Executive Summary
Student Development is in the second year of a three-year operational plan. Assessment for all departments focused on continuous improvement and effectiveness of our work on student development.

Projects completed during the year:

**Campus Recreation: Effectiveness of (4) Outdoor Adventure (OA) programs/areas**
A questionnaire created through CampusLabs/Baseline was used to study students’ use of various facilities and programs offered through the Outdoor Adventure program and evaluate how each of these programs support OA’s learning outcomes. Findings revealed certain, minor “gaps” in the implementation of learning outcomes. Recruiting students to participate in or try yet another activity may be counterproductive to their overall thriving and academic success. Instead, more direct marketing that highlights the benefits of each of the OA activities, as reported by students themselves on the assessment, will provide them with the chance to weigh their options for activity and chose those that are both socially and physically beneficial.

**Community Engagement and Service: Community Partner Assessment**
Focus groups were used to assess community partners’ satisfaction with university and student community service involvement. Results indicated that community partners are committed to working with Baylor University’s faculty, staff and students. They want a more purposeful structure in involving students in service opportunities of any kind. Recommended changes fall into three major categories Commitment to Civic Engagement, Service and Calling, and Working with Diverse Populations. With this information, intentional experiences can be created according to student interests, training gaps, community partner needs, and opportunities for informed engagement.

**Multicultural Affairs: Effectiveness of scheduled speaking events in a university setting**
A survey and two different focus groups were used to assess the effectiveness of speakers at signature events. Results indicated that students were satisfied with the quality and diversity of speakers. However, findings indicated that the method of inviting students and professors to the events and the outreach to professors regarding opportunities for extra credit could be enhanced. Special attention to publicity and academic outreach will be a priority and will include students’ input.

**Student Activities: Effectiveness of Campus Programs**
Utilizing a CampusLabs/Baseline survey, students responded to questions regarding the types of music genre and speaker topics they were interested, the events in which they had participated, and the traditions they considered most important. Results indicated that students enjoyed their experiences with campus programs, felt highly connected to Baylor and a significant sense of belonging, as well as were able to identify rich traditions. For future program development, the results of the students’ interests and preference in music and speakers will be incorporated. Student experiences will include those that most connect them to Baylor and its rich traditions and cultural diversity.

In their efforts to measure effectiveness, the Student Development departments were also able to
document how each of their departmental mission, goals, and objectives were attained and supported. Each of the assessments demonstrated how their learning goals and outcomes were being met while identifying the gaps in which improvements could be made. Based on the findings, Student Development departments will continue to explore ways to increase community engagement, program/event participation, student learning, community connectedness, cultural competence, and transformational experiences.
Introduction to Department
The Department of Campus Recreation at Baylor University is charged with intentionally engaging the campus community in experiential learning activities focused on developing the whole person and equipping individuals with the skills necessary for balanced and healthy living and lifelong learning and leisure.

Reporting Structure

Department Mission
Campus Recreation engages students and the Baylor community in experiential learning, recreational and leisure activities that equip individuals to live balanced, holistic, and healthy lifestyles.

Department Vision
The Department of Campus Recreation at Baylor University is committed to being the very best at programming with distinctive purpose. We will reach beyond the traditional industry standards to enhance the total development of students through each aspect of the recreational programming. We envision a dynamic array of programs that positively engage students and develop community between students as well as a long-term commitment to Baylor University.

Department Learning Goals
To fulfill our mission, the Department of Campus Recreation guides students to live in balance with self, others and God by nurturing the physical, social, emotional and spiritual wellness of students. We help students:

- Create patterns of physical activity that are congruent with healthy lifestyles.
- Develop social relationships built on trust and accountability.
- Discover emotional balance through physical activity and experiences.
- Relate physical activity and experiences to spiritual development.
Summary of Program Assessed
The purpose of this project is to measure the effectiveness of four (4) Outdoor Adventure (OA) programs/areas offered through the Campus Recreation department in satisfying the learning outcomes. The four (4) areas of focus are: the ROCK (climbing wall), the Marina, the Challenge Course and university-sponsored outdoor trips (e.g., backpacking, kayaking, rock climbing, etc.) offered each semester.

Learning Outcomes for Program
Outdoor Adventure’s learning outcomes are:
• Determine behaviors that develop trust in interpersonal relationships formed in the context of sport and recreation.
• Analyze factors that contribute to communities of support for physical activity.
• Explain the importance of physical activity in stress management.
• Identify strategies for care and conservation of available natural resources.

Improvements over the past 3-5 years to help achieve outcomes
This is the first time this area of Campus Recreation has been assessed in such depth.

Assessment Methodology
Students who participated in OA activities (Break trips, CO Line Camp, Bruiser Games) or utilized the OA facilities (Marina, ROCK, Challenge Course) within the previous 12 months were selected to participate complete the questionnaire. Participation data was gathered through our attendance/participation software system, CLASS, and from participation lists provided by groups and/or departments (Line Camp, for example).

A raw total of 4,877 non-unique respondents were originally collected from each of the OA areas. The complete list was reviewed by Institutional Research & Testing in order to eliminate respondents from the population based on assessment fatigue concerns. After some discussion about the size of the remaining population, the final number of respondents was reduced to a representative sample of 1,008 unique participants. Below is a breakdown of the representative sample sizes and percentages:

<table>
<thead>
<tr>
<th>OA Assessment Area</th>
<th>Sample Size</th>
<th>Percent of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marina</td>
<td>484</td>
<td>48%</td>
</tr>
<tr>
<td>Line Camp</td>
<td>302</td>
<td>30%</td>
</tr>
<tr>
<td>ROCK</td>
<td>202</td>
<td>20%</td>
</tr>
<tr>
<td>Other OA (Challenge Course, Break trips)</td>
<td>20</td>
<td>2%</td>
</tr>
</tbody>
</table>

A questionnaire was created and sent through Baseline to participant’s email address. The instrument utilized a combination of “Yes/No” responses to initially qualifying student’s participation into area-specific questions (“In the past 12 months, have you visited, participated or used the following OA areas?”). Affirmative responses provided participants with a series of Likert-scale questions (1-Strongly disagree, 5-Strongly agree) regarding their level of agreement with the given learning outcomes statement. Space was provided for respondents to provide their own free-text responses. Optional demographic questions were provided for the final six responses.
of the instrument and included gender, classification, cumulative GPA, racial/ethnic identity, parent’s/guardian’s highest level of education, and academic major.

**Analysis**
Our primary research goals are as follows:
1. Understand why students participate in the various programs offered;
2. Determine the effects of participation in OA programs on the development of specific interpersonal and intrapersonal characteristics such as trust, rapport, respect, and self-efficacy;
3. Understand how a student’s participation in an OA program(s) contributes to their ability to manage stress both in the short and long-term.
4. Determine how participation on an OA-sponsored activities contributes to a student’s view of environmental stewardship and conservation.

**Results – Overall**
Results from the representative sample indicate that students utilize the OA facilities and programs on a regular basis that are consistent with seasonal and semester availability. For instance, a high percentage of respondents indicated their participation in the Challenge Course, at the Marina, or on a Break Trip as “once a semester” (70% - Challenge Course, 50% - Break Trips, 47.4% - Marina). Since Break Trips have limited space and only occur once per semester, and the Marina is closed for portions of the fall and spring semesters, it was not unexpected to see a high percentage of respondents indicating a visit, use or participation on an annual basis. The Challenge Course, as well, is available to students by appointment and generally through reservation and payment by service or leadership organizations; therefore, use of the Challenge Course would also be very limited.

Participant’s responses varied more widely for the ROCK, however. Thirty-one (31.2) percent of respondents that utilized the ROCK within the past year indicated that they visited “once a month”, with nearly an additional quarter (23%) visiting more often (“more than once a week”). The researchers believe the ROCK’s visibility and availability contributed to the higher participant percentages.
Finally, participant’s responses regarding their perceived obstacles to participation underscored the widely held understanding that Baylor students are heavily committed and struggle to balance financial needs with desired activities. Students cited busyness, a lack of time, and scarce resources as reasons why they chose not to participate.

**Primary Research Goal 1: Understand why students participate in the various programs offered**

Students were asked the primary reasons why each participates in a specific OA program or activity. Students overwhelmingly indicated “enjoy a sense of community” as the main reason for participating in the team building activities provided by the Challenge Course (95% moderately or strongly agree), with nurturing friendships as a major reason for using the Marina and Rock facilities (58% moderately or strongly agree and 79%, respectively).

Respondents who participated in a break trip also felt a strong sense of community. Ninety-one (91) percent strongly or moderately agreed to the statement “I enjoy the sense of community there.” However, 100% of respondents indicated that the primary reason for their participation on a break trip was to “be out in nature.”

Results for the Line Camps (Colorado and Bruiser Games) were divergent. Colorado Line Camp respondents all (100%) indicated that their enjoyment of nature and a sense of community were a strong result of their attendance. Bruiser Game participants, however, indicated mixed levels of agreement with these same criteria (26% strongly, 37% moderately, and 37% neither agree or disagree).

