



ROGERS STATE
UNIVERSITY

Student Activities Co-Curricular Assessment

Detailed Rationale Report

Rogers State University

2022 – 2023

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

2022 – 2023 Detailed Event Rationale

Hillcamp –

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 out-think and out-whit the competing teams during the game.

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, painted large RSU letters, created team flags, and chants, and performed a group 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 with classes begin. Students also attended a community-wide gathering at Claremore Lake and interacted with several local stakeholders and community 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.

Welcome Back at Pryor–

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

New and returning students learned about the different resources the RSU Pryor campus offers and how to access these resources. New students learned how to socially interact with their collegiate peers and what it means to be engaged in campus life activities.

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, or over 30 students, in which they utilized to discuss: member recruitment tips and strategies, event dates and potential conflicts, fundraising information, and social media strategies.

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 show 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 educate 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.

Students were 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.

Voter Registration Day –

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

Students were taught the importance of voting and widespread voting of all demographics. Students were also taught about their responsibility to actively participate in the democratic process and their local communities.

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.

Hillcat Pride Day –

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

Since LGBTQ+ student populations are commonly marginalized in society, we hosted a "coming-out door" with encouraging messages and resources for those facing mental hardships regarding their sexuality. RSU Pride, the student-registered LGBTQ+ organization also collaborated on this event and held an open meeting/potluck to recruit new members and create awareness of their

organization. Tabling and Resources were also available for Allies and others on how to support the community.

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

LGBTQ+ students and allies came together to support those struggling with their gender and/or sexuality with words of encouragement. They also learned how to be an active and effective allies for each other. The RSU LGBTQ+ Organization also collaborated in the planning and execution of this event.

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 came to the resource table and talked about their different individual experiences in coming out. The stories ranged from extremely positive to extremely hurtful and toxic, but the stories of the shared experience brought them together and helped them to learn about the influences of local communities and environments.

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

Students wrote encouraging messages on a physical door as a source of positivity to those LGBTQ+ students experiencing a “Coming-out” moment

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

Not all students walking through the DCTC were excited to participate in Pride Day. Students working the resource table had to learn how to interact with people who did not want to interact with them and had no interest in talking about LGBTQ+ topics.

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

Students came to the resource table and spoke about their different individual experiences in coming out. The stories ranged from extremely positive to extremely hurtful and toxic, but the stories of the shared experience brought them together and helped them to learn how individual or shared beliefs can drastically change how someone treats you as an LGBTQ+ person.

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 learned from a panel of current and former first-generation students. Attendees learned about the challenges these students face in the university environment and how to work together to make the experience more accessible to first-generation students and their families.

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.

Attendees and panel members 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 member 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.

Virtual Trivia Night(s) –

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

Students played and competed in a trivia night in a virtual format. All students were able to participate via Kahoot! and Zoom. By playing, students learned a new study or presentation technique through the Kahoot! platform.

MLK Week of Service–

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

Students who participated in the various service activities (making and donating dog toys, donating clothes, and making and distributing thank-you signs for local emergency services facilities) learned about the needs of the community and how to contribute.

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

Students who participated in the various service events came together to create and donate in a collaborative effort. Many students were not aware of the services needed or the local philanthropic opportunities available until the event

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

Students who participated in creating dog toy braided and twisted old t-shirts. Those who participated in the thank-you boards wrote messages and drew illustrations further developing their creative capabilities.

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

Students who delivered the thank-you signs to multiple emergency service facilities verbally communicated with several first responders and administrative staff in a creative way they would not have previously been able to.

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

Students created the dog toys in groups and had to communicate as a team on how to best complete the toy. Students who wrote and delivered the thank-you signs had to communicate with each other and the first responders they were thanking.

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

The entire week of service was related back to Martin Luther King Jr and the service efforts he completed in his lifetime. Students learned the impact of philanthropic activities on their local communities and historically how influential figures impact how we serve today.

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

Students who participated learn about their ethical responsibility to serve their community and how to put it into practice.

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

Students learned about local service opportunities, such as volunteering and the local animal shelter, and thanking their local first responders for all their efforts during the pandemic.

Safe Spring Break –

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 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.

Situational and Personal Awareness Workshop -

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

In the personal safety awareness workshop students identified and shared potentially dangerous situations they have experienced with each other and concluded that women were disproportionately affected in this small sampling and women were also disproportionately in attendance of the self-defense workshop.

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

The participants learned throughout the workshop the importance of looking out for one another, especially in social settings and/or compromising situations.

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

Although much of the workshop was about the physical interaction or defense between the participants and a potential perpetrator, the students also learned how to communicate firm boundaries with someone familiar to them before getting physical; such as a partner.

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.