



**ROGERS STATE**  
UNIVERSITY

**Student Activities Co-Curricular Assessment**

**Detailed Rationale Report**

**Rogers State University**

**2023 – 2024**

## RSU Student Affairs Co-curricular Assessment

Rationale for key performance indicators met within the general education outcomes assessed.

### Key Performance Indicators Assessed:

*Critical Thinking - AB1 – Identify personally and socially relevant problems and potential solutions to those problems.*

*Critical Thinking - AB2 – Consider novel, alternative, contradictory, and radical viewpoints in creating new ideas or solutions.*

*Critical Thinking - AB3 – Demonstrate values, knowledge, and skills which support a collaborative culture.*

*Human Cultures and the Physical World - A1 – Develop creative capabilities.*

*Human Cultures and the Physical World - A2 – Compare the influences of community, institutions, class, gender, and race on the beliefs and actions of different cultures.*

*Human Cultures and the Physical World - C1 – Describe how human actions affect the environment.*

*Effective Communications - A1 – Demonstrate consistent use of important conventions particular to specific disciplines and writing tasks.*

*Effective Communications - B1 – Utilize interesting and effective delivery techniques.*

*Values and Diverse Thinking AB1 – Articulate interdependence of people and places around the globe.*

*Values and Diverse Thinking - C1 – Develop skills for working and interacting with others.*

*Values and Diverse Thinking - C2 – Analyze how languages, cultures, institutions, and beliefs shape the behavior of individuals and groups.*

*Ethics and Civic Engagement - AB1 – Identify the rights and responsibilities of the individual in their own communities and the broader society.*

*Ethics and Civic Engagement - AB2 – Recognize ways in which individuals can exercise their rights and responsibilities.*

*Ethics and Civic Engagement - B1 – Analyze complex ethical dilemmas facing the world.*

## **RSU Student Affairs Co-curricular Assessment**

### **2023 – 2024 Detailed Event Rationale**

#### **Hillcamp –**

*Critical Thinking - AB1 – Identify personally and socially relevant problems and potential solutions to those problems.*

Students at Hillcamp attended a Student Success presentation designed to prepare them for their first few weeks of college. Titled “Thriving in College” this workshop guided students through common challenges freshmen face during their first 4 weeks of college and how to best prepare and adapt to successfully navigate such challenges.

*Critical Thinking - AB3 – Demonstrate values, knowledge, and skills which support a collaborative culture*

Students worked collaboratively all week in small groups with other incoming students and upperclassmen mentors. All students in the small group had to work together to complete challenging activities that required teamwork and successful communication. On trivia night, small groups combined their knowledge and used their tactical skills to compete against other student group teams.

*Human Cultures and the Physical World - A1 – Develop creative capabilities.*

Students worked together to craft a cardboard boat that was required to hold one member of their team and float in water. Students also chalked positive messages across the campus sidewalks, created team flags, team chants, and performed a team skit.

*Values and Diverse Thinking - C1 – Develop skills for working and interacting with others.*

Students participating attended several team-building work-shops focused on getting to know their fellow classmates and how to navigate collegiate friendships when classes begin. Students also attended a community-wide gathering at Claremore Lake and interacted with several local stakeholder, community members and RSU faculty and staff members.

#### **Welcome Week –**

*Values and Diverse Thinking - C1 – Develop skills for working and interacting with others*

New and returning Students interacted with each other the first week of school during games and social events throughout the week. New students learned how to socially interact with their collegiate peers and what it means to be engaged in campus life activities.

### **Welcome Back at Bartlesville–**

*Values and Diverse Thinking - C1 – Develop skills for working and interacting with others.*

New and returning students learned about the different resources the RSU Bartlesville campus offers and how to access them. New students also learned how to socially interact with their collegiate peers and what it means to be engaged in campus life activities. All students also interacted with local potential job and graduate opportunities in a meet-and-greet capacity.

