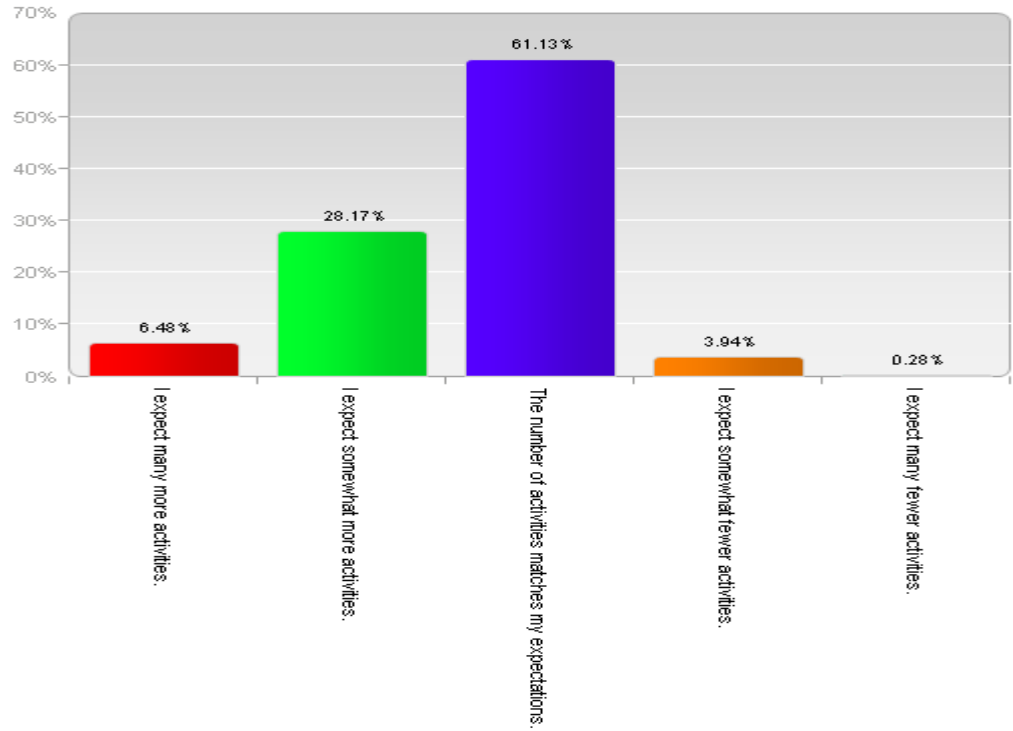
- **Profile of Today's College Student, 2008**

The Profile of Today's College Student (PTCS), developed by NASPA and StudentVoice, was administered at the University of Utah in Spring 2008 to a random sample of undergraduate students. The total number of surveys was 1197 which represents a 15% response rate. The survey is comprised of ten different sections. All participants complete the demographics section and are then randomly assigned to three of the nine subject sections. Thus, number of responses on items can vary throughout the survey.

