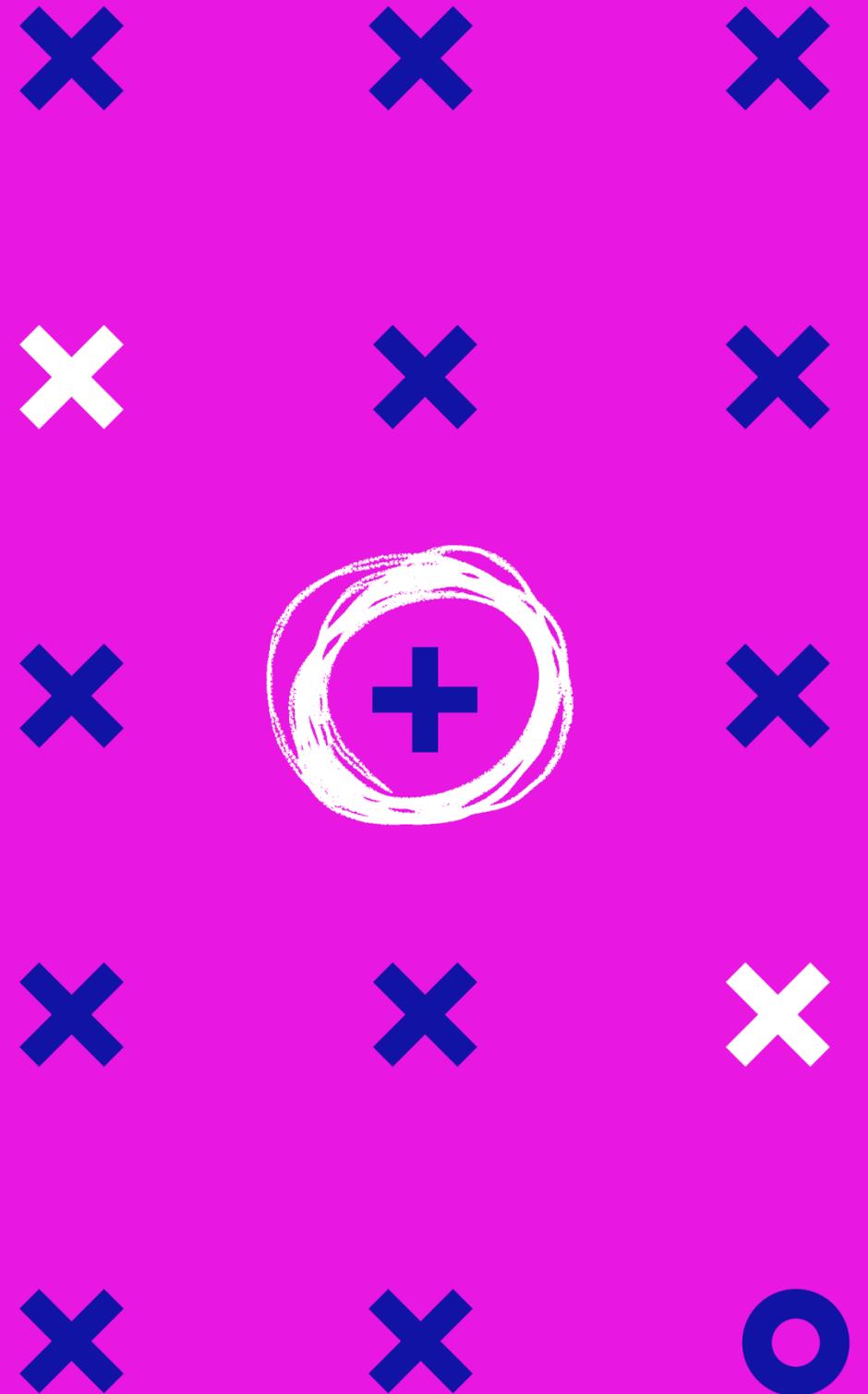


SOCIAL ENGAGEMENT

AT ROSE UNIVERSITY

*The Virtual
Remix*

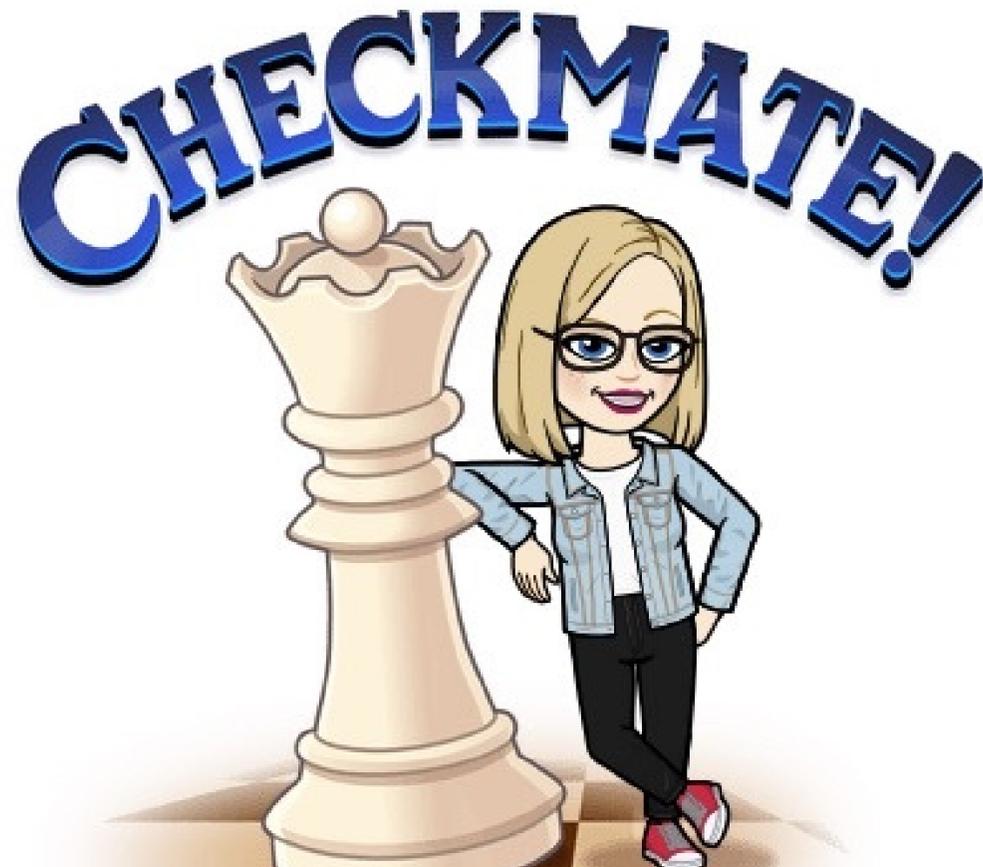


COMMITTEE INTRODUCTION

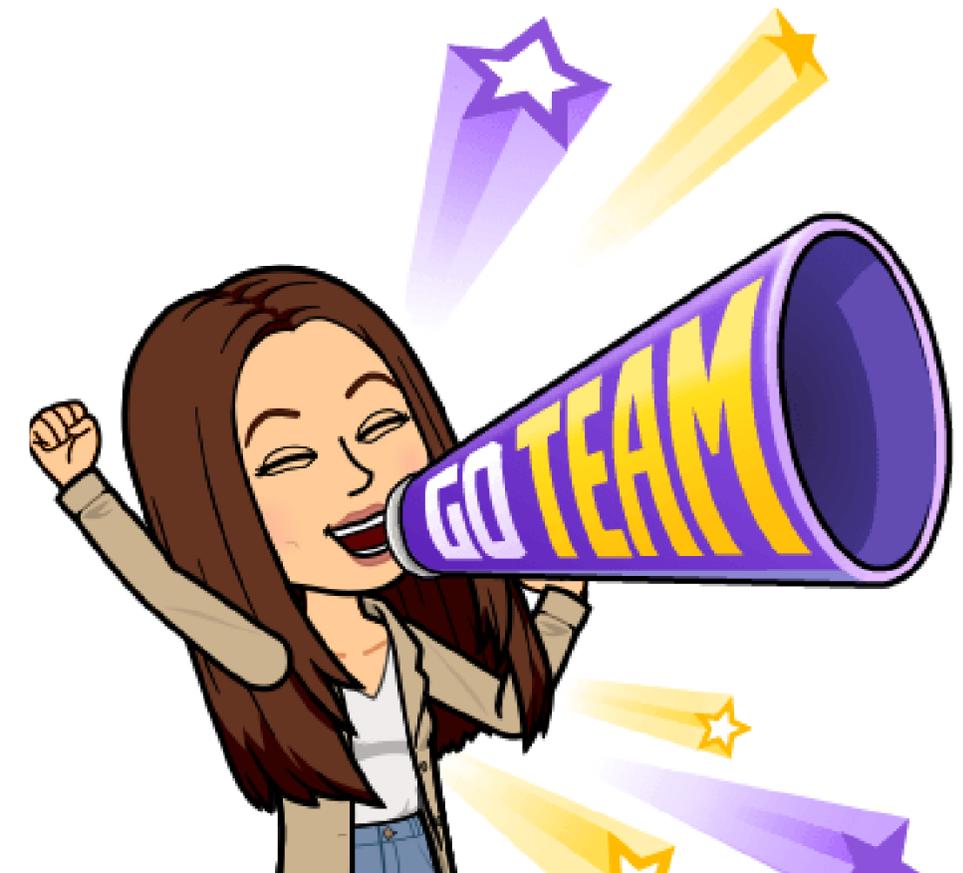
✚ Player 1: (Annika)
Sarah, Director of Student
Activities



○ Player 2: (Molly)
Alexis, Director of Student
Success and First Year
Seminars



✕ Player 3: (Mari)
Jocelyn, Assistant Director
of Living and Learning
Communities



INSTITUTIONAL TYPOLOGY



Mid-Western Predominately White Instituion



13,000+ students (undergrad, graduate, doctoral)

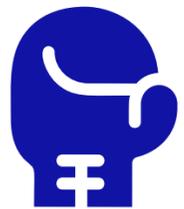


3,000 or 23% Residential Students



Round 1: Briefing

- + Tinto's Interactionalist Theory of Student Departure
- + Social Systems On Campus
- + Needs Assessment



Round 2: Proposal

- + Virtual Game Night Series Logistics
- + Integration of High Impact Practices
- + Program Justification
- + Program Budget
- + Program Outcomes