**Primary Research Goal 2: Determine the effects of participation in OA programs on the development of specific interpersonal and intrapersonal characteristics such as trust, rapport, respect, and self-efficacy.**

Students were asked to describe the “best benefit” each received as a result of their participation in each OA activity. Results indicate that as a result of utilizing the OA facilities and activities, students are, as a result, strengthening their existing relationships (trust), recognizing the activity’s contribution to the value of their community (rapport), and embracing the growth of a new challenge. Selected statements from this section provides additional support for this finding.

“Got to be better friends with other people.”
“[I was] able to conquer my fear of heights”
“I was forced to work with a girl that I didn’t like…we ended up being friends by the end of the day.”
“I have learned new skills.”
“Learning to trust the person that was holding me up there (belaying).”

Students were also asked how their participation helped or challenged them to trust others more, work harder, and reflect on God in new or different ways. Across the three largest areas of participation (Marina, Rock, and Challenge Course), responses were also positive. The table below summarizes these findings.
<table>
<thead>
<tr>
<th>Percentage who “Strongly or Moderately Agree”</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Trust others more</td>
</tr>
<tr>
<td>Work harder</td>
</tr>
<tr>
<td>Reflect on God</td>
</tr>
</tbody>
</table>

* 42% Neither agree or disagree
^ 36% Neither agree or disagree

**Primary Research Goal 3: Understand how a student’s participation in an OA program(s) contributes to their ability to manage stress both in the short and long-term.**

Students were asked how each area helps them to manage stress. Responses varied by OA activity but were also generally positive overall. Ninety-two (92) percent of Marina participants strongly or moderately agreed with the statement, and free responses overwhelmingly indicated “stress relief” or “relaxation” being the primary benefit received through participation. The majority of Rock participants also strongly or moderately agreed (86%) that participation helps them to manage or relieve stress, and the strenuous, physical activity inherent to rock climbing also contributed to student’s appreciation of the long-term benefits of the activity. Student’s responses highlight this:

“I’ve developed a new way to work out and gained confidence in myself.”

“[It is] a new way to work out…”

“Fun, different form of physical activity.”

**Primary Research Goal 4: Determine how participation on an OA-sponsored activity contributes to a student’s view of environmental stewardship and conservation.**

Students were asked to consider how their actions while participating in an OA-sponsored activity impacts our natural resources. As expected, certain OA activities did not generate strong results by virtue of their location or activity type (the Rock, for example, is inside the SLC, and the Challenge Course is located in a restricted area of Eastland Lakes). Results from those activities that take place away from the main campus (trips, CO Line Camp), however, had a stronger impact on student’s view of stewardship and conservation than those held closer to campus. Sixty-six (66) percent of trip participants, for example, strongly agreed with the statement, and 75% of Colorado Line Camp participants strongly or moderately agreed.
Interpretation
Our overarching research goal was to better understand students’ use of the various facilities and programs offered through the Outdoor Adventure program and how each support the Outdoor Adventure learning outcomes. Our findings support many of the observations made prior to the official assessment, as well as reveal certain, minor “gaps” in the implementation of our learning outcomes.

Rock & Marina
Many of the OA programs provide strong opportunities for students to further develop their individual “communities of support,” foremost of these are the Rock and Marina. The results from these areas reinforced regular observations by OA program leaders that student’s use of these facilities, or the programs offered there, were motivated by the strong sense of community each area holds. The overwhelming majority of students strongly agreed that their use of the Rock and Marina, for example, was motivated by their desire to “be with their friends” (75% and 93%, respectively). In contrast, very few visit these same areas to “meet new friends” (16% and 3%, respectively).
respectively). In addition, students reported that their use of these facilities helps them to strengthen their relationships (75% and 62% strongly or moderately agree, respectively).

These same areas also help students to better appreciate the importance of physical activity in stress management. Many reported that their participation helped them to manage or relieve stress (86% and 92%, respectively). The majority of the comments provided by students regarding the Marina centered on stress relief, relaxation or fun as the chief benefit of participation. One comment in particular, highlights this point:

“I have been able to ... just relax, let go of whatever stress is holding me back. When I paddle back I know the stress is still there, but I know I can handle it better now...”

Challenge is an important part in helping student’s develop trust in themselves and others. Students who participated in break trips, utilized the Rock frequently, or spent time as a group on the Challenge Course all reported that their experiences there helped to push themselves harder toward accomplishing a task, step outside their comfort zone, or to trust others more. Students self-reported that their experience on the Challenge Course, for example, helped in “trusting others” and “trying new things that challenge me,” including one student’s fear of heights. Additionally, comments from students who utilized the Rock were similar:

“Pushing myself to accomplish something.”
“I enjoy the challenge of attempting new routes even if I don’t make it to the top.”
“I was able to out of my comfort zone and try new things that I thought I wouldn’t be able to do.”

Trips and Colorado Line Camp
Outdoor Adventure’s regular break and weekend trips, along with the Colorado Line Camp, provide students with an excellent opportunity to get away from campus and experience God’s creation first-hand. During these trips, leaders and guides take intentional steps toward helping participants make connections between their actions and our calling toward stewardship of our natural resources. And the results demonstrate that students are listening and applying these concepts.

For Colorado Line Camp participants, three-quarters of participants strongly or moderately agreed that their participation helped them to consider how their actions impact our natural resources. The response from trip participants was even stronger, with 67% strongly agreeing with the same. Many reported that their time on a trip helped them to relax, enjoy nature, and appreciate God’s creation on a new level.

Plans for Future Improvement
Despite the strong links to OA’s learning outcomes demonstrated above, the results also provide an opportunity for the department to improve certain areas. Because each of the OA activities and facilities differ greatly in implementation and location, the gaps revealed are equally different, and will be addressed specifically by area.
The Rock
Student’s regularly cited a lack of training as a contributing reason prohibiting their participation at the Rock. Many stated that they “did not know how” to climb, were intimidated by those who appeared to know how, or were simply afraid to try. To help alleviate this perception, OA will continue to offer and potentially increase in number their “First-time Climbers” sessions, as well as seek to provide more opportunities for specific Baylor groups (Community Leaders, Peer Leaders, etc.) to utilize the Rock for social and/or leadership experiences. Additionally, greater utilization of social media may also help alleviate the first-time user hurdle.

Marina
The prevailing reason students reported not being able to utilize the Marina was time. Most students simply don’t have the time due to their busy schedules. However, some reported that they were unaware of the Marina’s location or lacked the knowledge to utilize the equipment. Here again, greater utilization of advertising and social media will likely help to improve upon the Marina’s use. The construction of the BANC will provide the Marina with a large reference point in which to direct students. In addition, a sign can be placed on the Bear Trail directly across from the Marina to point students toward its location.

Challenge Course
The location of the Eastland Lakes Challenge Course is easily its biggest obstacle to overcome. Though use of the Challenge Course has tripled since 2010, students are still relatively unaware of its location or benefits. To mitigate this gap, Outdoor Adventure restructured an existing Coordinator position following a vacancy this past fall to attract professionals with the higher levels of experience, training, and certifications needed to manage a Challenge Course, as well as generate a greater focus on leadership development and training. A new Coordinator began in the fall, and based on their previous experience working with on-campus groups, we plan to target key academic partners whom we believe would benefit from the use of the Challenge Course, or whose students will gain important leadership skills through their group’s participation. Additional resources are also being allocated to the improvement of the Challenge Course facilities.

Trips
Students cited finances as the greatest contributing factor to nonparticipation. Many also made a personal choice not to participate, such as those who chose a “traditional” spring break experience. Overall, the greatest limitation to student’s participating in these impactful trips is a resource one. Each trip has specific limitations based on the group size, travel distance to and from the location, and required guiding and leadership. These factors combine to inhibit the number of spaces available to students for each trip. Though most of the fall or spring break trips fill fast and have a regular waiting list, it is cost-prohibitive to offer more trips due to the expense required to book each. However, more focused communication via media and print materials regarding the available trips will likely continue to increase the number of students interested in taking a trip.

Colorado Line Camp & Bruiser Games
Most respondents were not aware that Outdoor Adventure was a large contributor to Line Camp by way of its facilitation of Bruiser Games or the Colorado Line Camp. To address this, OA staff who facilitate these activities will be more intentional to discuss the programs and activities OA provides, and may also give a small incentive (flyer, sticker, etc.) to help direct students to one of
Overall
Baylor students continue to be extremely busy, stretched thin, and are often over-stressed. Recruiting students to participate in or try yet another activity will be counterproductive to their overall thriving and academic success. Instead, more direct marketing that highlights the benefits of each of the OA activities, as reported by students themselves on the assessment, will provide them with the chance to weigh their options for activity and chose those that are both socially and physically beneficial.

As Outdoor Adventure - and Campus Recreation as a whole - continues to plan for the future, additional resources will be needed to respond to the on-going, increasing student demand for more outdoor pursuits.
Office of Community Engagement & Service
Assessment Report 2014-2015

Introduction to Department
The Office of Community Engagement and Service (CES) at Baylor University is charged with promoting an institutional culture of informed engagement and service and providing a center of expertise for students, faculty, and staff interacting with the community.

