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1. Introduction

1.1. Introduction: Overview
ASUN has a well-deserved reputation for providing excellent programs and services. However, faced with a constantly changing student body with new desires and needs, with little data proving that current and past outreach efforts have worked, and with a limited scope of outreach within the 60- or so ASUN officers, students may feel ill-informed on services and programs that are offered by ASUN, and may also feel that their voice is not heard when ASUN is tackling big issues that affect the student body.

1.2. Mission
Need #1: Analyze current outreach efforts by ASUN officers and the Center for Student Engagement.

Need #2: Determine best practices for outreach to the entire student body, faculty, staff, and community.

Need #3: Communicate and implement recommendations made by the Task Force.

1.3. Purpose
The Speaker’s Task Force on Association Outreach was created in order to support ASUN and the Center for Student Engagement in achieving its goals for improving outreach efforts by conducting a study on current outreach efforts done by the Association and analyzing data received to make recommendations for future efforts of the body.

2. Timeline

2.1. Timeline: October 10, 2014 – March 2015
The Task Force convened for the first time on October 10, 2014. The Task Forced determined at this time that they would conduct a campus-wide survey on ASUN outreach to get an idea of how the student body currently finds out about ASUN events, initiatives, and services, and how they would prefer to find out. The Task Force also decided that this survey would be followed up with focus groups in order to obtain qualitative information to improve ASUN outreach.

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1 See: Association Students of the University of Nevada. Proposal: Speakers Task Force on Association Outreach.
The outreach survey was drafted and approved by the Task Force and sent out through Survey Monkey at the end of January 2015.

The outreach survey closed at the end of February 2015.

3. Methods: Quantitative

3.1. Methods: Quantitative
The task force created a survey to collect quantitative data to get an idea of how students currently find out about ASUN events, initiatives and services.

3.2. Methods: Sample Selection
Jennifer Lowman, Coordinator for Student Persistence Research, randomly selected 200 students from each undergraduate academic level. She used Cohen’s (1992) Power Primer:

1. An expectation that you are interested in group mean differences between the four undergraduate academic levels (Cohen = 64 per group); OR using a 4 group ANOVA which estimates 45 per group.
2. An expectation of a medium size effect,
3. An expectation that the probability value that the mean differences are not random at 95% (p< .05).

Using group mean differences to estimate a sample size, 64 multiplied by the 4 undergraduate groups led to a 256 sample size. Expecting a 30% participation rate; the 256 sample size was divided by .3, which led to a 853 sample size. Using ANOVA comparison, the group would be 45 multiplied by the 4 undergraduate groups, leading to a 180 sample size; again, divided by .3 for the 30% response rate, leading to a 600 sample size.

800 students were selected (200 from each undergraduate level) and a response rate between 180 and 256 was needed.

3.3. Methods: Questionnaire Construction
The survey was constructed and sent out to students using Survey Monkey. The Task Force developed questions regarding:

- Whether students had heard about services and events compared to if they had actually used the services and events;
- How students find out about events compared to how they prefer to find out about events;
- How often students attend ASUN events;
- How often students use ASUN services;
• How far in advance students prefer to find out about events;
• Students’ level of concern for multiple political issues;
• If students know who their ASUN senators are;
• Whether or not students had ever contacted their senators;

3.4. Methods: Survey Delivery
The survey was delivered via Survey Monkey. The first survey invitation was sent January 20, 2015 and 6 reminder emails were subsequently sent. The final email reminder was sent on February 23, 2015.

4. Methods: Qualitative

4.1. Methods: Qualitative
Focus groups were held in order to gather qualitative data.

4.2. Methods: Sample Selection
Students who participated in the online survey were asked if they were interested in participating in a focus group regarding ASUN outreach. Twenty four students indicated that they were interested in participating and emails were sent to these 24 students to sign up for a focus group.

Response to the initial email to students who indicated that they were interested in participating in a focus group was low (2 of the 24 students responded). Therefore, an additional email was sent to all who participated in the online survey.

4.3. Methods: Questionnaire Construction
The following questions were developed and asked to the students who participated in the focus groups:

• What do you think of when you hear “ASUN”? 
• What does ASUN do?
• What do you think of ASUN’s outreach efforts?
• How can ASUN better outreach to you about events and services?
• Do you know where the money that you pay into ASUN goes to?
• Do you know who your Senator is? What can your Senator do for you?
• Do you have any other general thoughts about how ASUN and outreach can be improved?
5. Data Analysis

5.1. Data Analysis: Knowledge of Services vs. Services Used

Students were asked whether they have heard of a variety of ASUN-sponsored services as well as if they had used the services. The following graphs describe the answers.

The graph below compares the knowledge of services and initiatives and the use of the services and initiatives. Each full bar represents the total number of students who have heard of each service or initiative. The darker color in each bar represents the number of students who, out of those who have heard of the service or initiative, have actually used or participated in the service or initiative.

![Graph showing knowledge of services and use of services](image-url)
5.2. **Data Analysis: Initiative and Event Outreach**

Students were asked to identify how they currently find out about ASUN-sponsored events and initiatives and how they prefer to find out about events and initiatives. The question was presented in check-box form with one column for how students currently find out about initiatives and events and a second column for how students prefer to find out about initiatives and events. Students were prompted to “check all that apply.”