OVERVIEW





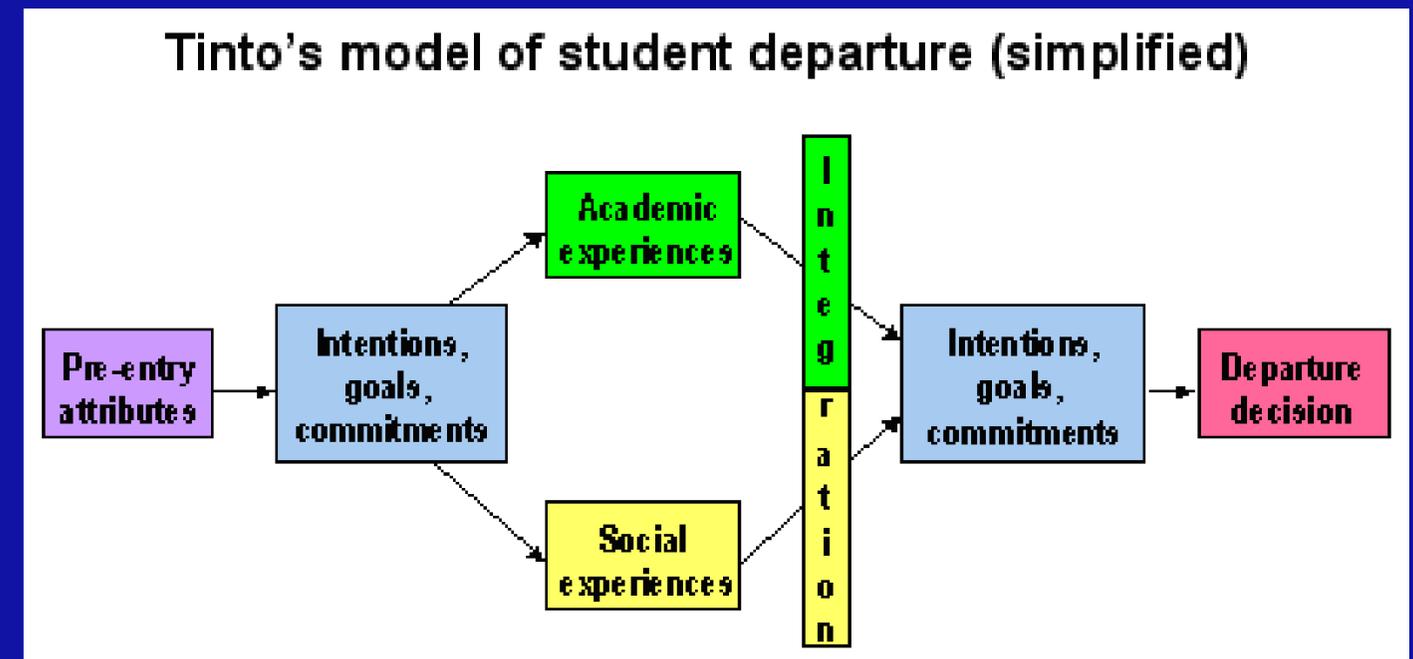
BRIEFING

UNDERSTANDING THE IMPACT OF STUDENT INVOLVEMENT: TINTO'S INTERACTIONALIST THEORY OF STUDENT DEPARTURE

Vincent Tinto (1993) identifies three major sources of student departure:

1. Academic difficulties
2. The inability of individuals to resolve their educational and occupational goals,
3. Their failure to become or remain incorporated in the intellectual and social life of the institution.

Tinto's "Model of Institutional Departure" states that, to persist, students need integration into formal (academic performance) and informal (faculty/staff interactions) academic systems and **formal (extracurricular activities)** and **informal (peer-group interactions) social systems.**



How Student Social Systems Show Up on Campus

A

Formal Social Systems

Extracurricular Activities:
Student Organizations
Intercollegiate Sports
Intramural Sport
Campus Events
Study Tables

A

VS

A

Informal Social Systems

Peer-Group Interactions:
Impromptu study groups
Dining Halls/Areas
Meet Ups in Between Class
Hallway Interactions
Residential Hall Programs

A

NEEDS ASSESSMENT

23% Of Student Body- Residential

These students have more opportunities and access for informal and formal social systems through their residential programs.

These interactions however, do not allow for more diverse and expansive groups of students as they will be attended by those they already live with.

77% Of Student Body- Commuters

These students are missing out on the accidental interactions that residential students have from living on campus through housing programming.

They are also more likely to be commuting from home and living with family and not peers.

NEEDS ASSESSMENT

85% Of All Courses Are Online

Due to a majority of courses being delivered virtually, students are losing access to the impromptu or accidental social interactions that they normally would be experiencing. These include but not limited to hallway or in-between class interactions and shared meals in the food court or dining halls.

