

# Virtual Involvement Fair at Gold State University

[Studentaffairs.com](https://studentaffairs.com)

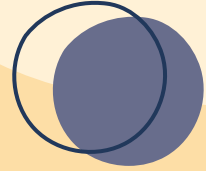
Case Study: Arkansas Tech University

Hudson Anderson (Team Leader)

Grace Driver

Callie Townsend

# Gold State University's Mission



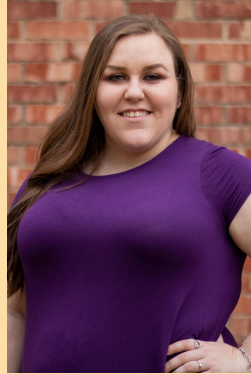
The mission of Gold State University is to provide a learning environment that will elevate students to success in and outside the classroom. Following the holistic development of the student, Gold State strives to empower and challenge students to reach their goals and create a lasting impact on the world around them.

# COVID-19 Student Engagement Task Force

## Introduction



Hudson Anderson  
Dean of Student  
Engagement



Grace Driver  
Student Leadership  
Coordinator



Callie Townsend  
Campus Life Program  
Coordinator

# Overview

## 01. Briefing

- COVID-19 in the United States
- COVID-19 and University Students
- Gold State University COVID-19 Guidelines
- COVID-19's Affect on Students
- Astin's Theory of Involvement
- Schlossberg's Transition Theory
- Impact of Social Engagement

## 02. Proposal

- Virtual Involvement Fair
- Program Objective
- Program Description
- Program Breakdown
- Program Schedule
- Budget
- Assessment of Success
- Outcomes
- Future Promotions and Incentives

# COVID-19 Procedures in the United States

Covid-19 is an infectious respiratory virus that is passed through close contact between people. Due to this, **proper social distancing measures have been put into place** to protect civilians of all ages.



# COVID-19 and University Students

March 1 - December 31, 2020

**57.4%** were 18-24 year old  
college aged adults

2,871,828 laboratory-confirmed cases  
of Covid-19 in children, adolescents,  
and young adults aged 0-24 years

Liedman et al., 2021

Since Covid-19 appeared in the US, all age groups have been at risk of contracting the virus. College aged students being one of the largest groups.

# Gold State COVID-19 Guidelines

## Phase 1

- Maintain at least 6 feet from every person
- Gatherings are limited to 15 people or fewer. This includes outside events, classrooms, and meetings
- Meetings and events are recommended to be completed virtually
- Masks are required by all student, staff, and faculty
- Community areas are not allowed to be used for student gatherings

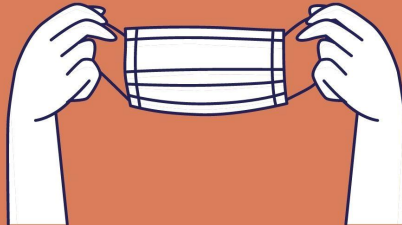
Gold State University aims to deliver its mission while also protecting the health and safety of students and staff. Gold State University has implemented a phase program that outlines the steps taken to ensure all students and faculty health is at utmost importance.

## Covid-19 Guidelines

- ✓ All students, faculty and staff must wear a mask.
- ✓ All student's must sit six feet apart and socially distance.
- ✓ Dining is to-go only.
- ✓ Students, faculty and staff must wash hands and sanitize frequently.
- ✓ Students, faculty and staff must report daily self-screenings.
- ✓ Residence Halls are closed to visitors.



## Gold State University



## Gold State COVID-19 Informational Flyers

Students, faculty, and staff are required to abide by the Covid-19 guidelines in place.