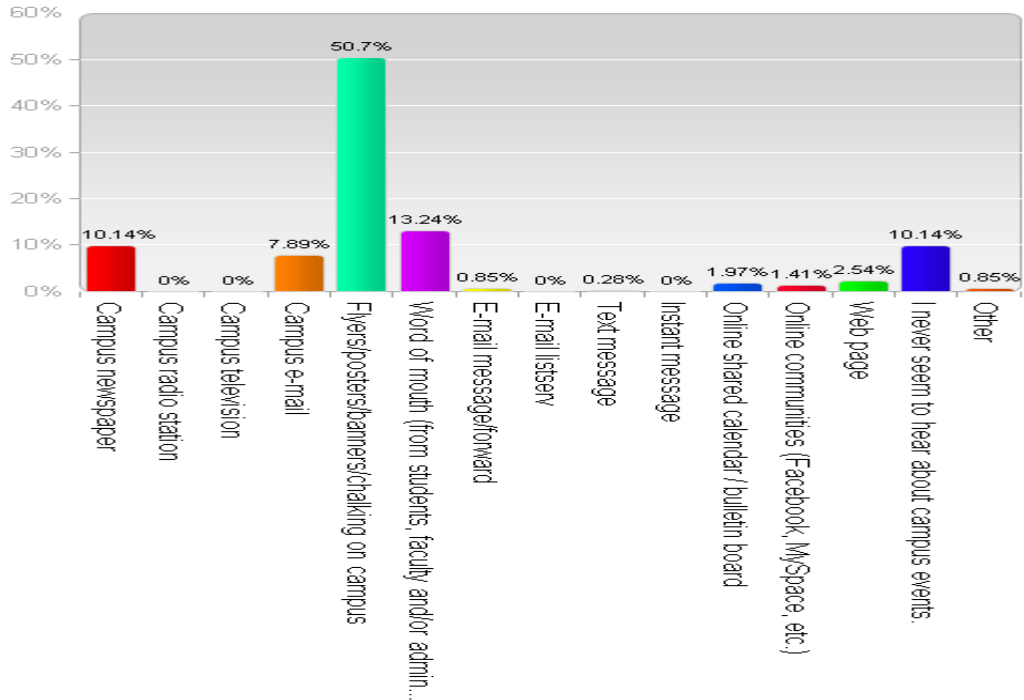
Demographics: Of the respondents, 51% were female, 49% were male. Seventy-eight percent of the students identified as White/Caucasian, 7% as Asian/Pacific Islander, 5% Latino, and 3% multiracial/ethnic. Less than 1% identified as Black/African-American, American Indian/Native American and 5% of the sample preferred not to identify. Of the sample, 78% were full-time and 39% were transfer students. The sample was fairly evenly distributed across class standing. The top five majors in the sample were Social Sciences (16%), Business (15%), Health Sciences (15%), Engineering (10%) and Humanities/Liberal Arts (10%). Seventeen percent of the sample indicated that they live on campus. Fifty-six percent are single, 41% married/partnered and 15% of the sample have children.

The following data from the Profile were reviewed and discussed by the committee:

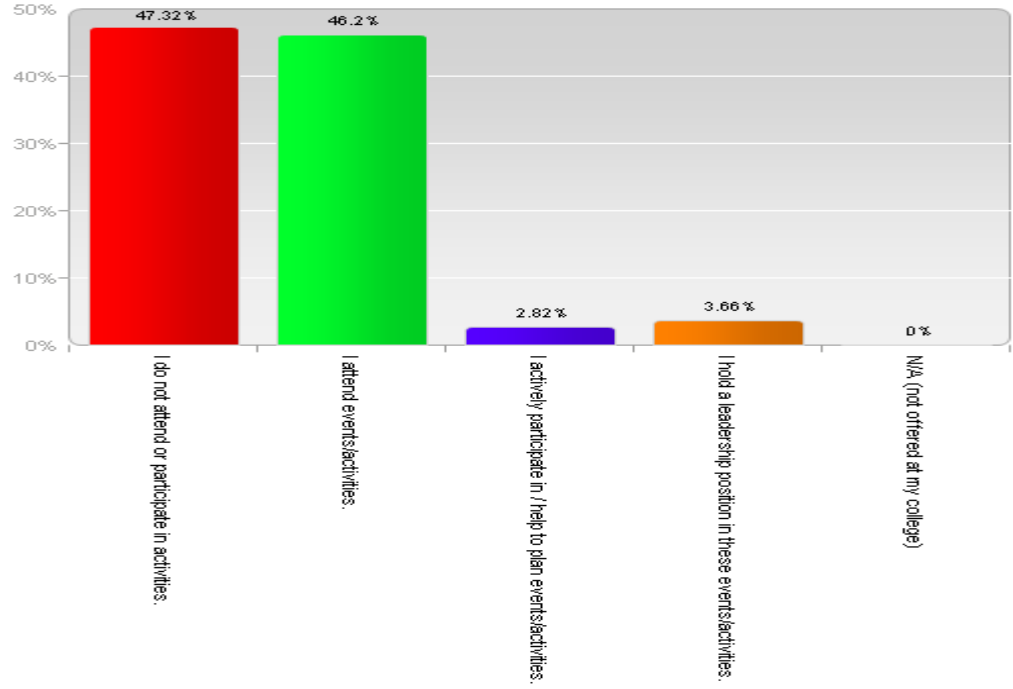
Q45. How do the number of campus activities available on campus compare to your expectations of how many should be on campus?