### **Student Organizational Leadership Retreat (SOLR) –**

*Critical Thinking - AB3 – Demonstrate values, knowledge, and skills which support a collaborative culture.*

Student organizational leaders developed and joined a group message board in which they utilized to discuss: member recruitment tips and strategies, event dates and potential conflicts, fundraising information, and social media strategies. Students were also taught SGA processes for funds request and their responsibility as voting members of congress.

*Effective Communications - B1 – Utilize interesting and effective delivery techniques.*

Student organizational leaders were educated on social media techniques by the RSU communications and marketing team. Students learned how to create a more successful organizational social media presence, how to cultivate a better interest in their organization or event through marketing, and how to successfully produce campus posters. Students were also shown alternative ways of local marketing such as: the local newspaper, the Happenings on the Hill newsletter, and community outreach personnel avenues.

*Values and Diverse Thinking - C1 – Develop skills for working and interacting with others*

Student organizational leaders were educated on the Student Organizational Handbook, specifically the chapters relative to student conduct and the University's hazing policy. Students learned about, then re-created hazing scenarios to have a better understanding of what hazing interactions might

resemble. Student leaders were made aware of the expectations they are held to as student leaders and the expectations they should hold all of their organizational members to.

### **Constitution Day –**

*Ethics and Civic Engagement - AB1 – Identify the rights and responsibilities of the individual in their own communities and the broader society.*

Pocket Constitutions were distributed to Students who attended the event. Students were also informed about their rights given to them by the constitution and Bill of rights and how it is the basis of the foundation for the modern American way of life. Students were also informed of the importance of their duty to support and defend the constitution, and participate in the democratic process.

*Ethics and Civic Engagement - AB2 – Recognize ways in which individuals can exercise their rights and responsibilities.*

Students were taught about the everyday civil liberties the Constitution grants them and how they put those to use daily. Students were also taught about their responsibility to actively participate in the democratic process and their local communities and at the university level with our RSU Student Government Association.

### **Voter Registration Day –**

*Ethics and Civic Engagement - AB1 – Identify the rights and responsibilities of the individual in their own communities and the broader society.*

Open voter registration was held and students who were already registered were informed of the upcoming election dates and how to use the online Oklahoma Voter Portal to check or update voter registration information. Students were also taught about their responsibility to actively participate in the democratic process and their local communities and at the university level. The RSU Student Government Association, College Republicans organization, and College Democrats organization were in attendance to promote and encourage student membership and participation on campus.

*Ethics and Civic Engagement - AB2 – Recognize ways in which individuals can exercise their rights and responsibilities.*

Students were informed on how to register to vote in Oklahoma and how to update their voter registration contact or party affiliation information. Students were also taught about their responsibility to actively participate in the democratic process and their local communities. “Know your Voting Rights” information was handed out which detailed voting rights and common issues that arise along with a contact number for questions.

### **Scared Sober October –**

*Critical Thinking - AB1 – Identify personally and socially relevant problems and potential solutions to those problems.*

Students were informed of the dangers of driving under the influence and binge drinking. Proposed solutions included taxi/Uber contact information and an alcohol calculator to calculate how many drinks per your weight and height is too many. Print handouts were provided with information about the 10 critical signs of alcohol poisoning, referenced from the National Institution on Alcohol Abuse and Alcoholism,

*Critical Thinking - AB3 – Demonstrate values, knowledge, and skills which support a collaborative culture.*

During the simulation activity with drunk goggles, either walking or driving, students learned about the signs of intoxication, and the 5 critical signs of alcohol poisoning to look for in their peers. This promotes a collaborative culture in ending drunk driving. We talked about the importance of looking out for your friends and when to call for help when they have had too much to drink.

*Effective Communications - B1 – Utilize interesting and effective delivery techniques.*

Students participated in a drunk driving simulator, in collaboration with the Oklahoma Highway Patrol, to actively learn about the dangers of drinking and driving. Students engaged in this activity by reading handouts, driving a golf cart with the simulation goggles, or attempting to walk a straight line while wearing the simulation goggles.

