

Hodes College Virtual Campus Race Program

VCS: West Chester University

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Committee Introduction



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Agenda

1. Review Program Goals & Student Learning Objectives
2. Statement of Commitment to Diversity, Equity, & Inclusion
3. Overview of Theories & Models Applied
4. University Demographics
5. Campus Race Activity
6. Incentives
7. Marketing & Advertising Plan
8. Budget Breakdown
9. Committee Tasks & Responsibilities



Program Goals



Civic Engagement



Communication



Integrative Learning



Problem Solving



Student Learning Objectives

Following this virtual program, students will be able to...

- Identify crucial buildings on campus
- Locate the offices for various academic and student-centered services
- Create new friendships and build rapport with others
- Recognize campus traditions
- Remain connected to the university even through a virtual semester

Commitment to Diversity, Equity & Inclusion

At Hodes College, we cultivate and sustain a socially just, equitable, and inclusive campus community for ALL and encourage students to become national leaders of inclusive excellence through developing and maintaining internal and external partnerships.

Chickering's Seven Vectors of Identity Development

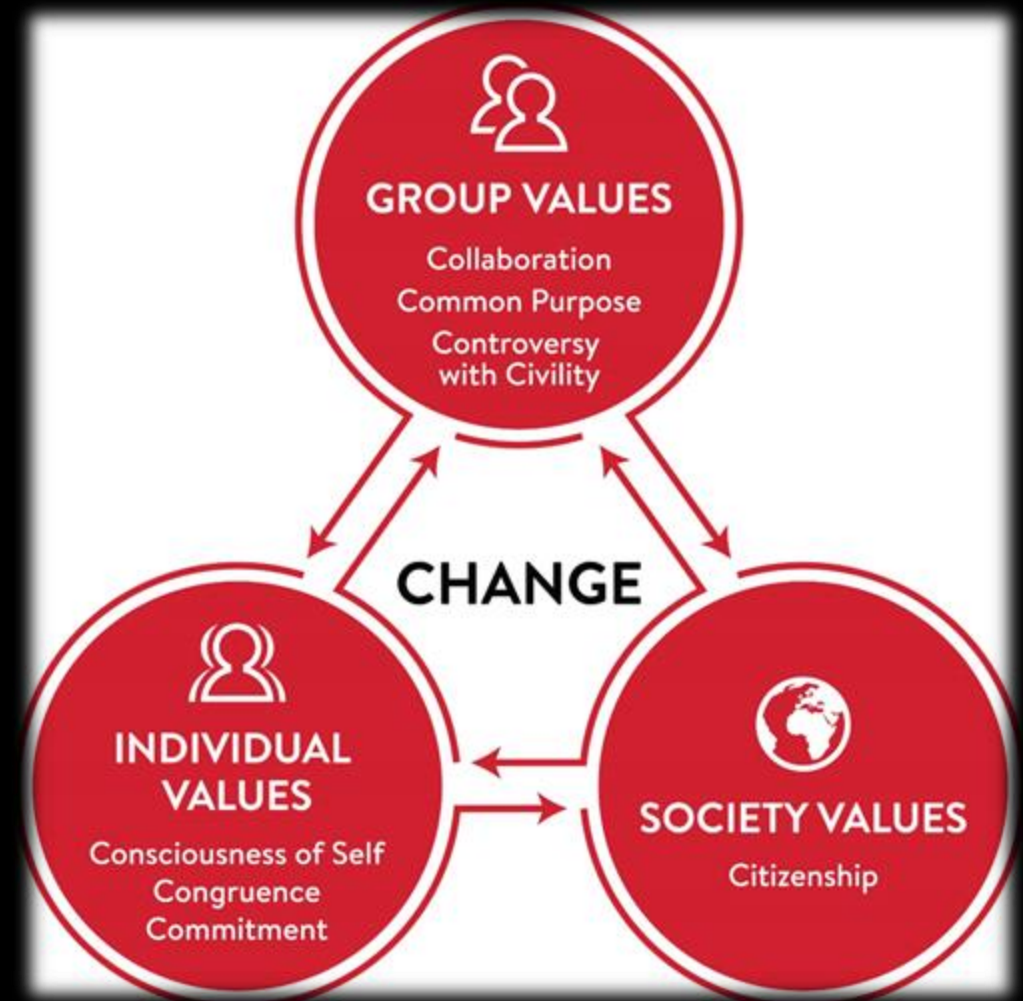
Chickering (1969) composed seven vectors that correlated with individual development. These vectors incorporated aspects of emotional, interpersonal, ethical, and intellectual enhancement. The Virtual Campus Race program asks students to complete specific prompts that intersect directly with this theory (Patton, L. D. et. al. 2016). Below are Chickering's Seven Vectors:

- Developing Competence
- Managing Emotions
- Moving Through Autonomy toward Interdependence
- Developing Mature Interpersonal Relationships
- Establishing Identity
- Developing Purpose
- Developing Integrity

Social Change Model of Leadership (7 C's)

Another component of the Virtual Campus Race is to provide students with an opportunity to display leadership. In conjunction with Chickering's Seven Vectors, the SCM enhances student development by recognizing three distinct values – individual, group and society (Patton, L. D. et. al 2016).

