



STUDENT AFFAIRS ACTION COALITION

FREE THE DATA!

SAAC STUDENT PROGRAMMING: STUDENT DRIVEN SUBCOMMITTEE PRACTICE RECOMMENDATIONS

(April, 2010)

This subcommittee of the Student Affairs Action Coalition was charged with reviewing student programming related data through the lens of student-initiated or student-driven programming. Our main objective was to focus on how students programming for other students might use this data to better align the needs and wants of the programmers and students. The committee met during Spring Semester 2010. The following is brief summary of the data set reviewed, key findings, and practice recommendations.

COMMITTEE MEMBERS

Chair: Brian Burton (ASUU)
Michelle Brown (Union and UPC)
James Carroll (ASUU)
Sarah Crass (Fraternities and Sororities)
Valarie Green (Married Student Housing)
Luciano Marzulli (CESA/MECHA)
Lindy Nielson (HRE)
Gina Russo (Bennion Center)
Ashley Swapp (UPC)
Brynn Whitchurch (Alumni Association/MUSS)

DATA REVIEWED

Campus Activities and Involvement 2009 - Benchmark

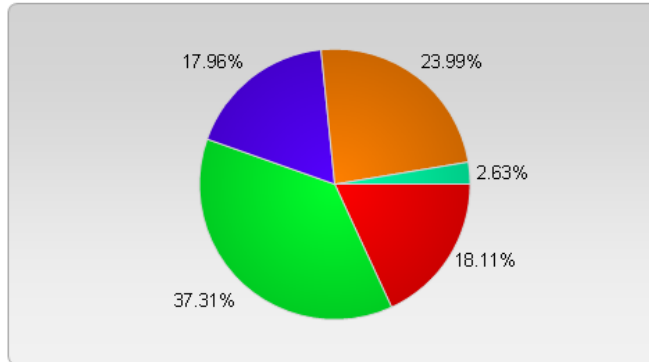
The Campus Activities and Involvement survey, developed by NASPA and StudentVoice, was administered at the University of Utah in spring 2009 to a random sample of undergraduate students. A total of 647 surveys were returned which represented a 30% response rate.

Demographics: Of the respondents at the University of Utah, 53% were female, 47% were male. 78% of the students identified as White/Caucasian, 6% as Asian/Pacific Islander, 5% Latino, and 4% multiracial. Less than 1% identified as Black/African-American, Indigenous/Native American, and Middle Eastern, and 6% of the sample preferred not to identify. Of the sample, 78% were full-time students. Additionally, 10% were first-year students, 24% sophomores, 41% juniors, and 24% seniors. The top five majors in the sample were Social Sciences (16%), Health Sciences (15%), Business (13%), Liberal Arts/Humanities (12%) and Engineering (10%). 13% of the respondents indicated living on campus. 22% of respondents did not work for pay, 11% work 1-10 hours/week, 19% work 11-20 hours/week, 21% work 21-30 hours/week, 19% work 31-40 hours/week, and 10% work more than 40 hours/week.

KEY FINDING I

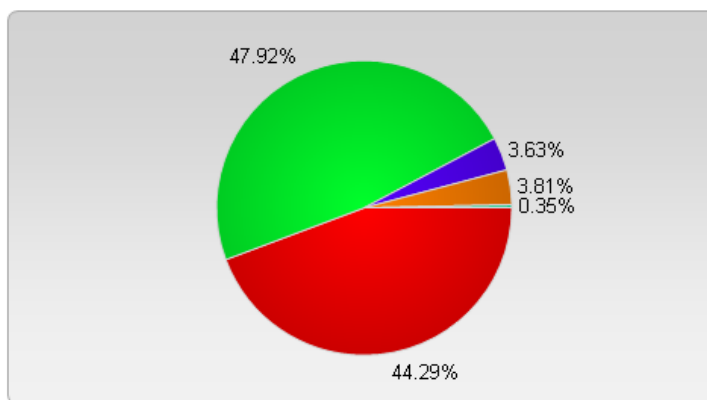
The data suggest a significant difference between involvement during high school and college. 24% of students held a leadership role in events/activities in high school, while only 4% currently reported holding a leadership role at the University of Utah. Additionally, 44% of students do not attend or participate in campus activities at the U, while only 18% do not attend or participate at the high school level.

High School Involvement



- I did not attend or participate in activities.
- I attended events/activities in high school.
- I actively participated in / helped to plan events/activities in high school.
- I held a leadership position(s) in events/activities in high school.
- N/A

University of Utah Involvement



- I do not attend or participate in activities.
- I attend events/activities.
- I actively participate in / help to plan events/activities.
- I hold a leadership position in these events/activities.
- N/A (not offered at my college)

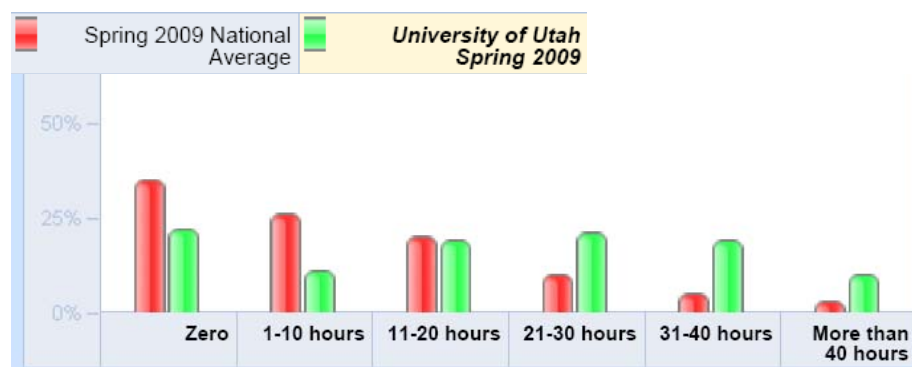
KEY FINDING II

Nearly half of University of Utah students (48%) want to be more involved in campus activities than they currently were. As reported in the chart below, these interested students identified and ranked many of the factors that limited their ability to be involved to their desired level. Additionally, the data reveals differences in University of Utah student responses when compared with national data in regards to limiting factors. These differences can be explained, at least in part, because of the several key demographic differences (number of hours spent working for pay, enrollment status, and residence) among University of Utah students.