Reporting Structure

Department Mission
In keeping with Baylor’s Christian mission to educate men and women for worldwide leadership and service, the Office of Community Engagement and Service (CES) provides the campus-wide infrastructure for coordinating, supporting and advancing informed community engagement with the intention of leveraging the university’s collective influence toward promoting positive social change.

Department Vision
The Office of Community Engagement and Service (CES) is committed to student growth, community partnerships, and intentional experiences. We will encourage and support Baylor students to become informed, engaged leaders and culturally competent, caring global citizens. CES will serve as the center of expertise regarding the theory and practice of effective community engagement. We will facilitate outstanding citizenship and community partnerships on campus, in Waco, and the World.
Department Learning Goals

We help students.....

- Develop and explore Identity through self-understanding, self-awareness, and self-concept both as an individual and part of community.
- Engage in curricular and co-curricular Educational Experiences that foster informed engagement and transformational opportunities.
- Interact with the community through Civic Experiences such as community service, service-learning, political involvement, social advocacy, disciplined-based initiatives, and volunteering which form the basis for civic attitudes, beliefs, values, and dispositions.

(Conceptual framework for the Civic-Minded Graduate Model by Steinberg, K., Hatcher, J., & Bringle, R., 2011; learning outcomes derived from West Chester University and NASPA’s Learning Reconsidered)

Summary of Program Assessed

Community Engagement and Service Assessment Plan for Continuous Improvement:

Community Engagement and Service will adopt a three-year assessment cycle to comprehensively assess each program it offers. Each assessment will intentionally measure the extent to which each program meets the intended learning outcomes. The bolded below represents the program assessed.

Year 1: Educational Experiences *(Curricular, Co-curricular, Training/Orientation)*
Year 2: Civic Experiences *(Partnerships, Service & Engagement)*
Year 3: Identity *(Leadership/Organizational Development)*

Learning Outcomes for Program

Baylor University’s Office of Community Engagement and Service (CES) aims to cultivate students’ global citizenship by inspiring and equipping students to transform the world. Opportunities for informed student civic engagement are made possible through university partnerships with local organizations. The purpose of the Community Partner Assessment is to enhance knowledge regarding the community partner’s satisfaction with university and student community service involvement. CES is also interested in identifying the office’s ability to work with community partners, as well as the influence of higher education on authentic civic engagement to solve society’s needs. The findings from the Community Partner Assessment will contribute to a better understanding of the office’s community partner’s needs, in addition to providing evidence-based guidelines for improving university and student involvement within community partner organizations.

- Exhibit a commitment to civic engagement and an awareness of global responsibility
- Understand how service fits in to their personal sense of calling (service as a lifestyle)
- Exhibit the ability to work effectively with diverse others for a common purpose (CES)

Improvements over the past 3-5 years to help achieve outcomes

This is the first year we have assessed our community partners.

Assessment Methodology

Focus groups were implemented to collect pertinent information using the Methods and Strategies
Local organizations were selected to participate in the focus group discussions based on having a past or present association with CES. For example, community partners who hosted service events within their organizations or employed student interns were given a high priority to not only provide personal statements, but to also speak on behalf of the partnerships that they represent. Therefore, a sample of convenience was collected through inviting all community partners listed within CES’ database. Each focus group was comprised of five community partners, with the exception of one focus group with lower representation. However, sufficient data was collected as themes became saturated and clear following the completion of the third focus group. An employee of Baylor University, who is not affiliated with the Office of Community Engagement and Service, with extended experience in community relations, qualitative research, and focus group implementation, was hired to conduct the three focus groups. Data was collected using a recording device throughout the entirety of conversations and a note taker was also present within every focus group to collect details that would not be audible during the recorded interview. The attached focus group questionnaire was used to guide each focus group conversation.

The anonymity of every participant was ensured within this qualitative research. Every participant signed an informed consent before any discussions began. All informed consents are locked and secure within Baylor University’s Office of Community Engagement and Service. Each individual signing to remain completely anonymous within the Community Partner Assessment further protected anonymity. Only the project coordinators had access to the recordings, transcripts, and notes from the focus group discussions. Participants continued to remain anonymous within Community Partner Assessment discussions as well.

**Analysis**
The format of the original data involves verbatim transcripts, interview notes, and consent forms. Verbatim transcripts were the chosen data management method for the focus groups because of the ease involved in referring back to the recorded data while conducting the thematic analyses. Notes were also taken during the focus group discussions to collect details that would not be obvious within audible recordings. Questions that were asked during the focus group are as follows:

1. Please introduce yourself, indicate which CES program or event you partner with, and briefly describe the nature of your partnership with the university, specifically what was done?
2. What went well?
   a. What factors contributed to successful outcomes?
   b. What was the most important factor in achieving success?
3. How would you describe the benefits of the partnership from your perspective?
   a. Any economic benefits? What was the value of the outcome?
   b. Any new insights into operations?
   c. Impact on capacity to serve clients?
4. How would you describe the burdens of the partnership?
   a. Demands on time or staff?
b. Obstacles or barriers affecting the partnership
   c. Coping strategies
5. In future partnership activities, what would you do differently? What might the university do differently?
   a. What one thing would you change?
   b. What would you change about the university if you could?
6. What do you know about the university that you didn’t know before?
   a. What do you wish you knew more about?
   b. Do you see yourself as a stakeholder in the university?
   c. Is the university a stakeholder in your organization?
7. How would you describe this experience to a colleague in another community organization or agency?
   a. What would you emphasize?
8. What do you think are the key ingredients for creating and maintaining a successful partnership between a community organization and an academic institution?
   a. Probe for any ideas not previously given

Project coordinators conducted a hand thematic analysis utilizing the recordings and focus group notes. Data was processed and recorded immediately following focus group discussions. The thematic analysis process involved coding to record patterns and draw accurate conclusions from the data. Examples of codes utilized by the project coordinators include discussions from the focus groups were transcribed. The transcription was completed and the data was analyzed looking for issue-relevant meanings to the identified learning outcomes. The data was then coded utilizing numbers to represent learning outcomes assessed. Each outcome was numbered and the data was coded as Outcome 1= (O-1); Outcome 2= (O-2); and Outcome 3= (O-3).  The data was then separated into positive and negative feedback.

**Outcome 1, (O-1):** Exhibit a commitment to civic engagement and an awareness of global responsibility

**Outcome 2, (O-2):** Understand how service fits in to their personal sense of calling

**Outcome 3, (O-3):** Exhibit the ability to work effectively with diverse others for a common purpose

**Results:** Data Analysis based on learning outcomes

**Outcome 1:** Exhibit a commitment to civic engagement and an awareness of global responsibility

**Positive Feedback:**
- School of engineering student in Professor Thomas’ class: Qualified for work study, took part in intern tasks, interested in learning about writing grants, now works at the World Hunger Relief Farm, Inc. writing grants
  - Student developed an interest in the non-profit sector through her experience, especially related to how her engineering degree could combat hunger issues
  - The experience was formative for the student, but it was really great having her at the farm. O-1
Two interns during the summer, one even combined Parks and Recreation with the Waco-McLennan County Public Health District, developed nutrition education, implemented curriculum, educated kids about healthy foods, now students are planning to expand curriculum to get it published to distribute to summer camps and after-school programs, each of their practicums has turned into a bigger project O-1

Learning about farm through class at Baylor; students who come to the farm may come back, volunteers that never showed up on time are now in charge of volunteers, there is financial benefits for labor, but giant groups have cons, but forming future donors and supporters of the organization, civic minded people from relationships as a partner with Baylor, learn about non-profits, more able to fulfill missions because of access to people, graduate level interns can rewrite programming and research, which helps a five-person staff in reforming, researching, and updating O-1

Attitude of Baylor students towards service is changing with consistent in-depth engagement rather than a one-day service model; adopted attitudes towards service, really good that is office is doing sustained engagement (How do I get engaged longer than one Saturday?); Experience Waco and give to Waco O-1

Organizing health fairs, providing internships, two Baylor graduates are part of the staff now, public health, marketing, social media, growing interest in hands on experience, an intern adapts from different customs and cultures from work to campus, how to communicate with people who have different values, education levels, and languages O-1

Bring ideas to service organizations about ways to help in the community O-1

Joint projects with the health district, Texas Hunger Initiative, and the Baylor School of Social Work

Mentoring experience from Truett Seminary, student did not have support from her family in terms of her choice to go into ministry because of being female, but student understood her calling; helped to give her confidence, never had the opportunity to speak within a Baptist church, but everyone was shocked at her ability to share the Gospel; mentor built relationship with her family to help her mother see that her daughter was entering a rewarding experience as a medical evangelist in Haiti O-2

Negative Feedback

Life experiences being around Waco citizens, manpower from students O-1

Not having definitive contacts on campus with faculty and staff to establish a pipeline for student volunteers/ interns O-1