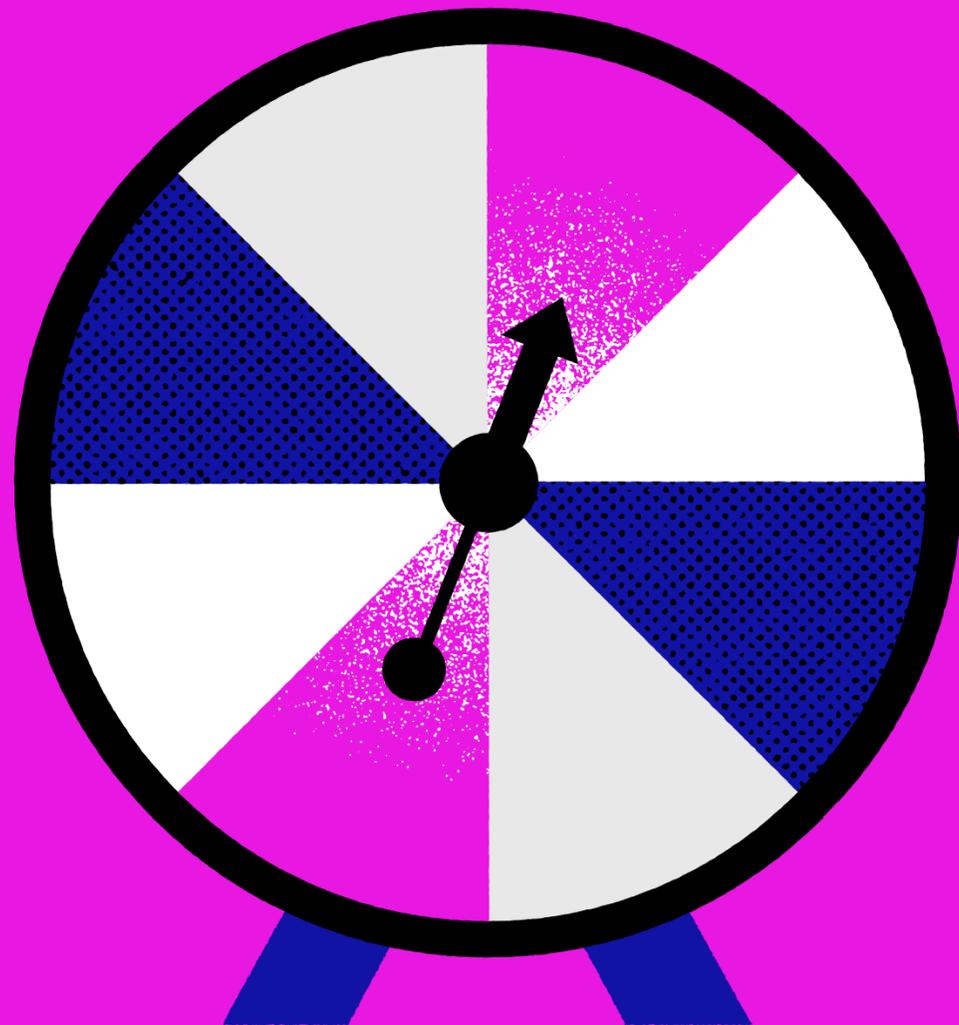
Limited In-Person Campus Activities

With in-person activities on campus being limited to small numbers and "make-n-take" events, students are lacking opportunities to meet new people engage in extracurricular programs, and create relationships with their peers.



PROPOSAL

VIRTUAL GAME NIGHT SERIES



Logistics:

Student Activities Office hosts 2 Game night events every month

Students would register in pairs or individually through a form on the university's GetInvolved Page. After registration, students will be emailed a link to join a Zoom room. Students who sign up individually will be paired with others.

Each week, a prize of \$5 Rosebucks will be added to the winning team/players.

Additionally every time a student participates, their name will be entered into a drawing to win one of five larger prizes

GAME BREAK DOWN

Each week will feature a different game. The only game or activity that would be repeated is a different variation of trivia



Week 1: Trivia Series (Create your own or use local trivia vendors)



Other weeks Include: JackBox Games, Scattegories, Pictionary, 5 Second Rule, Friendly Feud (Family Feud), Cards Against Humanities, Eucher, and an at home Scavenger Hunt!



Games can also be added based off of student recommendation!