Factors contributing to less involvement	Respondent %	Response %
Not enough time / too busy	80.81%	14.17%
Unsure of how to get involved	56.09%	9.83%
Work	52.77%	9.25%
Interferes with academic obligations	50.55%	8.86%
Inconvenience of commuting and returning to campus	48.34%	8.47%
Times/days of activities are not convenient	47.60%	8.34%
Commitments to off-campus activities	38.01%	6.66%
I don't like to participate alone	36.16%	6.34%
Not interested	25.83%	4.53%
Interferes with social commitments	25.46%	4.46%
I am too shy	24.35%	4.27%
Family commitments	22.14%	3.88%
Financial reasons	21.40%	3.75%
There isn't anything I like to participate in	4.06%	0.71%

Demographic Differences between the University of Utah and the National Sample

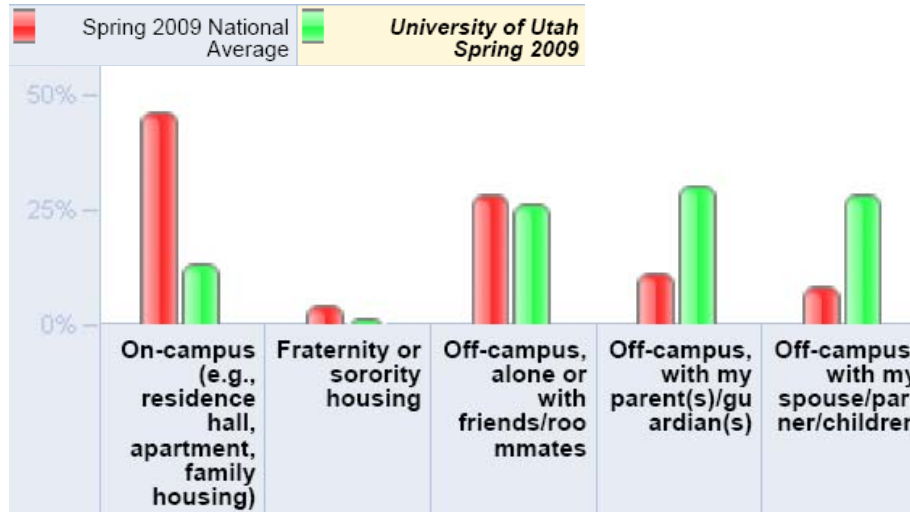
- Typical number of hours spent working for pay each week



- Enrollment Status

	Spring 2009 National Average	University of Utah Spring 2009
Full-time	94.16%	78.18%
Less than full-time	5.84%	21.82%
Total Respondents	15440	550

- Residence



KEY FINDING III

By and large, the data showed that involvement enhanced intrapersonal and interpersonal growth in students. The results suggest the need to connect involvement in campus activities and academic goals and activities.

<i>As a result of participating in campus activities... (Interpersonal & Intrapersonal Growth)</i>	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
I have been able to connect with other students.	25%	39%	26%	7%	3%
My self-confidence has increased.	12%	25%	48%	8%	7%
My communication skills have improved.	14%	37%	40%	6%	4%
My leadership skills have improved.	14%	24%	45%	10%	6%
My values and attitudes have changed.	8%	27%	43%	11%	11%
My ability to work in a team has improved.	14%	28%	48%	4%	6%
My understanding of diverse perspectives has changed.	15%	31%	41%	7%	5%

**As a result of participating in campus activities...
(Academic Impacts)**

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
I have been able to connect with faculty.	11%	22%	37%	20%	9%
I have gained experience/skills relevant to my academic major.	14%	31%	33%	13%	8%
My critical thinking/problem solving skills have improved.	10%	30%	44%	9%	7%
I am more likely to complete my degree at this college.	26%	33%	34%	2%	5%

STUDENT INITIATED PROGRAMMING COMMITTEE RECOMMENDATIONS:

Theme: Marketing

1. Create a commonly used self-selected or opt-in email/text marketing tool
2. Where it makes good sense to do so, make a deliberate connection between campus activities and the efforts of high school recruitment and orientation.
3. Create a common and/or consistent location, process, map, for poster and flyer distribution
4. Create a centralized office of campus involvement

Theme: Outcomes of Involvement

1. Connect a greater number of activities to academic points
 - a. This is based on the conclusion that students are less likely to participate in campus activities based on limited time and increasing academic obligations. In addition, students who do participate in campus activities expressed gaining academically from their involvement. This point should be emphasized wherever possible.
2. Create and promote an educational campaign that speaks to the benefits of campus involvement. The goal here would be to make a real and meaningful connection between activities and the expressed (data supported) needs of the students
3. Connect activities to real world expectations of students.

Future Research Questions

1. In addition to the data collected, the committee felt a strong need to look at who is not currently participating in campus activities and attempt to address why.
2. Another observation of that data was the seemingly high number of “neutral” responses. Given time, the committee would like to explore this finding in greater detail. Why is this? Could it perhaps be that student programmers are not articulating what they do and why they do it to the students? In the same vein, it would be interesting to see how this high number of “neutral” responses relates to the type of activities in which students engage.