*Ethics and Civic Engagement - AB1 – Identify the rights and responsibilities of the individual in their own communities and the broader society.*

During the week students who participated were given a “drink calculator” tool to measure their estimated blood alcohol levels based on their weight, height, and number of alcoholic beverages consumed (wine, beer, or liquor). The Oklahoma Highway Patrol discussed with them their personal responsibilities to know their limits and not get behind the wheel of a vehicle if they have consumed too much alcohol, as it may endanger them and others.

*Ethics and Civic Engagement - AB2 – Recognize ways in which individuals can exercise their rights and responsibilities.*

Students who participated in the drunk driving simulator learned about their responsibility to the community to watch their peers for signs of impairment and how to properly notify authorities. Students were taught to “See something say something” when it comes to driving under the influence. If they know their friend had more than a few drinks and can no longer safely drive, they need to speak up.

### **Thanks-for-Giving Food Drive –**

*Critical Thinking - AB1 – Identify personally and socially relevant problems and potential solutions to those problems*

A need was identified in North Tulsa families that historically struggle with food insecurity. RSU partnered with a local church to hold a canned food drive to help provide for this need during the holiday of Thanksgiving.

*Critical Thinking - AB3 – Demonstrate values, knowledge, and skills which support a collaborative culture.*

Students that participated in this philanthropic event helped provide for their local community in a time of need. They learned the value of coming together to gather resources more effectively.

*Values and Diverse Thinking - C1 – Develop skills for working and interacting with others.*

Students who participated in this event worked collectively with roommates, and friends to clean their pantries for leftovers or go to the grocery store and buy food items for donations. Students working the collection site interacted with students, faculty, and staff in gathering donations.

*Ethics and Civic Engagement - AB1 – Identify the rights and responsibilities of the individual in their own communities and the broader society.*

In promotional materials, students not facing financial hardships or food insecurities themselves were encouraged to donate. Students who did donate learned about their ethical responsibility to their local communities, by helping those in need when able.

### **First Generation Day –**

*Critical Thinking - AB3 – Demonstrate values, knowledge, and skills which support a collaborative culture.*

Students, faculty, and staff attendees learned about what a first generation student is, the challenges these students commonly face in the university environment, and how to work together to make the RSU experience more accessible and welcoming to first-generation students and their families. First generation students were offered print resources for the RSU student support services.

*Human Cultures and the Physical World - A2 – Compare the influences of community, institutions, class, gender, and race on the beliefs and actions of different cultures.*

Student attendees discussed the challenges faced during their experiences as first-generation students and how it impacted their academic and/or social success. Some non-first-generation attendees compared in discussion their community and internal support systems to the first-generation students. All attendees developed a better understanding of the first-generation student experience.

*Values and Diverse Thinking - C1 – Develop skills for working and interacting with others.*

Students, faculty, staff, attendees, and panel members of this event all discussed these challenges together. Many students and faculty/staff got to interact in a new capacity.

*Ethics and Civic Engagement - AB1 – Identify the rights and responsibilities of the individual in their own communities and the broader society.*

Students, faculty, and staff who did not identify as first-generation students, learned of the responsibility they have to uplift those who are and also learned how to best support them in a learning/academic environment.

*Ethics and Civic Engagement - AB2 – Recognize ways in which individuals can exercise their rights and responsibilities.*

All participants learned ways in which to support first-generation students inside, and outside the classroom, such as: organizing mentorship programs, providing informational workshops on campus resources, and facilitating connections with campus activities and groups.

### **Spring Safety Week –**

*Critical Thinking - AB1 – Identify personally and socially relevant problems and potential solutions to those problems.*

Students were presented with data on the prevalence of binge drinking at universities in America and how binge drinking can lead to alcohol poisoning.