Roll 1: Integration of Social Systems

- + Create opportunities to meet peers and make connections in a more open environment
- + Providing a program that encourages student engagement outside of the classroom
- + Incentivize participation and engagement



Roll 2: Integration of skills for Academic Systems

- + Opportunities to gain and improve leadership and team-work abilities.
- + Utilizing skills in problem solving and strategizing.
- + Application of life skills and use of prior knowledge

WHY THIS WORKS

"When students actively participate in curricular and co-curricular events, they make friends, become oriented to campus quickly, get to know faculty members, and make important gains in critical thinking"

(Weber et al., 2013, p. 591)

PIECING TOGETHER THE PARTS THROUGH HIGH IMPACT PRACTICES

Tinto (1993) discusses how the integration of both academic and social systems provide higher success rates in student retention when applied in a seamless manner. The Virtual Game Night Series program does so by incorporating it with High Impact Practices. The partnerships with First Year Seminars and Living Learning Communities create the program to be an interactive co-curricular for those students.

First Year Seminar

To target the engagement of first year students, the department of First Year Seminars will encourage students to participate for extra credit. Students will only earn extra credit if they participate in half of the events and share their experience through an online discussion board.

Living and Learning Communities

To encourage students in on-campus housing to expand out of their comfort zones and communities the Director and Assistant Directors of the Living and Learning Communities will provide incentives for each hall. Individual incentives will consist of residential prizes like hammocks and LED lights and a hall-wide incentive will be a week of free laundry for the hall that has the most attendance throughout the semester.

TEAM PLAYER TASKS



Sarah, Director of Student Activities :

Sarah and the Office for Student Activities would plan and host the schedule for Game Nights. She would purchase the final prizes, organize the drawing.

Alexis, Director of Student Success and First Year Seminars

Alexis will work create the Trivia nights' format and questions based on topics discussed in first year seminar and core classes. She will also have promotion for game night series shared through the First Year Seminar instructors.



Jocelyn, Assistant Director of Living and Learning Communities

Jocelyn will organize the distribution and delivery of the final prizes and ensure all RoseBucks are added to the proper accounts. She will also create all of the marketing materials and working with the LLC to promote attendance.



Budget Breakdown

Total Budget: \$500

Game/Set Up Costs: \$50

- Most Games are free through templates and websites like <https://playingcards.io/>
- Housing/Living and Learning Communities will split the cost and share the access to the Jackbox Games QuadPack which features a total of 20 different game formats (\$50)