Working with big groups of volunteers is a con; dozens of service groups in the fall from new service chairs within Greek life organizations and service groups want to come do something,
but there is no transfer of knowledge from group to group…You have to start from scratch training every group in the fall
  o If there was a way to work with service organizations to transfer knowledge from one service chair to the other, etc. There should be some background information or a standard form to fill out; there needs to be structure or a form because we have gotten so informal; it would be helpful if there was a way to standardize service, orientation for service chairs—here are the non-profits in town and here is what they need, what they stand for (you cannot come just to play with the kids…That is a liability and we need people to mop floors, etc.)
  o Service chairs will frequently call and say that they want to come next Saturday

Outcome 2: Understand how service fits in to their personal sense of calling (service as a lifestyle)

Positive Feedback:
- Mentoring experience from Truett Seminary, student did not have support from her family in terms of her choice to go into ministry because of being female, but student understood her calling; helped to give her confidence, never had the opportunity to speak within a Baptist church, but everyone was shocked at her ability to share the Gospel; mentor built relationship with her family to help her mother see that her daughter was entering a rewarding experience as a medical evangelist in Haiti
- Focus group was an intern at the public health department and is now employed there; students bring a fresh pair of eyes and new ideas, so benefit from partnering
- Reconnected from fall to spring…Sustainable
- Internships, research, writing policies, extra manpower, implementing programs (two MPH students developing toolkit)
- Baylor Pre-med student volunteer who helped in clinics with summer immunization flow
- Making sure students have an idea of what they want to get out of the experience
  o What are students interested in doing specifically

Negative Feedback
- Unexpected expenses, increased involvement can lead to those expenses
  o They like to just come and play with the kids, but Baylor students are effective in teaching and tutoring; we want the students to learn what is the program, who am I serving, what is the job that I’m supposed to be doing, etc.
  o Develop a survey before students begin volunteering, such as a skill or interest assessment
- I need to know their interests, guidelines, structured approach, as well as understand their needs…Who do we contact for students?
  o Limit big group opportunities; students forget that money is another way to serve; students can’t come to just play with the kids, but if they like doing fun stuff, have a
fun, crazy event and collect some money and donate it to our organization, so that we can buy things for the garden, etc.

- Students want service hours, but non-profits need money (FLO collected money and donated $3,000 a few years ago) **O-2**

**Outcome 3:** Exhibit the ability to work effectively with diverse others for a common purpose (CES)

**Positive Feedback:**
- Volunteering around the office, showing up at meetings, disparities, disproportionalities at Healthy Baby Coalition, these students had no problem working with different populations, such as those with Medicaid **O-3**
- Teaching CES class, the “Baylor bubble” can come to a culture that they’re not familiar with, there are students on campus with a passion to serve, train, and teach **O-3**
- Work and energy for non-profits, gives Baylor a positive image within Waco neighborhoods, students gaining exposure now have experience that will change their mindset, Baylor’s outreach benefits both in tangible ways, students gain exposure **O-3**

**Negative Feedback**
- Don’t know what is going on to serve the Hispanic population, how is Baylor reaching out to this population? Hispanics need more services. **O-3**
- Unexpected expenses, increased involvement can lead to those expenses
  - Volunteers should have a prerequisite type of training for students to work in communities before they’re allowed to volunteer to address differences in culture and language…That becomes a burden for us because they need to know the dos and don’ts (safety, etc.), as well as understanding the culture that these children face every day, breaking stereotypes **O-3**
  - There is a void of information to Baylor students about a balanced narrative about Waco, balanced set of ideas, training, talk about cultural humility, the community has a different perspective of the students **O-3**

**Interpretation**

**Commitment to Civic Engagement**

The findings suggest that students who worked as interns, volunteered on special projects such as the Healthy Babies Initiative, appeared to be more engaged with their community partner. It appears that when students connect their major, calling, and/or interest into their civic engagement, the benefit to the community partner is magnified. Students who came to play with kids when they should tutor and teach them proved to be a disadvantage to the community partner. Community partners also suggested finding alternative opportunities for large groups to serve. One possible way suggested was the philanthropic approach. This indirect way of service still provides the student with a way of engaging in altruism and compensatory justice (Speck & Hoppe, 2004). The commitment to engagement suggested that the university build an institutionalized way to serve.
Putting structures in place to engage faculty, staff and students in the commitment to civic involvement (Cruz, & Giles, 2000).

**Service and Calling**
Key findings for outcome two suggest that the university consider the student’s skills and interest and provide this information to the community partner. Also limit large groups of students doing service work at sites. It was suggested that student learn philanthropy as a way to assist community partners (Speck & Hoppe 2004).

**Working with Diverse Populations**
Key findings for outcome three suggested educating students on culturally specific populations they are serving and engage students in cultural humility prior to service involvement (Benneworth, 2013).

**Plans for Future Improvement**
It is clear from the responses and discussions that community partners are committed to working with Baylor University’s faculty, staff and students. They want a more purposeful structure in involving students in service opportunities of any kind. Recommended changes fall into three major categories Commitment to Civic Engagement, Service and Calling, and Working with Diverse Populations:

**Commitment to Civic Engagement:**
- Create philanthropic opportunities for students.
- Profile philanthropic work of students and student organizations.
- Create a checklist for individuals, small and large groups on how to engage in meaningful work. This would include what to do if the group is too large.
- Create a Service Institute, to specifically train our service chairs in: the challenges of large scale service, community partner etiquette, reflection & meaning-making for students, and the cultural preparation for service.

**Service and Calling:**
- Use Baylor Connect to connect student’s interest to the needs of the community partner.
  - Community partners can post & clarify their needs, versus waiting on student organizations to call and inquire.
  - Community partners can connect and communicate directly with student volunteers, with tools for managing the application process, volunteer orientation, etc.
  - Connect allows CES to do training, share resources, and connect with student volunteers to address the identified cultural competence & cultural humility issues.
  - Connect allows CES to provide better SP support in working with Baylor students.
- Assist community partners in developing clear duties of students who serve in their organization.

**Working with Diverse Populations:**
- Create an electronic resource for students who will work in culturally specific neighborhoods.
• Provide electronic resources for students to increase their cultural competence.
• Provide students with a list of opportunities on campus to become more culturally competent.
Introduction to Department
The Department of Multicultural Affairs helps all students on their journey to self-awareness. The department strives to assist students in learning about the many cultures represented on campus, as well as explore ways for students to dialogue across differences.

Reporting Structure

Department Mission
The mission of the Department of Multicultural Affairs is to enrich the holistic development of each student by encouraging them to celebrate their personal heritage and embrace the cultures of others.

Department Learning Goals
The Department of Multicultural Affairs is committed to creating opportunities for students to develop cultural awareness and competence through cultural celebration, education, advocacy, and community. We help students:

Demonstrate and educate others through the celebration of their heritage and cultural traditions.

Increase their awareness, knowledge, and skills through education and training.

Advocate for creating an institutional environment that supports learning, inclusivity, respect, and transformation.

Build collaborative and inclusive community within and among our student groups.
Summary of Program Assessed
The Department of Multicultural Affairs has hosted a number of speakers at Baylor University for the past 27 years. We have had speakers in a number of settings and would like to obtain insight into the effectiveness of various speaker formats. The purpose of our survey/focus group is to determine the effectiveness of scheduled speaking events in a university setting.

Learning Outcomes for Program
- Relate social identity to the practice of leadership within the Baylor community. (Community/Theoretical)
- Explain the roots of cultural differences. (Citizenship/Theoretical)
- Give examples of how their cultural history influences their opinions. (Citizenship/Intra-Personal)
- Analyze the impact of campus community on identity. (Community/Inter-Personal)
- Describe how their cultural values influence their interactions with others. (Citizenship/Inter-Personal)
- Explain how multiple, intersecting systems on campus may impact relationships. (Wholeness/Systematic)
- Discuss how structures in society may impact equality. (Citizenship/Systematic)

Improvements over the past 3-5 years to help achieve outcomes
This is the first time to assess this program therefore there are not any improvements to describe from previous years.

Assessment Methodology
A mixed method has been chosen to best answer the five open-ended research questions provided. The quantitative data will be collected using a 5-point Likert scale ranging from 1-strongly disagree to 5- strongly agree. Then we will conduct three different focus groups. This will provide us with information about their experience with speakers as group. To further understand their experience, the focus group questions will give the students the chance to explain the reason behind their specific experience.

Analysis
The quantitative data will be reported in percentages. In addition, they will be analyzed according to the demographics collected to compare the experiences of students from different groups (i.e. classification, gender, race/ethnicity, or students’ status). Each participant was given 25 statements asking for their response based off of a 5-point Likert-scale. Their option for a response were as follows: (1) = strongly disagree, (2) = disagree, (3) = neutral, (4) = agree and (5) = strongly agree.

The qualitative data will be related to the quantitative data. Participants were asked to answer five opened-ended questions during each focus group. The information from this data will be used to justify the quantitative data. In addition, the data will be analyzed looking for other issue-relevant meanings to emerge, which will be reported in addition to the previous data.
Results
We decided that we would have three different dates to conduct our focus groups in order to try to have as many participants as we could. We advertised for the focus groups through our social media accounts, as well as sending emails to the various multicultural organizations on campus. Students were asked to RSVP for the date that worked best for them in order to help us figure out how much food to order for the dinner we were providing for participants. Due to their being a lack of responses for one date, we ended up with only two different focus groups.