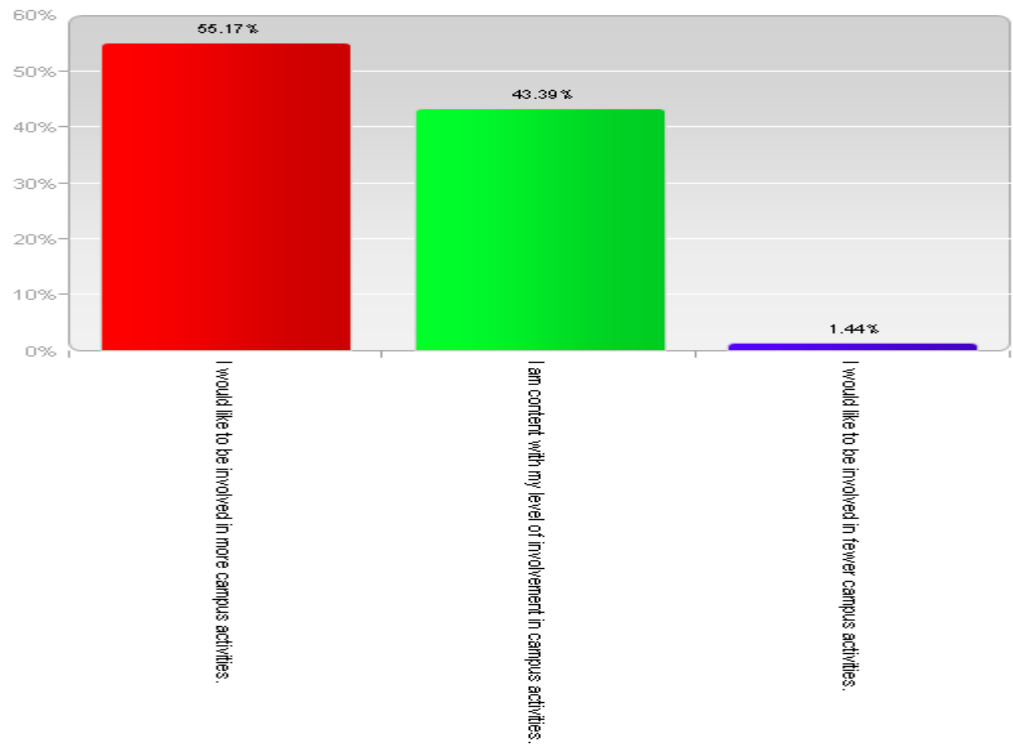
Q46. What is the most common way you learn about campus events?



Q47. Generally, how involved are you in campus activities?



Q61. Are you as involved in campus activities as you would like to be?