Print handouts were provided with information referenced from the National Institution on Alcohol Abuse and Alcoholism. Students were also given “cup Condoms” and learned about the prevalence of roofies and other party drugs and how to keep better keep their personal drinks safe when out at a social event or bar. Students who participated in the drive-thru car check-up learned about the importance of their personal vehicle maintenance

*Critical Thinking - AB3 – Demonstrate values, knowledge, and skills which support a collaborative culture.*

Students who participated learned about the signs of intoxication and the critical signs of alcohol poisoning to look for in their peers. Students also learned common ways perpetrators try and slip illegal substances into unassuming person’s drinks, and how the “cup condom” provided helps prevent this. We talked about the importance of looking out for your friends and when to call for help when they have had too much to drink. This promotes a collaborative culture in working to decrease the prevalence of alcohol poisoning on university campuses.

*Effective Communications - B1 – Utilize interesting and effective delivery techniques.*

Students engaged in this activity by reading handouts, or testing the “cup condom” out for themselves to see the efficacy of the product. Students who participated in the drive-thru car check-up learned how to effectively communicate issues with their car in a hands-on experience with the RSU campus police officers.

*Ethics and Civic Engagement - AB1 – Identify the rights and responsibilities of the individual in their own communities and the broader society.*

Students who participated in the drive-thru car check-up learned about their personal responsibility to maintain their vehicles to be responsible drivers for the safety of both themselves and others on the roadway. Students were taught about the 5 critical signs of alcohol poisoning. We talked about the importance of looking out for your friends and when to call for help when they have had too much to drink.

*Ethics and Civic Engagement - AB2 – Recognize ways in which individuals can exercise their rights and responsibilities.*

Students who participated in the “cup condom” event learned ways in which to better protect themselves and their friends from being illegally drugged and how to properly report such behavior.

## **Denim Day - No Excuses Campaign -**

*Critical Thinking - AB1 – Identify personally and socially relevant problems and potential solutions to those problems.*

Students who participated in Denim Day and the No Excuses Campaign learned about how prevalent sexual assault is in the United States and how victim blaming amplifies that problem. Students who participated wore denim in support of victims and to spread awareness on how to get help if you or someone you know have been a victim of sexual assault.

*Critical Thinking - AB2 – Consider novel, alternative, contradictory, and radical viewpoints in creating new ideas or solutions.*

Many students who spoke with students working the resource table were surprised to learn how many men are victims of sexual assault. Students walking past were confronted with the disturbing facts regarding sexual assault and the stigma that surrounds its victims.

*Critical Thinking - AB3 – Demonstrate values, knowledge, and skills which support a collaborative culture.*

Students were informed on how to anonymously report sexual assault or suspected sexual assault to the campus police and online conduct reporting tool. Students were again reminded to “see something, say something” and their role and responsibility in maintaining a safe campus and community.

*Human Cultures and the Physical World - A2 – Compare the influences of community, institutions, class, gender, and race on the beliefs and actions of different cultures.*

Students who participated in the resource table got information on gender, community, and cultural disparities in regard to sexual assault reporting. Some students discussed the potential roots of these disparities, especially regarding the male victim stigma with sexual assault being linked to historically sexist gender roles.

*Values and Diverse Thinking - C2 – Analyze how languages, cultures, institutions, and beliefs shape the behavior of individuals and groups.*

Students who participated in Denim Day learned the purpose of the no excuses campaign, which is to stop the victim blaming and excuses for sexual assault. There are no excuses. All students at RSU were also sent an email detailing the founding of denim day and how this stigma, which exists within certain cultures and population subgroups, against victims harms them and is amplifying the lack of convictions against sexual assault perpetrators.

*Ethics and Civic Engagement - AB1 – Identify the rights and responsibilities of the individual in their own communities and the broader society.*

Students were again reminded to “see something, say something” and their role and responsibility in maintaining a safe campus and community, especially for those who can’t say something themselves.

*Ethics and Civic Engagement - AB2 – Recognize ways in which individuals can exercise their rights and responsibilities.*

Students were informed on how to anonymously report sexual assault or suspected sexual assault to the campus police and online conduct reporting tool. Students were also informed of ways to further bring awareness to the sexual assault victim stigma and how the no excuses campaign can help.