The following graphs and information describe the demographics of the participants within our focus group.

Gender

Graph 1

We had 12 participants for our two different focus groups. As shown in graph 1, the majority of our participants were female at 67%.

Classification

Graph 1

We had 12 participants for our two different focus groups. As shown in graph 1, the majority of our participants were female at 67%.
As shown in graph 2, the majority of our participants were Seniors at 67%, with our junior class participants consisting of 33%. We did not have any freshmen or sophomore participate in our focus groups.

**Age**

The majority of our participants were 21 years old at 58%, where the least amount of participants were 22 years of age or didn’t provide an answer.

**Race/Ethnicity**

In graph 4, the largest race group represented at our focus group was Asian Americans at 58%. The next group with the largest population of participants was Hispanics at 25%. The African Americans/Black and Biracial/Multiracial racial group had the same amount of represented at 8%.

**Student Status**

All of our participants within the focus groups were full-time students.
Student Athlete
We did not have any student athletes to participate in our focus groups.

Results from Questionnaire and Focus Groups
Setting
Questions #1 through #7 and #24 asked about the ideal setting for a speaking event. We took the average score of all the participants’ responses to conclude which was more favorable to participants. When asked if a formal, informal, or class lecture setting was the ideal setting for a speaker event, students ranked a formal setting (avg. 3.91) over a classroom lecture (avg. 2.66) and informal setting (avg. 2.41).

The time of day that ranked as the better setting was an evening event (avg. 4.25) over a daytime event (avg. 2.58).

Since we know that many students are more technologically advanced these days, we wanted to know if students would prefer a webcast as an ideal setting rather than an in-person setting and they actually gave it a low rating (avg. 1.42).

When asked if there just is no ideal setting for a speaker event, the students’ responses resulted in an average score of 1.92, meaning there is an ideal setting that students prefer.

In regards to the location of the speaking events being suitable; the students gave an average score of 4.08, meaning that they have been suitable locations.

Methods of Advertisement
In wanting to understand the best way to communicate with students about events, we wanted to know which form of advertisement worked best for them in questions #8 through #11. With our participants, the most effective way to advertise to them about various things would be to send them a personal invitation with the highest average score of 4.42. Social media was the next most effective method of advertisement with an avg. score of 4.08. The least effective way to advertise to them is by sending them emails, receiving the lowest average score of 3.33. Chalking was ranked slightly above emails with an average score of 3.67.

Influence Attendance
It was important for us to figure out what types of things influence students to attend speaker events therefore in questions #12 and #17 through 22 addressed this area. We discovered that the most influential motivator was if students were offered extra credit in a class from their professor (avg. 4.33). The least influential motivator for students to attend a speaker event was the gender of the speaker (avg. 2.17). Some of the other ways that influenced whether a student would attend the speaker event were: cost of attendance (avg. 4.08), topic of speech/theme of event (avg. 4), race/ethnicity of speaker (avg. 3), other’s opinions/perception of speaker event (avg. 2.58), and the required attire for event (avg. 2.33).

During the focus group one of the five questions we asked students inquired what would encourage more students to attend speaking events presented by our department. The top things mentioned were popular speaker/familiar with who speaker is, encouragement from professors offering extra
credit, personal invitation and food. Many of the students discussed how they all actually went to the Association of Black Students Black Heritage Banquet when Tamera Mowry-Housely was the keynote speaker because they were excited to see someone that was a television celebrity they grew up watching. In regards to the personal invitations, that is done in two different ways. For each banquet our department sends complimentary tickets to various faculty and staff, as well as the presidents of all of the multicultural organizations. For the organizations that are presenting the banquet, some of them will take time to go to the different organizations’ meetings to invite them to their banquet and/or personally invite their friends to attend to support them.

Benefits for students and institution
We asked the students if they thought speaking events could improve both the quality of life of students and the reputation of the university and each question received a high average. The average score regarding the reputation of the institution was 4.33. The average score regarding the quality of life of students was 4.25.

During the focus group, we asked students if they have benefited from attending speaking event(s) presented by our department. Here is what they mentioned: “inspirational and encouraging speakers, helped during overwhelming times, good reminder that there are things beyond Baylor and that there’s a reason for everything we are doing at Baylor, a good break from school and troubles, a fun night to enjoy with friends, educational without having to do anything, as a minority, it is encouraging to see minority American people who are successful in their field, nice to hear them discuss their struggles and how they overcame them, food, hearing from famous people and realizing they are just like us (Tamera talking about her hair), getting to interact with important people”.

Success
When asked if the students have attended a successful speaking event at Baylor University it seems that they have as this questions received an average score of 4.42.

One of our open-ended questions during the focus group asked students to describe any successful speaking event(s) they attended presented by our department. The top four events mentioned were: Association of Black Students’ banquet with Tamera Mowry-Housely, Asian Student Association’s banquet with Christine Ha and Jeff Yang, and Hispanic Student Association’s banquet with John Quinones. Some of the reasons mentioned as to why these events were successful are: good advertising, inspirational and empowering speech, location, seeing a celebrity, taking pictures at photo booth at the end of the banquet with the speaker, program was professional and ran smoothly, speaker made their speech relatable to those in attendance and not just to one specific group, well organized, flow of program was smooth, and good attendance.

During the focus group, we also asked participants to describe any unsuccessful speaking event(s) they attended presented by our department. Here are the things they mentioned: seating arrangements when event gets too large (ABS banquet had about 470 people and some of them came in late, which meant they had to search for enough seats at one table to stay with their friends), poor advertisement for ASA banquet with Jeff Yang therefore not a large turnout for
event, lack of preparation/professionalism from the students running the ASA banquet with Jeff Yang, and the lack of professionalism from the speaker for the MLK Dinner with Tyrone Smith.

*Ethnicity of Speaker*
We asked the students if they thought the speaker should represent the ethnic makeup of the student body and the average score was 2.91.

*Areas for Improvement*
The last question we asked students during the focus groups was about other ways our department could assist in enriching the lives of students.

Here are their responses:
- Travelling abroad to see other cultures
- Partnering with other (non-Multicultural) departments and organizations (SAE + HSA for SalsaFest and Fiesta)
- Events without speakers can be beneficial, if they are done well; some may lose their purpose of why they are doing it and it just becomes an event (Holidays Around the World)
  - Need a more pronounced educational element, someone presenting on other cultures or a slideshow
- The process of putting together events should be more of a team effort (referencing an event that started out with about 8 student organizations planning it and as it got closer to have there were only 3 organizations that did all of the work).
- More interaction between the Big VI organizations
  - Retreat for all the groups
  - Overnight retreat for the officers
  - Shared calendar of events
  - More communication amongst the student organizations
  - Mandatory meeting for presidents
- A cause to support as Multicultural Affairs
  - Mike Brown/Ferguson Peace walk, didn’t know about it before hand
  - More opportunities to support each other

*Interpretation*
Overall based off the results from the questionnaire and focus group our department has been doing a good job with our speaker events. There are a couple of areas that we can continue to improve in regarding our speaker events, such as sending more personal invitations to students about events and contacting more professors to let them know about our events and ask if they would be willing to give extra credit.

I believe the other areas of the report are explained within the result section.

*Plans for Future Improvement*
As each class graduates, we have to figure out what are the needs, wants, triggers, and so on for the current students we have, as well as the incoming students. Each class is different from the next,
and it takes time to figure out exactly what will work best for them when it comes to planning events and programs, as well as picking speakers, that will interest them.

Recommendations for Speaking Events

(1) Methods of advertisement – currently our department relies heavily on sending out emails to our student organizations to disperse information. Typically the information is emailed to at least the president, vice president and secretary of the organization for them to pass it along to the rest of the organization. This year we have been informed by members of the organization that they are not receiving information about some of our events or programs as it was not passed on to them. Since our students say that they would prefer personal invitations to events and programs, we will work making this a possibility. I believe that with Baylor moving to a new student organization system, Baylor Connect, we may have the ability to send emails to each of the students in the organization versus just the executive board members.

(2) Influence attendance – currently our department does send out fliers to our events and programs to the faculty and staff that we know on campus, as well as publicizing the information on our Facebook page, Instagram, Twitter, BU Horizon, Chapel Slides, and SUB TVs. Since the students in this group stated that receiving extra credit from their professor is one of the top reasons they would attend a speaker event, we need to start building more relationships with faculty across campus. Once we have been able to build more relationships with them, I believe that they would feel comfortable to give extra credit for the speaker event because they would know it is a setting that students will be able to learn from.
Introduction to Department
The Department of Student Activities serves seven functional areas within the Division of Student Life. The areas include Student Organizations, Spirit & Traditions, Campus Programs, Student Productions, Greek Life, Waco Hall, and the Student Union. The Department mission and subsequent learning outcomes support our desire to engage and transform students through campus involvement.