- **Student Programming Committee Survey**

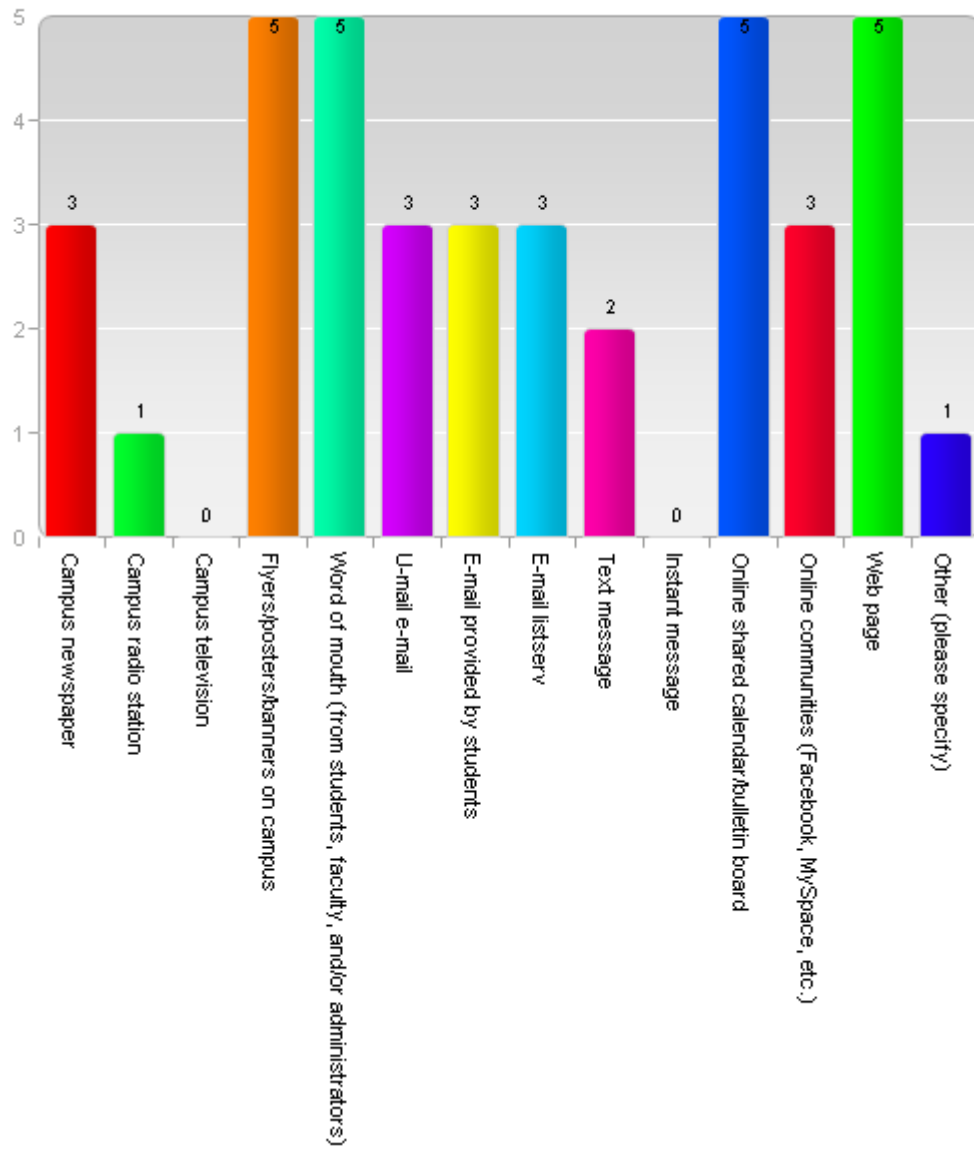
The purpose of this survey was to gather feedback from committee members about their perceptions of Student Programming at the University of Utah and to pilot an instrument that could be used more widely within Student Affairs to understand the program offerings. Six committee members completed the survey.

Q1. What do you think of when you hear the words "student programming"?

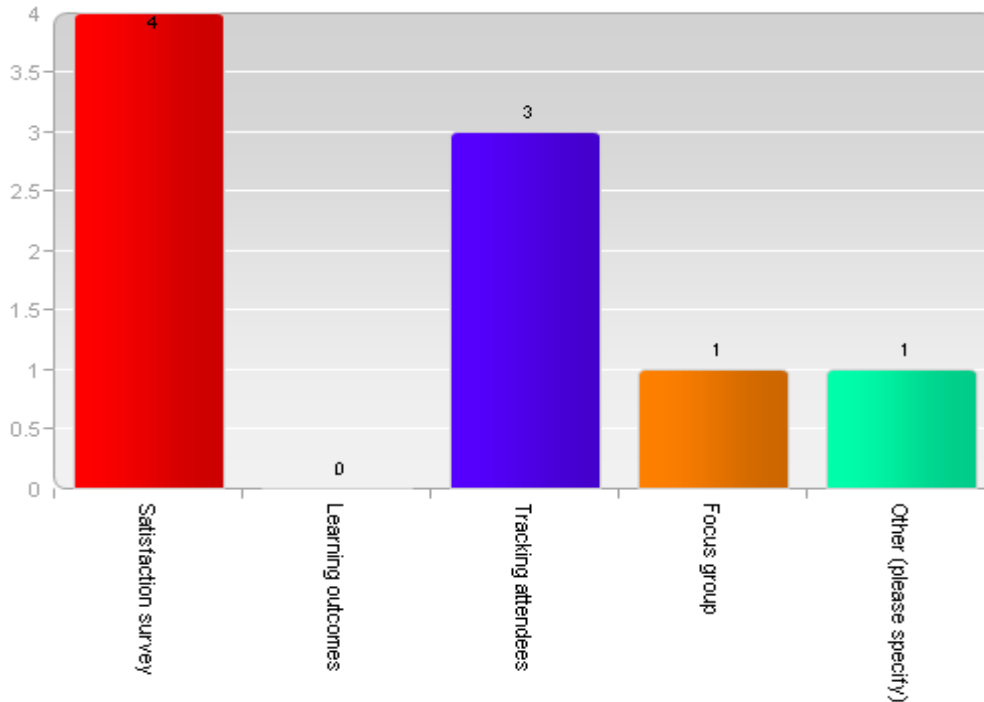
Themes: Activities, events, small/large events, events that support students for different purposes, student involvement

