

## Memorial Student Center CAMAC Mi Casa es Su Casa 2018-2019

### **Purpose of Assessment**

Since 2005, Memorial Student Center (MSC) Committee for the Awareness of Mexican-American Culture (CAMAC) has featured the program Mi Casa Es Su Casa, an opportunity for students to interact with faculty as the latter prepare a home cooked meal in their residence. The program intends to provide a chance for participants to network with other students and gain a better understanding of opportunities that could open in the future. The MSC CAMAC leadership wanted to understand the students and hosts experiences with the program. This year dinners were held in mid-October, November, and February.

### **Key Findings with Recommendations**

Student Life Studies identified several key findings and developed actionable recommendations that MSC CAMAC staff may take based on the survey results. However, MSC CAMAC may identify other findings using their knowledge and understanding of the program, its participants and hosts. Staff members are strongly encouraged to read all the results and qualitative comments to gain a fuller understanding of students' experiences.

- The opening question of the Mi Casa es Su Casa student participant survey resulted in the Net Promoter Score (NPS), a customer loyalty metric that gauges how willing a customer is to recommend a product or service. The NPS ranges from -100 to 100. A positive NPS (>0) is generally considered good, with highest performers usually between 50 and 80.



- Although the students and their hosts indicated the Mi Casa es Su Casa dinners helped the students connect with other students and feel more comfortable approaching faculty, about half of those students attending were seniors or graduate students. MSC CAMAC staff may want to explore ways to promote the program to encourage more freshmen and sophomores to participate.
- MSC CAMAC may also want to review their means of communication and outreach to faculty and staff hosts, as this year, that administrative component was less satisfactory than previous years.

## **Method and Sample**

Two surveys were produced using Qualtrics®, a survey design software used for creating web-based forms and databases. The student participant survey included four questions; one qualitative question and three quantitative questions. The host survey included 11 quantitative questions and two qualitative questions. The data was analyzed using SPSS®, a statistical software package, and Microsoft Excel® and Microsoft Word®.

The student participant survey was distributed via email to students immediately following their leaving the home of their faculty and staff hosts after finishing the meals held on October 18, 2018, November 15, 2018, and February 21, 2019. Surveys were distributed to 193 participants and 115 participants responded for a 60% response rate; 29% lower than the 89% response rate from the paper surveys in 2018. As some participants went to multiple dinners, they received multiple surveys.

The hosts' survey began distribution on March 18, 2019; two reminders were sent to those who had not responded and the survey closed on March 27, 2019. Twenty-five hosts received the survey and 14 responded for a 56% response rate, lower than last year's 73% response rate.

## **Results**

Results include frequency percentages, means, and standard deviations (sd) for the number of people (n) who responded to the question. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. The Net Promoter Score (NPS) used in the participants' survey is a customer loyalty metric that gauges how willing a customer is to recommend a product or service. NPS ranges from -100 to 100, and is determined by subtracting the percentage of detractors from the percentage of promoters. Generally, a NPS below zero is an indicator that customers have low satisfaction level or will not recommend a product, service, or experience. A positive NPS (>0) is generally considered good, with highest performers usually between 50 and 80. Summary themes are contained within this report, while the full qualitative responses can be found in a separate document. Comparisons will be made to previous year's responses if applicable.

## **Student Participants' Demographics**

Students could participate in multiple dinners so some received the survey multiple times. One-hundred fifty-five (155) unique student University Identification Numbers (UIN) for the 193 participants were collected and analyzed for demographic characteristics through the University's official student database. Classification was based on the semester students attended their first dinner. Table 1, on the next page, shows demographics of all participants and respondents to the survey. Demographics are in descending frequency order by all participants.

	<b>Student Participants Percentage [n=155]</b>	<b>Student Respondents Percentage [n=94]</b>
<b>Classification</b>		
Masters	30%	33%
Senior	19%	13%
Sophomore	15%	15%
Junior	14%	15%
Freshman	13%	12%
Doctoral	9%	10%
<b>Academic College</b>		
Engineering	41%	45%
Liberal Arts	20%	18%
Business	7%	6%
Agriculture	7%	5%
Science	7%	7%
Education	7%	11%
Veterinary Medicine	4%	3%
Public Health	3%	2%
General Studies	2%	--
Medicine	1%	1%
Architecture	1%	1%
Geosciences	1%	--
Bush School	1%	--
<b>Ethnic Origin</b>		
Hispanic or Latino of any Race	55%	53%
International	36%	39%
White	5%	2%
Asian	3%	2%
Black only or multi-racial with Black	1%	1%
Unknown or not reported	1%	1%
Native Hawaiian or Pacific Islander	1%	1%
<b>First Generation Student</b>		
First Generation	43%	43%
Unknown	39%	43%
Not First Generation	19%	15%
<b>Sex</b>		
Female	54%	50%
Male	47%	50%

Table 1: Demographics of Student Participants and Respondents

Of the 155 student participants, 80% attended one dinner only. Sixteen percent (16%) of the students attended two dinners and 5% attended all three dinners.

### **Students' Assessment**

The first question asked the respondents how likely they were to recommend Mi Casa es Su Casa dinners to their fellow students. This question used the Net Promoter Score (NPS). The breakdown of the net promoter scores (NPS) are noted in Table 2 on the following page.