# Affect on Students

## Mental Health

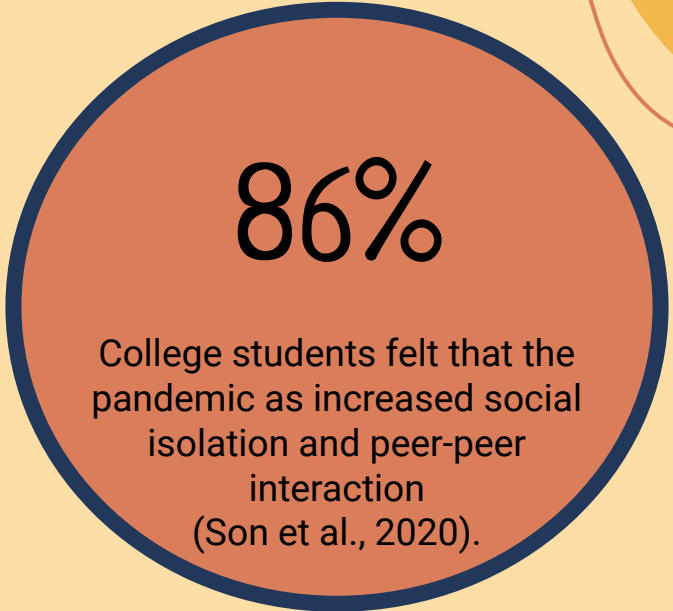
Covid-19 has created new stressors for college-age students as they try to navigate their education, social lives, impending transitions, and now a pandemic that requires a hindrance to human interaction. This has increased mental health issues such as depression and anxiety (Son et al., 2020).

## New Stressors

Students now have added worries including concerns for one's health, navigating a digital world, changes in living environment, and financial difficulties (Son et al., 2020).

## Academic Difficulties

Due to a new virtual learning environment, students are now concerned about the quality of their education as well as the overall difficulty learning online. Due to the new virtual environment, students have also lacked motivation to complete school work (Son et al., 2020).



86%

College students felt that the pandemic as increased social isolation and peer-peer interaction (Son et al., 2020).

# Understanding Astin's Involvement Theory



## Theory Addressing Student Development

Astin (1999) stated "The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement."

Students develop both academically and personally within the area of campus involvement through campus resources, creating relationships and creating purpose through the student.

## How COVID-19 is Affecting Student Development

Out of students surveyed, 71% stated they had an increase in stress and anxiety due to the COVID-19 pandemic outbreak (Son et al., 2020).

Academic concern and worries about academic performance were also a concern for the students, 82% reported this in the study (Son et al., 2020).

## How Program will address Student Development

The virtual involvement fair will give the students the opportunity to develop within organizations to give them the resources to enhance their academic abilities and to develop meaningful relationships through campus while abiding by Covid-19 guidelines.

These relationships and development create a sense of belonging, increase retention and allow for academic success.

# Understanding the Transition Theory

## Theory Addressing Transition to Higher Education

Schlossberg described what constitutes a transition as “any event or non-event, which results in changed relationships, routines, assumptions and roles,” (Patton et al., 2016).

All students experience a transition to a new environment where they are not familiar with an institution and the community around them.

## How COVID-19 is Affecting Students within the Transition Theory

Higher Education institutions have guidelines set up for socially distancing guidelines for the safety of all students and staff members.

Gillis & Krull (2020) stated, “Most students experienced barriers to their learning due to the pandemic, including distractions, increased anxiety, and feeling less motivated, especially for nonwhite, female, and first-generation college students.”

Students are having to transition to college at a different pace and environment than ever before. They are not getting the “college experience” as everyone before them.

## How the Program will address Student's Transition

Our program will allow students to have a sense of normalcy through still being able to join organizations and become involved.

Involvement and socialization are integral parts of the campus culture across the nation.

This program will create the best “college environment” and allow them to transition to this new environment in the best way possible.

# Impact of Student Engagement

Stated simply:  
students learn by  
becoming  
involved  
(Hoffman, 2002)

Hernandez et al. (1999)  
states there is a positive  
association between  
participation in  
intercollegiate athletics  
and gains in critical  
thinking and analytical  
skills for both men and  
women.


Berger et al. (2005),  
suggest the interactions  
with diverse peers,  
participation in  
cocurricular activities  
inspire students to  
challenge their own  
prejudices and promote  
inclusion.

According to Ivanova  
and Maretti (2017),  
there is a positive  
impact made between  
the depth of  
involvement and a  
student's GPA.

Hernandez et al. (1999)  
research revealed that  
members of student  
organizations scored higher  
on several levels based  
upon Chickering's vectors  
as compared to a group of  
students who has not  
participated in student  
organizations.