- Controversy with Civility
- Collaboration
- Citizenship
- Commitment
- Consciousness of Self
- Congruence
- Common Purpose





Applying Theory to Practice

- Each "stop" of the race will directly correlate one of Chickering's Vectors of Identity Development
 - There are a total of 7 activities/ "stops" on campus that the teams of students will need to complete
- The 7 C's of the Social Change Model of Leadership will be weaved into each process of the race as well
- These theories inform the design and implementation of the Virtual Campus Race Program through a remote setting
- The participatory nature of the program is to encourage students to think and be outside of their comfort zone as they navigate various challenges and must work together to complete each task

Hodes College Demographics

- Mascot: Honeybee
- Mid-size, public college
- 58% of first-year students live in the surrounding area
- 31% of first-year students are also first generation
- 8,000 undergraduate students
- 2,000 graduate students
- 43% of first-year students reported they have not visited the campus yet



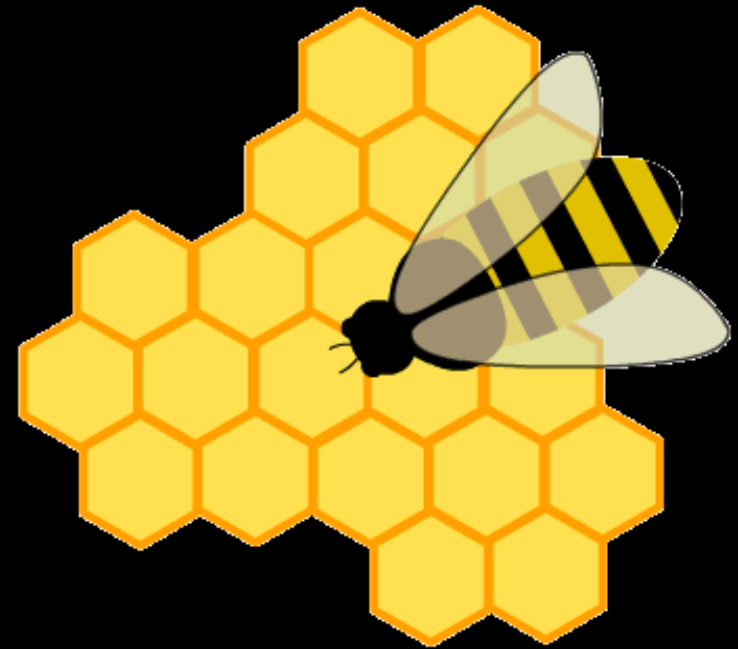
How It Works: Hodes College Virtual Campus Race

- Student participants will create teams of 4 individuals or will have the option to be placed on a team at random
- The teams will navigate a total of 7 activities that reflect the components of Chickering's Theory of Development, while also incorporating elements of the Social Change Model of Leadership
- Teams will be provided a Zoom link and that connects them to a Hodes College student affairs professional or faculty member who will physically be on campus and act as the navigation to take students to each of the activity locations and facilitate the various components of each stop
 - Each faculty or staff member will utilize an I-Pad so they can easily maneuver around campus while remaining connected to the team they are assisting
- Each location has a subsequent activity that students will need to complete before moving to the next location
- Teams that complete the race will be entered into a raffle to win various incentives



Activity 1: Developing Competence – Honeybee Statue

- Recognizing campus spirits, traditions, and culture aids in the development of intellectual and manual competence
 - Name at least 3 campus events that excite you or that you're looking forward to
- Event Examples:
 - Honeybee Homecoming
 - Find Your Honey Valentine's tradition
 - Join the Hive – New Student Carnival
 - The Bees Go Buzzing – Family Weekend
 - Buzzing Around the World – International Programs and Study Abroad Week of Recognition
 - Farmers Market Fridays at Honeybee Square





Activity 2: Managing Emotions – Counseling Center

- Focusing on mental health can heighten self-awareness and aid in balancing emotions
 - Discuss the scenario below and follow with a breathing/meditation exercise to bring awareness and acceptance of emotions. Provide 4 examples of how you personally handle stress.

SCENARIO:

Nina has been struggling to keep up with her busy schedule since her dad fell ill. She had to move back home to help her siblings take care of him and now she is more overwhelmed than ever. Nina hasn't had time to focus on herself and even missed class last week.