- Activities, events - informational and fun
- Events, activities, planned gatherings of students for social, leadership, educational, and entertainment reasons. I mostly think of large events as programming but it could include smaller groups as well.
- Planning any activity or event that supports students, student involvement or student activities beyond the classroom.
- Student activities and events such as redfest, crimson nights, speakers, etc
- Students working to develop programs for other students. For example, UPC, ASUU, Greek life....sponsoring programs such as dances, late night activities, guest speakers for specific topics.
- When I hear the words "student programming" I think very broadly about all of the activities and opportunities available to students outside of the classroom. Many of these are organized and developed by Student Affairs but many are also developed by academic departments and units and athletics. The underlying foundation for student programming across the university is that the programs in some way support student learning and development.

Q7. Which methods of marketing are used for your student programs? (Check all that apply)



Q8. Which types of assessment do you currently conduct on student programming? (Check all that apply)



Q9. What is going well in student programming at the U?

Themes: Diversity/variety of programming, quality programming

- I feel that there is a relatively diverse offering of programming offered to students
- I think that the University of Utah is dedicated to providing quality programming to students that supports their academic and civil goals. The quality and range of programs is outstanding. I also think that the U is very responsive to students needs, best practices and research; adapting, modifying and developing programs according to these.
- It appears there is a wide variety of programming available
- lots of different options for students to choose from; diversity in programming offered
- Provides a basis of program that can be built upon and improved.
- Variety - we have lots of departments putting on programs that are geared toward various students and there is always something going on. Student involvement - we support students planning their own programs and give them great leadership experience.

Q10. What are the barriers for student programming at the U and how we can overcome them?

Themes: Lack of coordination, commuter campus and challenges to get students to stay on campus, lack of assessment

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- Barriers to student programming seem to be that participation in programs is often lower than desired by program organizers. I think that this is partly due to the fact that the U is a commuter campus, the fact that many students have family responsibilities and also that the majority of our students are working. In order to overcome these barriers we need to continue to reach out to students to assess their needs and limitations and then try to match these with best practices.
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- Collaboration, marketing, and lack of assessment. Overcome by networking, early planning, and goal setting with assessment
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- Due to the decentralization of campus, more than 200 student organizations, their programs don't often get the attention or attendance larger programs do maybe due to lack of funds, advertising, outreach etc...there are great opportunities for students to get involved (various student groups) however programming could be more diverse in nature.
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- Getting some students to realize they should be involved rather than rushing off campus right after class. More financial aid so students can work less. Getting info into their hands about the events.....if I knew the answer to that I'd never have a low participation activity.
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- lack of coordination between groups; duplication of efforts streamline and communicate
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- Large, de-centralized campus that is difficult to "get the word out" - more creative marketing strategies using what the students use now (ask them how they want to hear about things and adapt to technology). The pressure we put on ourselves to have huge crowds to be considered a success - recognizing that we offer a variety and there is some overlap and concentrate on quality rather than quantity of participants. Student schedules - offer programming at various times of day and night to meet student class/work/community schedules.
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