![Current Forms of Outreach vs Preferred Outreach](image)

5.3. **Data Analysis: ASUN Events Attendance and Services Used**

Student were asked how often they attend ASUN events as well as how often they use ASUN services. Both were presented in Likert scales. The question regarding events asked if students attend: “All of them (100%)”; “More than half of them (75%)”; “About half of them (50%)”; “Less than half of them (25%)”; or “None of them (0%).” Likewise, the question regarding frequency of use of services asked if students use services, “Several times a week”; “About once a week”; “About once a month”; “About 2 to 4 times a semester”; “About once a semester”; or “Never.”

The majority of students who took this survey reported attending less than half of ASUN-sponsored events and most students reported using an ASUN service about one time a semester. The second most selected option for both of these questions was not attending any of the ASUN-sponsored events and never using an ASUN service.
5.4. Data Analysis: Preferred Advance Notice of Events

Students were asked how far in advance they generally prefer to hear about ASUN events. As the graph below describes, the majority of students prefer to find out about events between 3 days and 2 weeks prior to an event.
5.5. Data Analysis: Political Issues

Students were asked to measure their amount of concern for 17 different political issues. The political issues were listed with a Likert Scale of “No opinion/I don’t know about this issue”; “Somewhat Concerned”; “Concerned”; and “Very Concerned.” Students chose their level of concern for each political issue.

The graph below shows the percentage of respondents who noted their levels of concern at “Concerned” or “Very Concerned” for each of the political issues.

![Political Issues with "Concerned" or "Very Concerned" Selections](image)

6. Key Findings

6.1. Key Findings: Knowledge of Services vs. Services Used

The Nevada Wolf Shop, Campus Escort, and ASUN Elections were the services and initiatives that the majority of students who participated in the survey had heard of.

The majority of the students who participated in the survey had used the Nevada Wolf Shop. Further, roughly 50% of the students who had heard of the Student Email Service or the “This Is Nevada” app had used them. Roughly 25% of students who had heard of the food pantry used it at some time.
6.2. Key Findings: Initiative and Event Outreach
The majority of students reported that they currently learn about events and initiatives through posters, word of mouth, and email. Posters and email were also the two forms of outreach most preferred by students; social media replaces word of mouth for the third most preferred form of outreach.

6.3. Key Findings: Qualitative
Although participation in the focus groups was limited, the following findings were made based off of the qualitative data received:

- Students often link ASUN with events and activities and engaging students in the community
- Noticeable emails seem to be the best way to catch student’s attention
- Students are generally unaware of where their money paid into ASUN goes to
- Unless the student has a personal relationship with the Senator who represents them in their college, students tend to not know who their Senator is, or the primary functions of the Senate

7. Recommendations

7.1. Social Media and Email
The data received from the survey proves that social media can be an effective form of outreach, and is often preferred by many students on the UNR campus. Currently, ASUN does a good job of posting information regularly on its social media outlets. However, the Task Force recommends that ASUN diversifies its social media presence with pictures, funny language, etc. in order to increase engagement and gain more traction. The Task Force also recommends that the Association attempts to get its social media outlets “verified.” This will allow for a greater reach through social media into the University community.

The data also shows that email is one of the most effective and preferred forms of outreach. While the undergraduate email listserve is certainly the most effective, ASUN simply has too much information to share to be regularly sending over a listserve to the entire undergraduate student body. The Task Force recommends the creation of an “engagement” listserve, which can be used to regularly inform students about upcoming ASUN events and services. Once the listserve is created, there should also be a campaign to ask students to subscribe to it.

7.2. Word of Mouth
The data received shows that word of mouth is one of the most effective ways to inform students about services and events. While “word of mouth” can be difficult to initiate, the Task Force recommends the creation of an “on the ground” outreach team. This team could table, pass out fliers, organize mini
“hype” events, and talk to students about upcoming events and services that ASUN offers. Through the work of this outreach team, word of mouth can be used to its fullest potential on campus.

7.3. Poster Hangings
The data received shows that posters are currently the most effective outlet for students to hear about ASUN events and services. In order to increase the efficacy of posters, the Task Force recommends that ASUN-related posters are also hung on public bulletin boards and other high-traffic student centers such as advising centers. Further, the Task Force recommends creating large banners to hang from the Joe Crowley Student Union stairwell, Knowledge Center floor, or Whalen Parking garage for week-long events.

7.4. Chalking
The data received shows that chalking can be an effective form of outreach. Chalking, however, can often take a large amount of time and resources. Because of this, the Task Force recommends that ASUN does chalk art only for events that are of particular importance to the campus (i.e. Homecoming, Beat UNLV Week, Mackay Week, elections).

7.5. Videos
The data received shows that videos may currently be underutilized, as it is one of only two forms of outreach where a greater amount of students “prefer” than “currently” use. While there weren’t a large amount of students who preferred this form of outreach in comparison to some others, short, fun videos can be effective on social media outlets, as seen at other Universities. The Task Force recommends a trial run of short advertising videos for events to see how effective they can be on social media.

7.6. Areas of Focus
Services such as Campus Escort, the Nevada Wolf Shop, the Student Email Service, and ASUN Elections appear to be fairly well-advertised and a number of students have knowledge of their existence. Areas that should be focused on for improvement in the future include TurboVote, the Notary Service, the Pack Internship Grant Program, the iLead campaign, and undergraduate research.

7.7. Advance Notice of Events
The data received shows that most students prefer to hear about events one to two weeks prior to its occurrence. The Task Force recommends some social media more than two weeks prior to the event (unless the event is particularly large; like a concert or famous speaker), and large pushes through all outreach outlets (posters, social media, videos, chalking, TV monitors, etc.) in the time between one to two weeks prior to the event.