The background features a light yellow central area surrounded by organic, flowing shapes in muted blue and terracotta orange. Thin white and yellow lines meander across the composition. A solid yellow circle is positioned on the right side, partially overlapping the blue and orange shapes.

# Virtual Involvement Fair



# Program Objective

**Learning Objective:** The purpose of this program is to provide a safe way for Gold State Students to engage with different organizations and groups on campus as well as interact and meet other students.

**Justification:** This program must be completed virtually in order to stay in compliance with US and University Covid-19 guidelines. Social interaction is vital for student development, therefore must be created in order to enhance student growth.

# Program Description



Due to the inability for students to engage in large groups with one another and with various campus organizations, students will miss the opportunity to engage with various groups on campus.

This program utilizes the the website program WebEx to allow students to meet in a virtual setting. Student organizations on campus will have a Webex room link that Gold State students will be able to access during allotted times. Students will then be able to interact with one another as well as the groups they are interested in, much like a physical involvement fair.

# Program Breakdown – Organizations

## Week Before

### Organizations

Pre-Register their event by providing their personal WebEx room using their Gold State email.

## Three Days Before Event

Registered Organizations are sent a time that they will need to have their WebEx room available

## Day of Event

Registered Organizations have their rooms available during given time.

## Explanation

Organizations are sent an informational email as well as a pre-registration link where they will use their organization's WebEx room to sign up. This will allow for the programming group to keep track of how many organizations will be at the involvement fair.

Each organization is allowed 20 visitors at a time and must have someone moderating their Webex room to allow people to come in as people leave the room. This is prevent overload in the WebEx room and to allow students the opportunity engage with the organization and their peers.

Organization times are stacked on the list, but they will have the opportunity to keep their WebEx room open for as long as the event is going on for students to join. This is to prevent too much congestion in the WebEx rooms and to allow for students to visit as many rooms as they would like.



# Program Breakdown – Students

## Week Before

Gold State Students are sent an email describing the event as well as a registration link.

## Three Days Before Event

Registered Students are sent an email containing a list of organization WebEx room links and the times they will be available

## Days of Event

Students click the link of the room they would like to go to during the specific timeframe.

## Explanation

Students will be provided a link that will allow them to sign up for the involvement fair. This pre-registration will allow for a head count of how many students will be attending so the planning group can account for any extended times that need to be made if there is an influx of students.

Each student will be allowed a max of 20 minutes in each room to allow time for all students to visit as many organizations as possible.

Students will have the capabilities to verbally ask questions as well as utilize the chat feature on WebEx.

# Program Schedule

## Justification

This schedule is set up to avoid a “free for all” overflow into rooms. Larger groups of organizations will be placed in an earlier time slot to allow for students to attend as many rooms as possible. Students can then plan out their organizations they would like to meet without the fear of missing out on others due to overflow of students trying to get in to the WebEx group.

Having the groups over the course of two days will also give students the ability to engage and interact with as many organizations and groups as possible.

Time	Monday	Tuesday
5:00 PM	Program Intro	Student Worker Opportunities
5:30 PM	Student Activities	Departmental Organizations
6:00 PM	Student Government	Greek Life (Fraternities)
6:30 PM	Honor Societies	Residence Life
7:00 PM	Greek Life (Sororities)	Graduate Student Opportunities
7:30 PM	Leadership Organizations	Program Closing

# Marketing Outreach

## Explanation

Flyers will be posted in the residence halls as well as on the GSU Campus Life Instagram page social media platforms (Instagram, Facebook, and Twitter). A promotional video that contains information on how to sign up, as well as well as giveaway opportunities for those who attend and participate will also be provided.

This will ensure we are reaching out to as many students as possible on various platforms. The incentives will have students attend with the known intention they will engage and become involved in the organizations that were in attendance to.



# Program Budget

Amount

Details

\$1,000

MacBook Air for Giveaway

\$140

AirPods for Giveaway

\$150

32" Roku Smart TV

\$100

\$100 Book Store Gift Certificate for Giveaway

\$150.00

Giveaway for three faculty parking hang-tags (3 at \$50.00 per tag)

\$1,540

**Total**

Explanation

Annual revenue would not be made with this program.