### **Support on the Hill (Weekly event) -**

*Critical Thinking - AB1 – Identify personally and socially relevant problems and potential solutions to those problems.*

This group critically explored the complexity of substance misuse and how it impacts family systems as well as society as a whole. The method for exploring this social problem was sharing personal stories of substance misuse and how it impacted choices made by students who attended the group.

*Critical Thinking - AB3 – Demonstrate values, knowledge, and skills which support a collaborative culture.*

Counseling services attended this group to aid in directing the flow of conversation, making sure that every student had the opportunity to share their experiences.

*Values and Diverse Thinking - C1 – Develop skills for working and interacting with others.*

Students came to this group with a variety of experiences. Some students were actively engaged in substance misuse and did not see their current behavior as an issue while some students were abstinent from drugs due to the havoc they had seen take place due to substance misuse. Students had to work to bridge the gap between their experiences, even when they disagreed with another group attendee.

*Values and Diverse Thinking - C2 – Analyze how languages, cultures, institutions, and beliefs shape the behavior of individuals and groups.*

Students regularly shared how their upbringing and families had the most impact on their decision regarding whether or not to engage in substance misuse. In addition, RSU policies were discussed regarding substance misuse. Students shared how institutional policy drove their decisions, as well.

*Ethics and Civic Engagement - B1 – Analyze complex ethical dilemmas facing the world.*

The value systems students had as they attended group largely impacted their perspectives of utilizing substances. Substance misuse is a layered and complex social problem; therefore, it takes multiple perspectives and experiences shared to gain a broad understanding of how it impacts our community.

### **Breaking the Silence -**

*Critical Thinking - AB1 – Identify personally and socially relevant problems and potential solutions to those problems.*

The core discussion at this event was how substance misuse impacts families and communities. Solutions to addressing substance misuse were offered by presenters.

*Human Cultures and the Physical World - C1 – Describe how human actions affect the environment.*

All 3 speakers for this event drew attention to how choices made before, during, and after engaging in substance misuse impact the environment in which a person is living.

*Effective Communications - B1 – Utilize interesting and effective delivery techniques.*

This event was a new and innovative way, opposed to the traditional means of a formal panel discussion, to raise awareness of how substance misuse has impacted the RSU community.

*Ethics and Civic Engagement - AB1 – Identify the rights and responsibilities of the individual in their own communities and the broader society.*

Two RSU students shared their personal stories of being impacted by substance misuse. One student was in active recovery while the other student grew up in a household where both parents lived in active addiction. They both drew attention to the personal responsibility of the individual using substances, regardless of the complicated nature of why and how a person is utilizing substances.

*Ethics and Civic Engagement - B1 – Analyze complex ethical dilemmas facing the world.*

Dr. Kathy Hoppe gave an introduction at this event that highlighted the multi-layered impact that substance misuse has on individuals, families, and ultimately communities. She noted that educating people about the harmful effects of substance misuse is not an effective practice for prevention or

treatment, highlighting the necessity for a more complex and layered approach to addressing this issue.

### **Send Silence Packing -**

*Critical Thinking - AB1 – Identify personally and socially relevant problems and potential solutions to those problems.*

This event explored the impact of suicide. Suicide as well as mental health struggles have impacted Rogers County as whole as well as the RSU community specifically.

*Human Cultures and the Physical World - C1 – Describe how human actions affect the environment.*

At this event, stories of people who died by suicide as well as stories of family members who had a family member or friend who died by suicide were shared. The ripple effect of these events was highlighted in the stories that were shared.

*Effective Communications - B1 – Utilize interesting and effective delivery techniques.*

For this event, students utilized an immersive exhibit rather than a more traditional means of education such as a lecture. The exhibit was held outside and allowed students to experience and learn in a nontraditional way.

*Ethics and Civic Engagement - B1 – Analyze complex ethical dilemmas facing the world.*

Suicide is a complicated, controversial, and emotionally charged point of exploration. This exhibit brought awareness to suicide as well as to the resources that are needed when a community member is struggling with suicidal ideation.