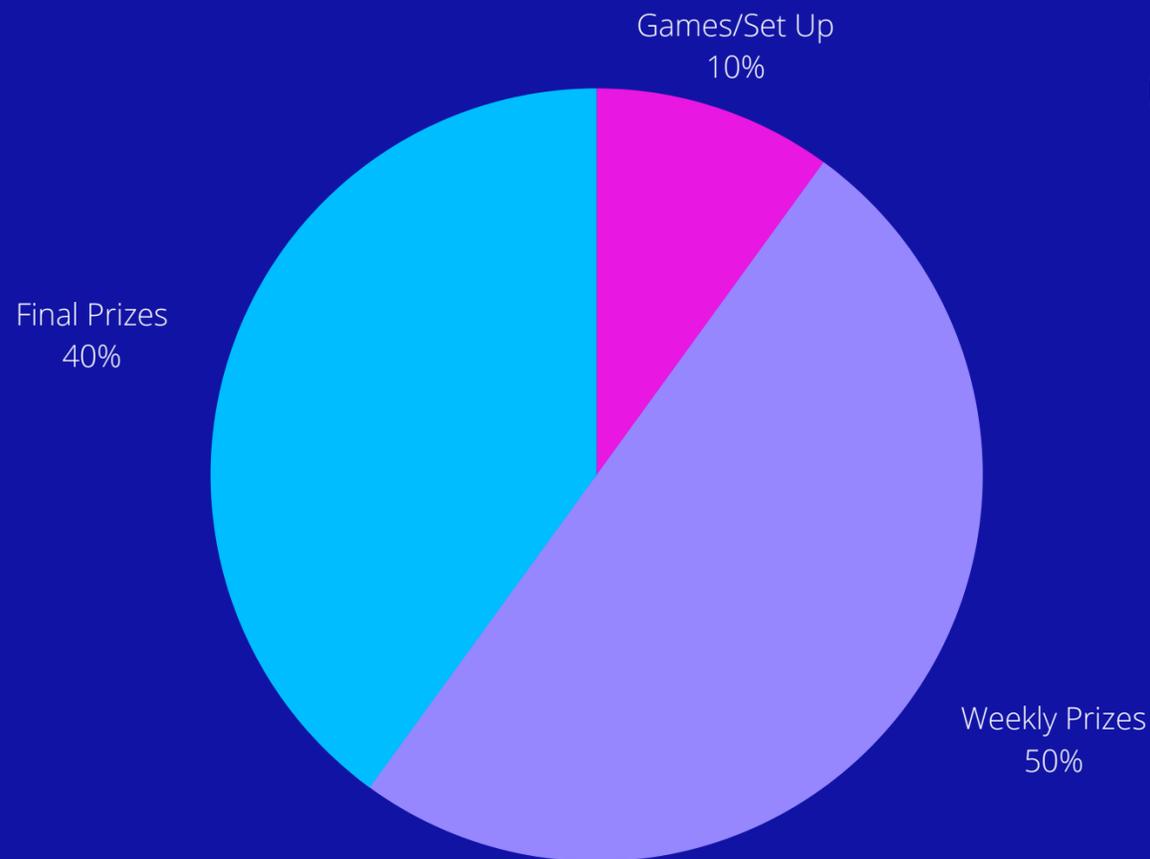
Prizes: \$450

Weekly Prizes: \$250

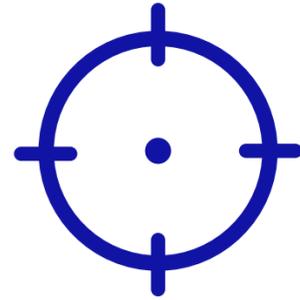
Each a total of 6 students (the winning team of six, or the top three teams of two's) will win \$5 of RoseBucks (campus dollars) loaded to their student card

Final/Semester Prizes: \$200

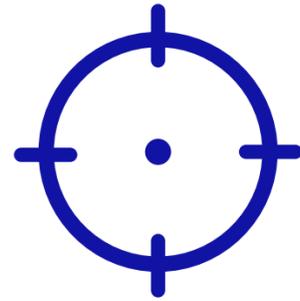
Five major prizes ranging in price will be purchases for the drawing winners.. Prizes could include but not be limited to Keurig Coffee Makers, University Swag Bag, Polaroid Cameras and/or other items that are popular among the students.



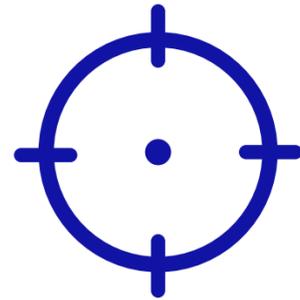
PROGRAM OUTCOMES



The creation of a space for students to meet new people and engage in the social opportunities that are found with in-person social systems



The integration of this program through High Impact Practices allows for students to feel more connected to the program and meet peers with similar interests.



Provides fun and interactive avenues for students to gain, improve, and use skills essential to life such as leadership, team work, problem solving, and strategizing

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- Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Report from the Association of American Colleges and Universities, 593-604.
- Tinto, V. (1993) *Leaving College: Rethinking the Causes and Cures of Student Attrition*, 2nd(ed.), Chicago: University of Chicago Press
- Webber, K. L., Krylow, R. B., & Zhang, Q. (2013). Does involvement really matter? Indicators of college student success and satisfaction. *Journal of College Student Development*, 54(6), 591-611.
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THANK YOU!
