



STUDENT INVOLVEMENT

FY'15 ANNUAL REPORT



**Student Engagement / Student Affairs
Wichita State University**

ASSESSMENT

Learning Outcomes (provided by NACA, developed from CAS Standards)

- 1. Leadership Development-** Student Leaders involved in campus activities must understand that their role is to be a positive change agent, to influence others and create a vision. Leadership is a process rather than a position. Leadership is relationship oriented and situational in nature.
- 2. Event Management-** Student leaders engaged in campus activities have a unique opportunity to learn and practice effective event management. Student leaders should strive toward understand the appropriate steps and issues involved in event planning and management.
- 3. Meaningful Interpersonal Relationships-** Establishing meaningful interpersonal relationships are critical for successful leadership in campus activities. Student leaders often rely on committee volunteers to carry out the essential tasks related to providing programs and services. The work of campus activities is often supported by several on and off-campus constituencies. Professionalism, diplomacy and recognizing the support of others will enhance organizational effectiveness.
- 4. Collaboration-** Collaboration involves seeking the involvement of others and working well with people. Collaboration is often used in campus activities to increase student involvement, enhance the available resources and provide the team with a larger skill set. Student leaders involved in collaboration often expand their skill set and exhibit growth as a result of their participation.
- 5. Social Responsibility-** Student leaders must role model social responsibility at all times but especially when representing the college/university. On and off campus behavior should match the values of the organization and institution leaders represent.
- 6. Effective Communication-** Effective communication is a core competency needed by student leaders to ensure organizational achievement of goals. Student leaders involved in campus activities have vast opportunities with varying constituencies to practice communication and learn effective communication strategies. When communication is a focal point of student learning, individuals will personally benefit and the organization will be run more efficiently.
- 7. Multicultural Competency-** Multicultural Competency is developed through the celebration of diverse cultures, advocacy for the needs and identities of all members within the community, recognition of the diverse communities within the campus community and beyond, education and awareness of the concerns of those diverse communities, and support of the ongoing inclusion, understanding and dignity of all members within and beyond the campus community. Being able to understand one's own identity, as well as recognizing the similarities and differences of others, will equip students to serve and lead as citizens in a global society.
- 8. Intellectual Growth-** Intellectual Growth is central to the mission of higher education and must be a focus of all endeavors inside and outside of the classroom. Campus Activities offers a fertile practice field for intellectual development when student leaders and programmers engage in critical thinking, problem solving and decision making. Student leaders should be cognizant of this learning opportunity and apply knowledge learned to enhance organizational goals and personal development.

9. Clarified Values- Understanding personal and organizational values play a significant role in achieving effective leadership in Campus Activities. Clarified values offer the leader a compass to navigate through a variety of leadership situations and challenges. Student leaders and programmers should reflect and engage in the process of values clarification to enhance personal growth and organizational effectiveness.

10. Enhanced Self Esteem- A meaningful outcome of student leadership is confidence in one's abilities. Students engaged in campus activities have a unique opportunity to practice a variety of skills and competencies resulting in enhanced self-esteem.

11. Personal and Educational Goals- The development of personal and educational goals will enhance a student's ability to choose opportunities in and outside of the classroom appropriate for their development. Once goals are stated, students can monitor the impact of their involvement and ascertain if the involvement is meaningful.

12. Career Choices- Student leadership can play a significant role toward enhancing opportunities following the undergraduate experience. Student leaders should consider early and frequently educational and position requirements for the work they hope to do upon completion of their formal education. Timely consideration and reflection will allow the student to utilize campus leadership opportunities to hone the skills and competencies necessary for their career choice.

13. Healthy and Satisfying Lifestyles- Establishing healthy lifestyle habits while in college translates into healthy lifestyle habits after college. Balancing time between school, work, leisure, recreation, and family will help student leaders stay emotionally, physically and spiritually grounded.

The Student Competency Guide, developed by the NACA Educational Advisory Committee serves as a learning map for student leaders as they grow and develop through participation in student organizations, community service, campus employment, grass roots activities, leadership positions, followership positions, mentoring relationships with campus activities advisors, and other endeavors. *The Competency Guide for College Student Leaders* was developed from competencies that are inherent in the purpose, development, and application of the CAS Standards and Guidelines that were found applicable to students.

Community Service Board

Core Competencies	Start of Term (average) scale 1-7 (1 = low, 7= high)	End of Term (average) scale 1-7 (1 = low, 7= high)	Development/ Growth
1. Leadership Development	2.5	4.5	+ 2.00
2. Event Management	3.33	5.33	+ 2.00
3. Meaningful Interpersonal Relationships	3.66	5.33	+1.67
4. Collaboration	2.66	5.00	+2.34
5. Social Responsibility and Civic Engagement	2.33	5.33	+3.00
6. Effective Communication	3.66	5.33	+1.67
7. Multicultural Competency	3.33	5.66	+2.33
8. Intellectual Growth	3.33	5.66	+2.33
9. Clarified Values	3.66	6.00	+2.34
10. Enhanced Self Esteem	4.33	5.33	+1.33
11. Personal and Educational Goals	3.66	5.66	+2.00
12. Career Choice	3.66	5.66	+2.00
13. Healthy Behavior and Satisfying Lifestyles	5.00	6.00	+1.00

Student Activities Council

Core Competencies	Start of Term (average) scale 1-7 (1 = low, 7= high)	End of Term (average) scale 1-7 (1 = low, 7= high)	Development/ Growth
1. Leadership Development	3.25	5.62	+2.37
2. Event Management	3.75	5.87	+2.12
3. Meaningful Interpersonal Relationships	3.87	6.00	+2.13
4. Collaboration	3.37	5.5	+2.13
5. Social Responsibility and Civic Engagement	5.25	6.37	+1.12
6. Effective Communication	4.25	6.00	+1.75
7. Multicultural Competency	3.87	5.87	+2.00
8. Intellectual Growth	3.62	5.5	+1.88
9. Clarified Values	4.50	6.25	+2.25
10. Enhanced Self Esteem	3.75	5.25	+1.50
11. Personal and Educational Goals	4.87	6.00	+1.13
12. Career Choice	5.12	6.12	+1.00
13. Healthy Behavior and Satisfying Lifestyles	4.75	5.37	+0.62

**** Greek Councils will complete their first cycle in December 2015.**