"SCC"

Speed Campus Connects

2021 Virtual Case Study Competition
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Meet the Team

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Who are we?

Institutional Information:

-Located in Springfield, MA

-Home to 2,175 Undergraduate Students

-87% of students live on campus (with 96% of First-Year Students living on campus).

-86% of first year students are retained into their second year

-Home to 40+ student orgs, clubs & 26 Division III Sports Teams.

Our Mission:

The Humanics Philosophy

"Educating the Spirit, Mind & Body for service and leadership to others"

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Addressing the Problem at Hand

- Students, first-year students in particular, have been faced with never before seen challenges due to the COVID-19 Pandemic.
- Due to the lack of in person social engagement, students have found it challenging to navigate and transition in a virtual world.
- The lack of meaningful social engagement between peers as they log into virtual spaces such as class is combated with unsafe social engagement with peers in person.
- Student are looking to find new ways to socially engage with peers and the campus community alike while remaining virtually/physically distant.

Virtual Social Engagement

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Astin's Theory of Involvement states that students learn more the more they are involved in both the academic and social aspects of the collegiate experience (Hunt, 2003).

The current collegiate experience due to the Virtual COVID-19 Pandemic has impacted the balance academic and social experiences previously noted in Astin's Theory of Involvement.

Due to the decrease of in-person social engagement on college campuses the impact that this trend affects not only student academics, but the entire student collegiate experience. Keeping both sides, academically and socially, supported equally is a necessary action for student retention, success, and increase the overall collegiate experience,

Set the Scene!

After a socially isolating Fall semester, the institution is implementing a Spring programming series hosted by each division of the school, the first committee led by the Director of Student Activities will be going first.

Program Mission & Vision

- We are suggesting a three-tiered "Social-Networking" program that holds an overarching theme to collect "social badges" from each office, staff, and fellow peers that you connect with throughout the program.

- Our vision is to: Virtually engage all students, with a primary focus on first year & transfer students connecting with each other & campus resources through the school's mission of Spirit, Mind, & Body.

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Social Connectedness

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Tinto's Model of Institutional Departure 1988 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.

Our three tiered program addresses Tinto's three needs to enhance connectedness, encourage social engagement and connection to resources while contributing to the overall success and retention of students on campus.

Program Committee Members

1 — Director of Student Activities/ Delegated to Graduate Assistant of Student Activities

2 — Director of Health/Promotion and Wellness + Counseling Center

3 — Campus Recreation Representative

4 — Students:Orientation Leader, Student Government President, Resident Advisor Staff member

Committee Member Roles:

1. Students, first-year students in particular have been faced with never before seen challenges due to the COVID-19 Pandemic.
2. Springfield College emphasizes a Humanics mindset, so finding members of the student affairs division that contribute to different "parts" of student would be beneficial to engaging all aspects of the student but providing resources to them as well.
3. Campus recreation=body
4. Counseling center= spirit
5. Academic advising= mind
6. Other student members of committee that will contribute to keeping the program modern, student-centered, these students represent what engagement looks and feels like and how to best go about it ?

Program Plans & Learning Objectives

- Provide students with the opportunity to create purposeful & meaningful connections beyond their courses.
- Connect students to resources and bring faces to unfamiliar offices, especially if they are remote/commuter/first-year or transfer students.
- Encourage one-on-one communication with peers via video and hat functions.
- Provide students support beyond the initial connection-encourage prizes that allow for follow-up fun (ex: local restaurant gift card, movie passes, etc.)

Theory to Practice

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- Virtual learning environments (VLE) create spaces which allow for social constructivism to take place between peers along with student to staff/ faculty engagement (Wankel & Blessinger, 2013).

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- Through SCC, first-years engage with VLE as they gain a better understanding of the campus community they are a member of while meeting key members of the institution along with peers. VLE support students in the process of "making sense of their own experiences and participating in a larger community" (Wankel & Blessinger, 2013, p. 42-43).

Program Logistics

Bringing SCC: Speed Campus Connects to Life!

SCC: Speed Campus Connects Outline

Program Committee meets to develop a foundation of the program & the necessary resources to execute the plan.

Resource areas create their informational sessions which will be shared with students.

Ex: Campus Rec: Club sport, fitness class, services and personnel offerings.

Each tier of the program offers opportunities to connect with staff, students, and other first-year and transfer students. Badges are rewarded from each participant to another based on a connecting theme of the conversation.

Marketing: Creating attractive and enticing materials shared through email and institutional social media sites.

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Tiered System of Engagement Break Down:

#1: On Campus Resources

#2: Virtual Involvement Fair

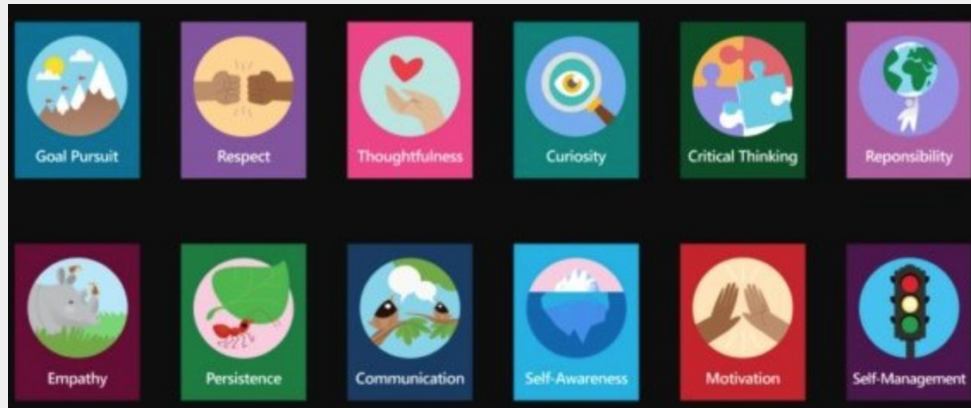**#3: Peer Speed Dating**

Tier #1: On Campus Resources

- Utilizing breakout rooms, students will learn of different resources across campus in three, 15 minute sessions with time for Q&A at the end of each session.
  - Represented resources are:
    - Academic Success Center
    - Counseling Center
    - Campus Recreation
- These sessions will connect students to three areas that will enhance their education of the spirit, mind, & body.

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Tier #2: Virtual Engagement Fair

- Utilizing the application- DEGY World
  https://www.degy.com/degy-world/
- Our students will create profiles and hop from virtual table to table to interact with various student led clubs, organizations, and intramural/club sports.
- This will occur in real time and each table will have a live representative from each campus group available.
- Here each table reps will also give out and courage social engagement by assigning badges.

Examples of Badges:

- What's the best way to document the cool places you've gone- though your passport! & since we can't safely travel right now- what better way to put yourself out there than with social interaction within your new campus community!
  - Ex. of badges

Tier #3: Peer Speed Dating

- Utilizing Zoom break rooms, we will be randomly grouping 4 to 5 students together for 5 minutes.
- During these break out rooms they will be given a bunch of conversation cards/topics. For each one they actively chat about they will receive social badges.
  - Ex: Utilizing the We're not really strangers: Quarantine Edition Cards-Physically Distant, Emotionally Connected
    - Level 1: Perception
    - Level 2: Connection
    - Level 3: Reflection
    - Level 4: Dig Deeper-Craft a virtual message to a new connection

Marketing Materials

Other forms of marketing:

- Create promotional video through the office to share with students through combined efforts of our division and the communications office.
- Have large campus organizations like Student Government Association & Campus Activities Board share information through their social media channels.
- E-mails from the Office of Student Activities sent directly to students.

Thanks!

Any questions?

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