Reporting Structure

Department Mission
The Department of Student Activities challenges students to become people of influence through student organization membership, exceptional campus programs, leadership development, and a commitment to serving our communities by connecting students to the life of the university.

Department Learning Goals
We accomplish this mission by encouraging and enabling students to become influential leaders through building community, valuing diversity, practicing stewardship, growing intellectually, and nurturing personal faith. Within our mission, we serve to:

- Create experiences for students to be engaged in the life of the university.
- Expose students to the rich traditions of Baylor University.
- Develop meaningful involvement in student organizations.
- Encourage authentic student leadership opportunities.

Summary of Program Assessed: Student Productions
Student Productions Assessment was conducted during 2013-14 and was completed in May 2014. The Intent of the assessment was to explore student opinion of planning, preparation, and performance with regard to their involvement in Student Productions.
Learning Outcomes for Student Productions

<table>
<thead>
<tr>
<th>Goals</th>
<th>Involvement</th>
<th>Leadership</th>
<th>Tradition</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>Students will see faculty and staff as mentors through involvement. GL, SO</td>
<td>Students will demonstrate an understanding of standards and expectations. SUB, SO, GL</td>
<td>Students will discuss an understanding of their place in Baylor history. ST, CP, SP, WH</td>
<td>Students will be exposed to the core programs of Student Activities. CP, SP, ST, WH</td>
</tr>
<tr>
<td>Calling</td>
<td></td>
<td>Students will recognize the influence of faith in Baylor’s traditions. WH, SUB, ST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wholeness</td>
<td></td>
<td>Students will develop a depth of responsibility during their leadership experience. SO, GL</td>
<td>Students will see the distinctive characteristics of the Baylor experience. CP, SP, ST</td>
<td></td>
</tr>
<tr>
<td>Citizenship</td>
<td>Students will demonstrate management characteristics through student organization leadership. SO, GL</td>
<td>Students will articulate stronger skills in managing their student organizations through leadership positions. GL, SO</td>
<td>Students will gain awareness of the responsibility of tradition for underrepresented students. CP, SP, ST, SO, GL</td>
<td>Students will articulate that interaction with spaces create an environment of support for involvement. SO, GL, SUB</td>
</tr>
</tbody>
</table>

GL: Greek Life, CP: Campus Programs, SP: Student Productions, WH: Waco Hall, SUB: Student Union, SO: Student Organizations, ST: Spirit & Traditions

Improvements over the past 3-5 years to help achieve outcomes
Student Productions acquired a new staff member and graduate apprentice in June 2012 who guided the program while utilizing assessment through various methods including surveymonkey.com of leaders of programs, The Student Productions Assessment: Leaders and Performers during 2013-14 is the first large scale formal assessment conducted within the scope of student productions.

Assessment Question
(1) What is student leader and performer opinion of the planning, preparation, and performance process with regard to their experience and involvement with Student Productions events of After Dark, Pigskin Revue, All-University Sing, and StompFest?

Assessment Methodology
A web-based instrument, Student Productions Assessment: Leaders and Performers, designed from a previously developed instrument for student leaders of Student Productions modified to include a performer component to encompass both facets of program experience, formatted within campuslabs/Baseline, was distributed to 2,041 specifically selected students in cooperation with Baylor ITS, with project administration occurring during May 2014.

Analysis
We plan to use the results to serve as a gauge for Student Productions for modification of programs.
in terms of leadership and performer experience. Findings from our assessment will enable us to evaluate, plan, and reconfigure elements of student meet identified needs.

**Results**
Participant response rate was 19.45% (397 of potential 2,041). One of the significant questions posed to student leaders and performers pertained to skills improvement, which varied according to dynamics of skills related to individual shows.

Skills Improvement- Time Management

**After Dark Leader**

![Frequency Graph Cross Tab](image1)

**After Dark Performer**

![Frequency Graph Cross Tab](image2)

**After Dark Leader (only)**

![Frequency Graph Cross Tab](image3)
### Q37. How much did you improve in the following areas as a result of your service as a Pigskin Chair? - Budget Management

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>11.76%</td>
<td>A great deal</td>
</tr>
<tr>
<td>4</td>
<td>23.53%</td>
<td>Considerably</td>
</tr>
<tr>
<td>5</td>
<td>29.41%</td>
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</tr>
<tr>
<td>2</td>
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<td>Slightly</td>
</tr>
<tr>
<td>4</td>
<td>23.53%</td>
<td>Not at all</td>
</tr>
<tr>
<td>17 Respondents</td>
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<td></td>
</tr>
</tbody>
</table>

### Q47. How much did you improve in the following areas as a result of your performance in Pigskin Revue? - Time Management

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
</tr>
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<tbody>
<tr>
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<td>38</td>
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<tr>
<td>23</td>
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<tr>
<td>16</td>
<td>15.09%</td>
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</tr>
<tr>
<td>9</td>
<td>8.49%</td>
<td>Not at all</td>
</tr>
<tr>
<td>106 Respondents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Q38. How much did you improve in the following areas as a result of your service as a Pigskin Chair? - Time Management

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>35.29%</td>
<td>A great deal</td>
</tr>
<tr>
<td>6</td>
<td>35.29%</td>
<td>Considerably</td>
</tr>
<tr>
<td>2</td>
<td>11.76%</td>
<td>Moderately</td>
</tr>
<tr>
<td>1</td>
<td>5.88%</td>
<td>Slightly</td>
</tr>
<tr>
<td>2</td>
<td>11.76%</td>
<td>Not at all</td>
</tr>
<tr>
<td>17 Respondents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Q39. How much did you improve in the following areas as a result of your service as a Pigskin Chair? - Organizational Skills

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>23.53%</td>
<td>A great deal</td>
</tr>
<tr>
<td>8</td>
<td>47.06%</td>
<td>Considerably</td>
</tr>
<tr>
<td>2</td>
<td>11.76%</td>
<td>Moderately</td>
</tr>
<tr>
<td>1</td>
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<td>Slightly</td>
</tr>
<tr>
<td>2</td>
<td>11.76%</td>
<td>Not at all</td>
</tr>
<tr>
<td>17 Respondents</td>
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<td></td>
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</tbody>
</table>
Pigskin Revue Performer

Q48. How much did you improve in the following areas as a result of your performance in Pigskin Revue? - Organizational Skills

<table>
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<tr>
<th>Count</th>
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</thead>
<tbody>
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<tr>
<td>24</td>
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<td>29</td>
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<td>18</td>
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<tr>
<td>106</td>
<td></td>
<td>Respondents</td>
</tr>
</tbody>
</table>

Pigskin Revue Leader

Q49. How much did you improve in the following areas as a result of your performance in Pigskin Revue? - Peer Leadership

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
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<tr>
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<td>27</td>
<td>25.47%</td>
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<tr>
<td>31</td>
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<tr>
<td>16</td>
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<td>21</td>
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<tr>
<td>106</td>
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</table>

Pigskin Revue Performer

Q40. How much did you improve in the following areas as a result of your service as a Pigskin Chair? - Peer Leadership

<table>
<thead>
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<th>Count</th>
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<td>Moderately</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
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</tr>
<tr>
<td>1</td>
<td>5.88%</td>
<td>Not at all</td>
</tr>
<tr>
<td>17</td>
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</tbody>
</table>

Pigskin Revue Leader

Q41. How much did you improve in the following areas as a result of your service as a Pigskin Chair? - Creative Thinking

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
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<td>A great deal</td>
</tr>
<tr>
<td>4</td>
<td>23.53%</td>
<td>Considerably</td>
</tr>
<tr>
<td>3</td>
<td>17.65%</td>
<td>Moderately</td>
</tr>
<tr>
<td>1</td>
<td>5.88%</td>
<td>Slightly</td>
</tr>
<tr>
<td>1</td>
<td>5.88%</td>
<td>Not at all</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Respondents</td>
</tr>
</tbody>
</table>
Pigskin Revue Performer

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>11.32%</td>
<td>A great deal</td>
</tr>
<tr>
<td>29</td>
<td>27.36%</td>
<td>Considerably</td>
</tr>
<tr>
<td>24</td>
<td>22.64%</td>
<td>Moderately</td>
</tr>
<tr>
<td>20</td>
<td>18.87%</td>
<td>Slightly</td>
</tr>
<tr>
<td>21</td>
<td>19.81%</td>
<td>Not at all</td>
</tr>
<tr>
<td>106</td>
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</tbody>
</table>

106 Respondents

All-University Sing Leader

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>25.41%</td>
<td>A great deal</td>
</tr>
<tr>
<td>10</td>
<td>25.41%</td>
<td>Considerably</td>
</tr>
<tr>
<td>9</td>
<td>26.47%</td>
<td>Moderately</td>
</tr>
<tr>
<td>2</td>
<td>5.88%</td>
<td>Slightly</td>
</tr>
<tr>
<td>3</td>
<td>8.82%</td>
<td>Not at all</td>
</tr>
<tr>
<td>34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34 Respondents