As Nina's friend, discuss how you would help her to balance her emotions and acknowledge self-care as a necessity?

Activity 3: Moving Through Autonomy – Campus Classroom

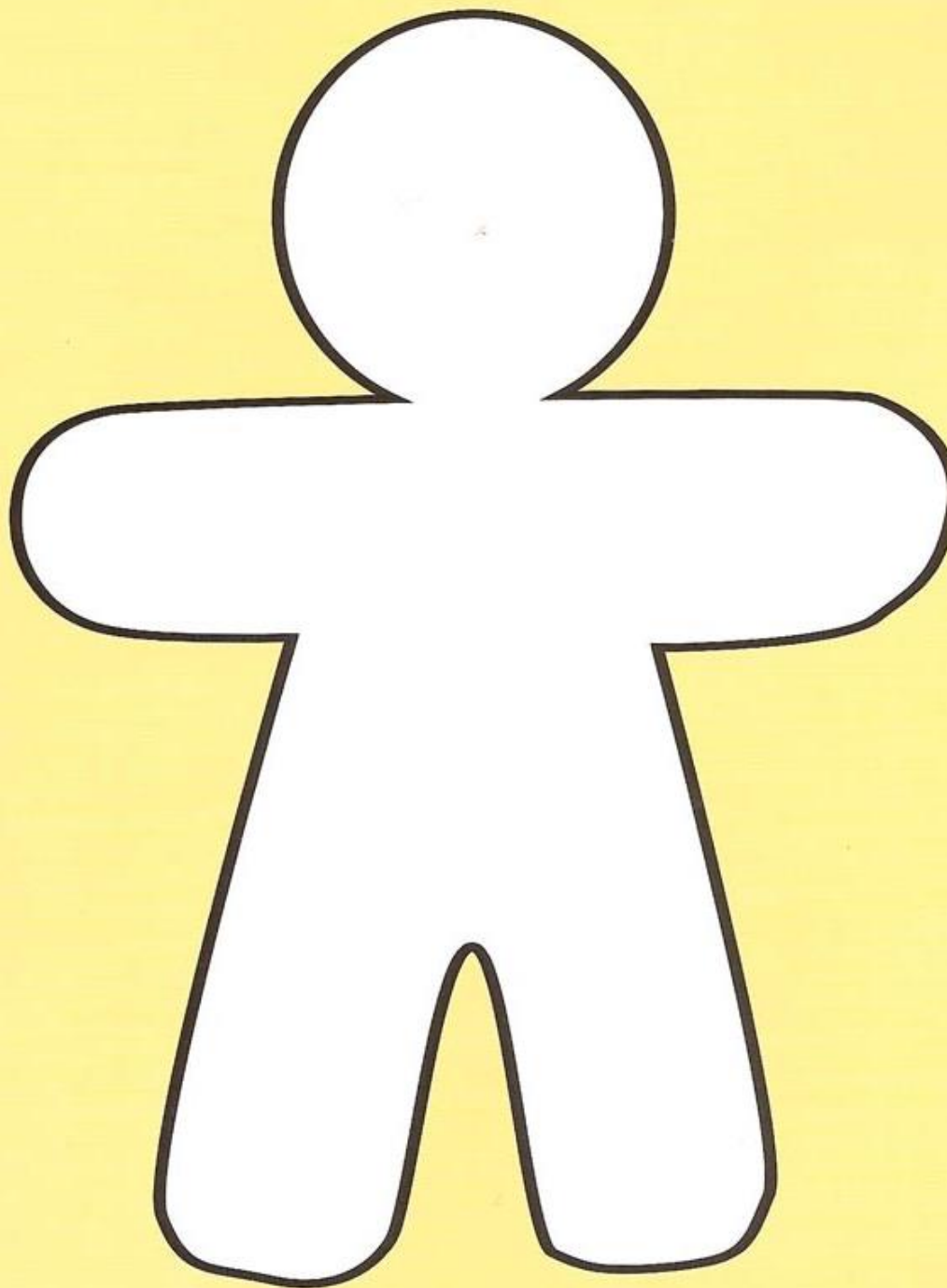
- Students may encounter challenges throughout their college experience that will require problem solving skills. This activity asks students to create a poem about benefits and challenges of working in a group
- Additionally, a short video clip about empathy by Brene Brown will be shown



Activity 4: Developing Mature Personal Relationships – Multicultural Center or Center for Women and Gender Equity

- In this activity, the professional will introduce a modified "cross the line" activity.
- One by one, the professional will read off the list, telling the students to keep track of how many they identify with. After all the scenarios have been read off, they will be asked to share how many they identified with and talk amongst themselves how their identities and peer relationships coexist and influence each other.
- Cross the line – What do you Identify with?
 - Housing Insecurity
 - Discriminated against for your race
 - Discriminated against for your gender
 - Discriminated against for your sexuality
 - Attended summer camp
 - Traveled outside of the US
 - Lost a close family member
 - Is a first-generation student
 - Food Insecurity
 - Had a job in high school





Activity 5: Establishing Identity – Identity Center (like Center for Trans and Queer Advocacy)

- Identity Portrait
 - Materials Needed: Paper & A Writing Utensil
 - Total time: 5 minutes (2 minutes to draw, 3 minutes to discuss)
- Draw a picture that represents "you"
 - Who are you?
 - What is important to you?
 - What makes you "you"?