However, this program would be within budget using Campus Engagement funds. Even though there would be a loss of money from the event, the gains and services that Gold State would provide to promote student engagement and involvement would create a sense of mattering on the campus. This in turn will affect retention rates in students, which would add to financial gain from student enrollment.

# Means of Assessing the Program

The success of the virtual involvement fair will be measured by tracking the enrollment of students joining organizations over the course of the year.

Initial assessment will also be made through the use of a survey that will ask students how engaged they felt during the program, if they joined new organizations because of the program, and if there are any changes that need to be made.

## Involvement Fair Survey

After attending the involvement fair, we would like to know your thoughts and ideas of how we can improve your experience.

How many organization did you attend during the Involvement Fair?

Your answer

How likely are you to join an organization after attending the Involvement Fair? If, so what would you like to join?

Your answer

What organizations have you joined since attending the Involvement Fair?

Your answer

What are some things that you feel you benefited from during the Involvement Fair?

Your answer

How engaged did you feel attending the involvement Fair?

Not engaged      1      2      3      4      5      Highly engaged

☐      ☐      ☐      ☐      ☐

Do you have any other comments of needs of improvement regarding the Involvement Fair?

Your answer

# Program Outcomes

## Short-Term Outcomes

- 50% of students will be aware of involvement opportunities
- 100% of participants will receive information about the benefits and opportunities for getting involved on campus.
- 20% increase in student involvement across campus.
- 20% increase in student registration for organizations.

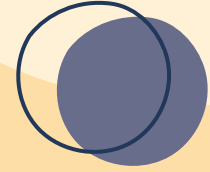
## Long-Term Outcomes

- Increased student retention across campus
- 50% increase in student GPA.

## Future Promotions & Incentives

- Table for event on campus.
- Promote heavily on social media by institution and organizations.
- Mail promotional cards to all admitted and current students.
- Provide a promotional video with students telling personal stories of involvement on campus.
- Do a larger giveaway to entice students to attend.

# References



Astin, A. (1999). Student involvement: a developmental theory for higher education. *Journal of College Student Development*, 40(5), 518.

Centers for Disease Control and Prevention. *Print resources*. Centers for Disease Control and Prevention. `

<https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Aasc&Page>.

Gillis, A., & Krull, L. M. (2020). COVID-19 remote learning transition in spring 2020: Class structures, student perceptions, and inequality in college courses. *Teaching Sociology*, 48(4), 283-299.

Hernandez, K., Hogan, S., Hathaway, C., & Lovell, C. D. (1999). Analysis of the literature on the impact of student involvement on student development and learning: More questions than answers? *NASPA Journal*, 36(3). <https://doi.org/10.2202/0027-6014.1082>

Hoffman, J. L. (2002). The impact of student cocurricular involvement on student success: Racial and religious differences. *Journal of College Student Development*, 43(5), 712-739.

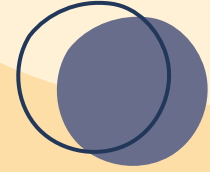
Ivanova, A., & Moretti, A. (2017). Impact of depth and breadth of student involvement on academic achievement. *Journal of Student Affairs Research and Practice*, 55(2), 181-195. <https://doi.org/10.1080/19496591.2017.1358637>

Leidman E, Duca L. M., Omura J. D., Proia K, Stephens J. W., Sauber-Schatz E. K. (2021). *COVID-19 trends among persons Aged 0-24 years - United states, March 1-December 12, 2020.* <https://www.cdc.gov/mmwr/volumes/70/wr/mm7003e1.htm#suggestedcitation>.

Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). *Student development in college: Theory, research, and practice*. (3rd ed.). John Wiley & Sons.



# References (continued)



Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). *Student development in college: Theory, research, and practice*. (3rd ed.). John Wiley & Sons.

Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F. (2020). Effects of COVID-19 on college students' mental health in the United States: Interview survey study. *Journal of Medical Internet Research*, 22(9). <https://doi.org/10.2196/21279>.

Zuniga, X., Williams, E. A., & Berger, J. B. (2005). Action-oriented democratic outcomes: The impact of student involvement with campus diversity. *Journal of College Student Development*, 46(6), 660–678. <https://doi.org/10.1353/csd.2005.0069>