All-University Sing Leader

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>61.76%</td>
<td>A great deal</td>
</tr>
<tr>
<td>9</td>
<td>26.47%</td>
<td>Considerably</td>
</tr>
<tr>
<td>2</td>
<td>5.88%</td>
<td>Moderately</td>
</tr>
<tr>
<td>1</td>
<td>2.94%</td>
<td>Slightly</td>
</tr>
<tr>
<td>1</td>
<td>2.94%</td>
<td>Not at all</td>
</tr>
<tr>
<td>34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34 Respondents

All-University Sing Performer

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>61.76%</td>
<td>A great deal</td>
</tr>
<tr>
<td>9</td>
<td>26.47%</td>
<td>Considerably</td>
</tr>
<tr>
<td>2</td>
<td>5.88%</td>
<td>Moderately</td>
</tr>
<tr>
<td>1</td>
<td>2.94%</td>
<td>Slightly</td>
</tr>
<tr>
<td>1</td>
<td>2.94%</td>
<td>Not at all</td>
</tr>
<tr>
<td>34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34 Respondents
All-University Sing Leader

Q86. How much did you improve in each of the following areas as a result of your service as a Sing Chair? - Organizational Skills

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>55.88%</td>
<td>A great deal</td>
</tr>
<tr>
<td>11</td>
<td>32.35%</td>
<td>Considerably</td>
</tr>
<tr>
<td>2</td>
<td>5.88%</td>
<td>Moderately</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>Slightly</td>
</tr>
<tr>
<td>2</td>
<td>5.88%</td>
<td>Not at all</td>
</tr>
<tr>
<td>34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All-University Sing Leader

Q87. How much did you improve in each of the following areas as a result of your service as a Sing Chair? - Peer Leadership

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>79.41%</td>
<td>A great deal</td>
</tr>
<tr>
<td>5</td>
<td>14.71%</td>
<td>Considerably</td>
</tr>
<tr>
<td>1</td>
<td>2.94%</td>
<td>Moderately</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>Slightly</td>
</tr>
<tr>
<td>1</td>
<td>2.94%</td>
<td>Not at all</td>
</tr>
<tr>
<td>34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All-University Sing Performer

Q96. How much did you improve in each of the following areas as a result of your role as a performer in Sing? - Organizational Skills

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>16.07%</td>
<td>A great deal</td>
</tr>
<tr>
<td>65</td>
<td>29.02%</td>
<td>Considerably</td>
</tr>
<tr>
<td>73</td>
<td>32.59%</td>
<td>Moderately</td>
</tr>
<tr>
<td>26</td>
<td>11.61%</td>
<td>Slightly</td>
</tr>
<tr>
<td>24</td>
<td>10.71%</td>
<td>Not at all</td>
</tr>
<tr>
<td>224</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All-University Sing Performer

Q97. How much did you improve in each of the following areas as a result of your role as a performer in Sing? - Peer Leadership

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>18.30%</td>
<td>A great deal</td>
</tr>
<tr>
<td>53</td>
<td>23.66%</td>
<td>Considerably</td>
</tr>
<tr>
<td>69</td>
<td>30.80%</td>
<td>Moderately</td>
</tr>
<tr>
<td>30</td>
<td>13.39%</td>
<td>Slightly</td>
</tr>
<tr>
<td>31</td>
<td>13.84%</td>
<td>Not at all</td>
</tr>
<tr>
<td>224</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All-University Sing Leader

Q88. How much did you improve in each of the following areas as a result of your service as a Sing Chair? - Creative Thinking

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>64.71%</td>
<td>A great deal</td>
</tr>
<tr>
<td>8</td>
<td>23.53%</td>
<td>Considerably</td>
</tr>
<tr>
<td>2</td>
<td>5.88%</td>
<td>Moderately</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>Slightly</td>
</tr>
<tr>
<td>2</td>
<td>5.88%</td>
<td>Not at all</td>
</tr>
</tbody>
</table>

34 Respondents

All-University Sing Performer

Q88. How much did you improve in each of the following areas as a result of your role as a performer in Sing? - Creative Thinking

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>16.52%</td>
<td>A great deal</td>
</tr>
<tr>
<td>49</td>
<td>21.88%</td>
<td>Considerably</td>
</tr>
<tr>
<td>61</td>
<td>27.23%</td>
<td>Moderately</td>
</tr>
<tr>
<td>41</td>
<td>18.30%</td>
<td>Slightly</td>
</tr>
<tr>
<td>36</td>
<td>16.07%</td>
<td>Not at all</td>
</tr>
</tbody>
</table>

224 Respondents

StompFest Leader

Q98. How much did you improve in each of the following areas as a result of your role as a performer in Sing? - Creative Thinking

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>16.52%</td>
<td>A great deal</td>
</tr>
<tr>
<td>49</td>
<td>21.88%</td>
<td>Considerably</td>
</tr>
<tr>
<td>61</td>
<td>27.23%</td>
<td>Moderately</td>
</tr>
<tr>
<td>41</td>
<td>18.30%</td>
<td>Slightly</td>
</tr>
<tr>
<td>36</td>
<td>16.07%</td>
<td>Not at all</td>
</tr>
</tbody>
</table>

224 Respondents

StompFest Performer

Q144. How much did you improve in the following areas as a result of your role as a performer in StompFest? - Time Management

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>21.43%</td>
<td>A great deal</td>
</tr>
<tr>
<td>2</td>
<td>14.29%</td>
<td>Considerably</td>
</tr>
<tr>
<td>3</td>
<td>21.43%</td>
<td>Moderately</td>
</tr>
<tr>
<td>3</td>
<td>21.43%</td>
<td>Slightly</td>
</tr>
<tr>
<td>3</td>
<td>21.43%</td>
<td>Not at all</td>
</tr>
</tbody>
</table>

14 Respondents
StompFest Leader

Q135. How much did you improve in the following areas as a result of your service as a StompFest Captain or Coach? - Organizational Skills

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>50.00%</td>
<td>A great deal</td>
</tr>
<tr>
<td>5</td>
<td>35.71%</td>
<td>Considerably</td>
</tr>
<tr>
<td>1</td>
<td>7.14%</td>
<td>Moderately</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>Slightly</td>
</tr>
<tr>
<td>1</td>
<td>7.14%</td>
<td>Not at all</td>
</tr>
</tbody>
</table>

14 Respondents

StompFest Performer

Q145. How much did you improve in the following areas as a result of your role as a performer in StompFest? - Organizational Skills

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>21.43%</td>
<td>A great deal</td>
</tr>
<tr>
<td>2</td>
<td>14.29%</td>
<td>Considerably</td>
</tr>
<tr>
<td>3</td>
<td>21.43%</td>
<td>Moderately</td>
</tr>
<tr>
<td>3</td>
<td>21.43%</td>
<td>Slightly</td>
</tr>
<tr>
<td>3</td>
<td>21.43%</td>
<td>Not at all</td>
</tr>
</tbody>
</table>

14 Respondents

StompFest Leader

Q136. How much did you improve in the following areas as a result of your service as a StompFest Captain or Coach? - Peer Leadership

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>57.14%</td>
<td>A great deal</td>
</tr>
<tr>
<td>4</td>
<td>28.57%</td>
<td>Considerably</td>
</tr>
<tr>
<td>1</td>
<td>7.14%</td>
<td>Moderately</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
<td>Slightly</td>
</tr>
<tr>
<td>1</td>
<td>7.14%</td>
<td>Not at all</td>
</tr>
</tbody>
</table>

14 Respondents

StompFest Performer

Q146. How much did you improve in the following areas as a result of your role as a performer in StompFest? - Peer Leadership

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>21.43%</td>
<td>A great deal</td>
</tr>
<tr>
<td>2</td>
<td>14.29%</td>
<td>Considerably</td>
</tr>
<tr>
<td>3</td>
<td>21.43%</td>
<td>Moderately</td>
</tr>
<tr>
<td>4</td>
<td>28.57%</td>
<td>Slightly</td>
</tr>
<tr>
<td>2</td>
<td>14.29%</td>
<td>Not at all</td>
</tr>
</tbody>
</table>

14 Respondents
StompFest Leader

- Preparation ~ Leaders & Performers ~ After Dark
  - Items rating 75% & higher in level of agreement
    - Audition process communication, (91%)
    - Performance expectations clearly communicated (75%)
    - Deadlines & important information clearly communicated (91%)
    - Student Productions staff & committee kept me informed (91%)
    - Open stage time effective (91%)
    - Technical rehearsals ran smoothly (91%)
  - Preparation ~ Leaders & Performers ~ After Dark
    - Item rating mixed reaction in level of agreement (strongly agree, slightly agree, neutral)
    - Technical aspects clearly communicated
    - Rehearsals outside of Waco Hall effective

- Performance ~ Leaders & Performers ~ After Dark
  - Items rating 80% level of agreement
    - My co-performers and I enjoyed experience of After Dark (80%)
    - Completely trusted Student Productions Committee (80%)
    - Interactions with Student Productions Committee (100%)

- Performance ~ Leaders & Performers ~ After Dark
  - Item rating mixed reaction in level of agreement (strongly agree, slightly agree, neutral)
    - Feel more connected to Baylor