Activity 6: Developing Purpose – Career and Development Center



- Utilizing the below Jamboard link, students add a post-it note to the board and write 1 goal per person about what they hope to achieve during their first year at Hodes College
- https://jamboard.google.com/d/1C-zsaXVqyqqEXDNIWG7KqXdqXfyQHKDC5GfLULh_0i4/edit?usp=sharing

Activity 7: Developing Integrity – Student Conduct

- Students are given the below prompt to read and discuss amongst their team:

SCENARIO:

You and a few friends decide to attend a house party off campus one night. As the party goes on, you notice that your friend Alex is drinking excessively and is becoming more intoxicated by the minute. At the end of the party, Alex can barely stand up to walk on their own. You think it would be best to seek medical attention for them, but the other members of your friend group suggest that Alex should just and sleep it off instead. Alex is a student athlete and an incident like this would really harm their spot on the team. What would you do in this situation?

Participation Incentives

- Every participant will get a Hodes College Honeybees Campus Race t-shirt before their competition date, so that they can wear it when they participate!
- All student teams that finish the race will be put into a raffle for 3 grand prizes.
 - These prizes include:
 - Grand Prize: 4 Apple Watches
 - Second Prize: 4 Airpods
 - Third Prize: (4) \$50 Hodes Campus Store gift cards!
 - If you finish the race, you are entered into the drawing; this will remove the pressure to speed through the activities so authentic conversations can occur as student navigate the race

BACK



FRONT

BUZZ ON OVER TO THE...



HODES COLLEGE

VIRTUAL CAMPUS RACE

PRIZES!

**MARCH 19TH
MARCH 20TH
MARCH 26TH
MARCH 27TH**

**REGISTER
ON BUZZNET**

**TEAMS
OF FOUR!**

Program Marketing & Advertising Plan

- Student Affairs and Academic Affairs will promote the event through their respective departments
- Any department with a social media platform, will be asked to share the flyer for the event and encourage first-year students to sign up
 - Facebook
 - Instagram
 - Twitter
 - TikTok
- The weekly BuzzNet email about upcoming events will showcase the Virtual Campus Race
- Flyers will be distributed in residence halls for students that are residing on campus

Budget Breakdown

Item	Cost
IPads	\$0 – borrowed from Educational Foundations Department
950 T-shirts for participants	\$8,550
4 Apple Watches	\$800
4 Apple Airpods	\$640
4(\$50) gift cards to the Hodes Campus Store	\$200
	Total: \$10,190

Committee Tasks & Responsibilities

Heather (Coordinator of IT Strategic Planning):

- Organize and arrange for all technological needs
- Work with Educational Foundations Department to collect, borrow and return I-Pads
- Head the advertising and marketing initiatives

Jordan (Assistant Director of Diversity, Equity and Inclusion):

- Send out materials (t-shirts) prior to event
- Send out the prizes to the winning teams

Abbie (Executive Director of Assessment and Evaluation):

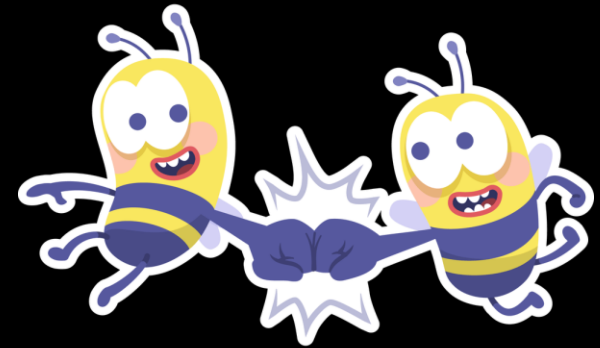
- Organize the sign up for race times
- Coordinate staff volunteers

Lezlie (Director of Commuter Services and Distance Learning):

- Manage the budget
- Collaborate with campus partners
- Assist with advertising and marketing initiatives



Join the Race and Make the
Hodes Campus and Community a
Better Place!



References

Patton, L. D., Renn, K. A., Guido-DiBrito, F., & Quaye, S. J.
(2016). *Student development in college: Theory, research, and practice*.
San Francisco, CA: Jossey-Bass & Pfeiffer.