	<b>N</b>	<b>Percent</b>
<b>Promoter</b>	106	92%
<b>Passive</b>	6	5%
<b>Detractor</b>	3	3%

Table 21: Recommend Mi Casa es Su Casa Dinners (n=115)

Respondents were given the opportunity to explain their rating for recommending the dinners. Many indicated they enjoyed the company of both fellow students and the hosts. Many indicated it was a good chance to network with faculty, staff and other students and it made them feel welcome. Others talked about the dinners as an exchange of cultures, between both students and hosts, from international cultures and various American cultures.

Participants were asked about their experience with Mi Casa es Su Casa and its impact on them. As noted in Table 3, participants were most favorable about the program helping them feel more comfortable approaching Texas A&M faculty.

	<b>Strongly Agree (4)</b>	<b>Agree (3)</b>	<b>Disagree (2)</b>	<b>Strongly Disagree (1)</b>	<b>2018-19 Mean (sd) [n]</b>
<b>Because of this experience I am more likely to feel comfortable approaching Texas A&amp;M faculty</b>	56%	37%	2%	6%	3.42 (.80) [104]
<b>Because of this experience I feel more connected with other students at Texas A&amp;M University</b>	53%	40%	--	7%	3.39 (.81) [104]

Table 3: Mi Casa es Su Casa Impact

### **Hosts' Assessment**

The survey sent to the dinner hosts opened by asking them to rate the value of various aspects of the Mi Casa es Su Casa program. Table 4, on the next page, shows that the hosts rated the value to foster relations between students and faculty/staff highest, and similar to last year.

Please rate the value you think the Mi Casa es Su Casa program adds to ...	Excellent (5)	Good (4)	Average (3)	Poor (2)	Very Poor (1)	2019 Mean (sd) [n]	2018 Mean (sd) [n=16]
Fostering relationships between students and faculty/staff	71%	21%	7%	--	--	4.64 (.63) [14]	4.69 (.48)
Fostering community between students and faculty/staff	64%	29%	7%	--	--	4.57 (.65) [14]	4.63 (.50)
Fostering community between students	57%	36%	7%	--	--	4.50 (.65) [14]	(4.63) (.50)
Exposing students to resources that support their ability to persist in college	69%	8%	15%	8%	--	4.38 (1.04) [13]	4.38 (.62)
Helping first generation and underrepresented students transition into college life	54%	31%	8%	8%		4.31 (.95) [13]	4.44 (.63)

Table 4: Mi Casa es Su Casa Value

Hosts were asked why they thought this program was important to the student body. Eleven responded, sharing that the social interactions with other students and faculty support community, connection and supports the students in their journey to success. Some commented that it provides students with a different perspective of faculty, and an opportunity to see them in an environment away from campus. One, however, indicated that the experience was not intensive or extensive enough to affect college persistence, especially as they hosted primarily international graduate students for dinner.

Hosts were next asked to rate their level of satisfaction with the overall program and administrative components of it. As noted in Table 5, hosts expressed the most satisfaction with the program over all, and were least satisfied with the communication from the Mi Casa es Su Casa organizers. Overall, hosts were less satisfied with the administrative components compared to the 2017-2018 academic year's program.

	Very Satisfied (5)	Satisfied (4)	Neutral (3)	Dissatisfied (2)	Very Dissatisfied (1)	2019 Mean (sd) [n=14]	2018 Mean (sd) [n=16]
Your overall satisfaction with the program	57%	36%	7%	--	--	4.50 (.65)	4.81 (.40)
Process to sign-up as a host	57%	29%	7%	7%	--	4.36 (.93)	4.75 (.45)
Clarity in the instructions for the hosting process	57%	21%	14%	7%	--	4.29 (.99)	4.88 (.34)
Communication from Mi Casa organizers	36%	50%	7%	--	7%	4.07 (1.07)	4.88 (.34)

Table 5: Hosts' Satisfaction

When asked if the host had initiated further contact after the dinner with the students who attended, 71% said “no”, 14% said “yes” and 14% said “no, but the students had initiated contact with me” (n=14). Those who selected yes or no, but the students had initiated contact with me were then asked if they had successfully connected with the student or students. All four said yes.

Hosts could provide suggestions for improvements to the program. Ten commented, and most commonly suggested better communication from the organizers would help as would more marketing of the program to students, especially to Latinx freshmen. Others suggested more frequent dinners or means for following up or creating a more sustainable network between students and their hosts and each other.

## **Organizational Background**

Per its website <http://camac.tamu.edu/about/> the mission of the Memorial Student Center (MSC) Committee for the Awareness of Mexican-American Culture (CAMAC) is to unite students from diverse backgrounds, establish an appreciation for Hispanic cultures, and provide an education forum regarding current issues affecting the Latino cultures and community. To meet the organizational mission, MSC CAMAC has a variety of sub-committees designed to provide oversight and planning for activities and events sponsored by the committee. This is the sixth time MSC CAMAC has worked with Student Life Studies to assess this Mi Casa es Su Casa participants experience and the third time for assessing the hosts' experiences with the program.

## **Project Details**

The Department of Student Life Studies provides quality assessment services, resources and assessment training for departments in the Texas A&M University Division of Student Affairs and student organizations. Services by Student Life Studies are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through Student Life Studies can be found at <https://studentlifestudies.tamu.edu/results/>. Additionally, division staff and students can follow Student Life Studies on Facebook.

To work with Student Life Studies for future assessment projects, please fill out the Assessment Questionnaire at <https://slsform.dsaapps.tamu.edu/>.

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