- Role as Leader ~ Leaders ~ Pigskin Revue
• Items rating 60% & higher in level of agreement
  • Confident to lead rehearsals (87%)
  • Ready to teach choreography (76%)
  • Co-chairs and I worked well together (69%)
• Items rating mixed reaction in level of agreement (slightly agree, neutral, slightly disagree)
  • Time during chair mtgs well spent
  • Teaching and rehearsing was the fun part
• Role as Performer ~ Leaders & Performers ~ Pigskin Revue
  • Items rating 80% & higher in level of agreement
    • Student Productions Committee clear in expectations (83%)
    • Student Production Committee members respectful of time (83%)
    • Student Production Committee encouraging during rehearsals (81%)
• Preparation ~ Leaders & Performers ~ Pigskin Revue
  • Items rating 70% & higher in level of agreement
    • Deadlines & important information clearly communicated (72%)
    • Rehearsal time outside of Waco Hall effective (87%)
    • Open stage time effective (78%)
    • Technical rehearsals ran smoothly (81%)
  • Item rating mixed reaction in level of agreement (strongly agree, slightly agree, neutral)
    • Student Production Committee kept me informed
• Performance ~ Leaders & Performers ~ Pigskin Revue
  • Items rating 70% & higher in level of agreement
    • My organization and I enjoyed experience (95%)
    • Feel more connected to Baylor (87%)
    • Feel closer to members of my organization (92%)
    • Completely trusted Student Productions Committee (75%)
    • Interactions with Student Productions Committee (76%)
• Planning ~ Leaders ~ All-University Sing
  • Items rating 50% & higher in level of agreement
    • My organization’s co-chairs and I worked well together (76%)
    • Student Productions Producer experience helpful (61%)
    • Completely trusted my Student Productions Producer (70%)
    • Student Productions staff and committee kept me informed (70%)
    • Confident to lead rehearsals (90%)
    • Ready to teach choreography (69%)
    • Teaching and rehearsing was the fun part (76%)
• Items rating mixed reaction in level of agreement (slightly agree, neutral, slightly disagree)
- Time during chair mtgs well spent
- Student Productions staff helped me grow as a leader
- Student Productions staff challenged me in ways I was not expecting
- Completely trusted Student Productions Committee

- Planning ~ Leaders & Performers ~ All-University Sing
  - Items rating 70% & higher in level of agreement
    - My Sing chairs and I worked well together (78%)
    - Student Productions Committee clear in expectations (79%)
    - Student Production Committee members respectful of time (81%)
    - Student Production Committee encouraging during rehearsals (82%)

- Preparation ~ Leaders & Performers ~ All-University Sing
  - Items rating 70% & higher in level of agreement
    - Deadlines & important information clearly communicated (78%)
    - Rehearsals outside of Waco Hall effective (77%)
    - Open stage time effective (79%)
  - Item rating mixed reaction in level of agreement (slightly agree, neutral, slightly disagree)
    - Technical rehearsals ran smoothly

- Performance ~ Leaders & Performers ~ All-University Sing
  - Items rating 70% & higher in level of agreement
    - My organization was successful when Sing was complete (84%)
    - My organization and I enjoyed experience (86%)
    - Feel more connected to Baylor (86%)
    - Feel closer to members of my organization (87%)
    - Completely trusted Student Productions Producer (76%)
    - Completely trusted Student Productions Committee (69%)
    - Interactions with Student Productions Committee (75%)
  - Item rating mixed reaction in level of agreement (strongly agree, slightly disagree, strongly disagree)
    - Wouldn’t change anything about act

- Planning ~ Leaders ~ StompFest
  - Items rating 50% & higher in level of agreement
    - My organization’s co-captains and I worked well together (77%)
    - Found Zeta Phi Beta Producer experience helpful (77%)
    - Found Student Productions Producer experience helpful (63%)
    - Completely trusted Zeta Phi Beta Producer (63%)
    - Completely trusted Student Productions Produce (71%)
    - Completely trusted members of Student Productions Committee (70%)
  - Items rating mixed reaction in level of agreement (slightly agree, neutral, slightly disagree)
    - Time during chair mtgs well spent
• Zeta Phi Beta helped me grow as a leader
• Student Productions staff helped me grow as a leader
• Completely trusted members of Zeta Phi Beta

• Planning ~ Leaders & Performers ~ StompFest
  • Items rating 75% & higher in level of agreement
    • My organization’s captains/coaches and I worked well together (77%)
    • Student Productions Committee clear in expectations (86%)
    • Student Production Committee members respectful of time (91%)
    • Student Production Committee encouraging during rehearsals (90%)

• Preparation ~ Leaders & Performers ~ StompFest
  • Items rating 70% & higher in level of agreement
    • Rehearsal time outside Waco Hall effective (81%)
    • Open stage time effective (89%)
    • Technical rehearsals ran smoothly (74%)

• Preparation ~ Leaders ~ StompFest
  • Items rating 50% & higher in level of agreement
    • Deadlines & important information clearly communicated (77%)
    • Satisfied with coaching assignment process (56%)
    • Zeta Phi Beta helped me feel confident about act (70%)
    • Student Productions staff and committee kept me informed (71%)
    • Confident in my ability to lead (77%)
    • Ready to teach choreography (70%)
    • Teaching and rehearsing are the fun part (78%)

• Performance ~ Leaders & Performers ~ StompFest
  • Items rating 70% & higher in level of agreement
    • My organization was successful when StompFest was complete (92%)
    • My organization and I enjoyed experience (92%)
    • Wouldn’t change anything about act (70%)
    • I worked well with my organization to create act (84%)
    • My organization’s captain/coaches and I worked well together to create act (77%)
    • Feel more connected to Baylor (78%)
    • Feel closer to members of my organization (88%)
    • Completely trusted Zeta Phi Beta producer (67%)
    • Completely trusted Student Productions Committee (78%)
    • Interactions with Student Productions Committee (78%)

• Performance ~ Leaders ~ StompFest
  • Assignment of Coach
    • Yes 50%
No 50%

Item rating 77% level of agreement

Effectiveness of coach working with group (77%)

Analysis/Observations

- Skill Improvement
  - Leaders indicated a higher level of skill improvement than Performers resulting from participation in Student Production programs.

- Planning, Preparation, and Performance
  - Leaders and Performers indicated a high level of agreement across all programs in which each participated.

- Connection to Baylor and Organization Members
  - Leaders and Performers indicated a high level of agreement of feeling more connected to Baylor and closer to members of organizations resulting from participation.

- Program Improvement Needs
  - Leaders indicated a varying degree of agreement across all programs with respect to time spent in chair meeting and trust of Student Productions Committee.

- Overall Satisfaction with Student Productions
  - Leaders and Performers indicated a high satisfaction with Student Productions Staff and committee.

Interpretation

Overall interpretations of this assessment are that students enjoy their experiences in the productions, and feel highly connected to the broader Baylor experience because of their participation. When asked about planning and preparations, there seems a need for more communication to our participants about show expectations, our producers (StuPro and Zeta Phi Beta) and their respective roles.

Learning Outcomes Results

Introductory Statement- Learning Outcomes for Student Productions are not necessarily a full context of learning as analysis determined a need for modification to reflect learning. In future assessments, a new set of learning outcomes will replace these listed, however as these are the ones under which the project was administered we will attempt to address as best as possible

- Students will discuss an understanding of their place in Baylor history.
  - Respondents across the board reflected that their leadership and performance in any of the four programs, of After Dark, Pigskin, Sing, and StompFest allowed them to be” part of a long-standing tradition, ““leaving a legacy,” while specifically stating “being a part of Baylor’s history.”

- Students will see the distinctive characteristics of the Baylor experience.
  - As the Baylor experience is described as (1) Thrive, (2) Community, and (3) Involvement, the essence of how this learning outcome is being achieved is addressed thru a question about “how you see your participation contributing to the Baylor experience,” and “what you enjoyed most.” Students identified aspects such as community, involvement, leadership, friendship, bonding, opportunity, and
growth among others. One respondent indicated “seeing leaders and members really
grow and develop throughout their time. I got to see firsthand the positive impact
that this experience had on them and it was truly inspiring.”

- Students will gain awareness of the responsibility of tradition for underrepresented
  students.
  - While this learning outcome does not equate with how to gain awareness of
    responsibility of traditional, it was connected to our question of “what was enjoyed
    most about StompFest,” which a respondent described as being able to “experience
    another culture’s history and step show.”

**Plans for Future Improvement**
Student Productions staff needs to ensure all show participants have purposeful interactions with
the staff. Modification of the current effective communication plan for student leaders is necessary
with these components:
- Student Productions Leadership training about communications and intentional interactions
  with student leaders and participants
- Review components of chair meetings to maximize use of time for student leaders
- Cultivate higher level of trust of Student Productions Committee to elevate trust already
  established with student leaders through direct involvement in planning and intentional
  interactions
- Capitalize on components highly perceived and translate to further excellence in other
  programmatic functions