HLC Accreditation 2016-2017

Evidence Document

Student Affairs

Office of Student Involvement
FY2015 Annual Report with Fall 2014 and Spring 2015 Updates

Additional information:
# Student Involvement Fall 2014 Update

**220** Recognized Student Organizations

**1,360** hours of group service by the Community Service Board

**100%** increase in participants in Evolving Leaders program

**63** campus visits hosted by Student Involvement Ambassadors

**5,000** students are members of recognized student organizations

**12.5** avg. hours of community service per fraternity and sorority member

**3,500** students attended “Spend Your Nights with SAC” events (late night program campaign)

**1,200** people attended Songfest *Sold Out*

### Mission

Student Involvement is committed to students by intentionally creating co-curricular experiences which engage and develop, resulting in a vibrant campus culture that enhances their journey as a Shocker!

### Functional Areas

- Cadman Art Gallery
- Civic Engagement
- Fraternity and Sorority Life
- Leadership Development
- Recognized Student Organizations
- Service-Learning
- Student Activities Council

### Noteworthy:

Community Service Board won the 2014 National Association of Campus Activities Giving Back Award for the first Wu’s Big Event. Over 500 hours of service were completed in 48 hours.

- Panhellenic Recruitment saw a 22% increase in registration of potential new members.
- Cadman Art Gallery re-opened with 13 student art shows including the Elements Competition.
- Service-Learning Faculty Fellows and Student Involvement partnership hosted 2 faculty symposiums with over 80 faculty in attendance.
- Multicultural Greek Council saw growth with the return of 2 organizations and the creation of a Latina interest group.
- Interfraternity Council revamped their recruitment process and welcomed 1 new organization.
- Community Service Board, in its first year, established a membership base of over 50 students.
- Student Involvement hosted its first SI Leaders retreat, bringing together all executive boards: Student Activities Council, Interfraternity Council, Multicultural Greek Council, Panhellenic Council, and Community Service Board.

### Learning Outcomes

1. Leadership Development
2. Event Management
3. Meaningful Interpersonal Relationships
4. Collaboration
5. Social Responsibility
6. Effective Communication
7. Multicultural Competency
8. Intellectual Growth
9. Clarified Values
10. Enhanced Self Esteem
11. Personal and Educational Goals
12. Career Choices
13. Healthy and Satisfying Lifestyles

*Adopted by SI for all student council leaders pre/mid/post assessments from the NACA Education Advisory Group with ACUI, NASPA, and ACPA*
16 new Recognized Student Organizations

2,334 hours of group service by the Community Service Board

50 leaders selected from record high applicant pool for Summer Leadership Institute

$130,000 raised for philanthropy by Fraternity & Sorority Life

9,000 students reached by programs, events, and trainings

468 hours of service completed by Alternative Spring Break Washington D.C.

29 total exhibits in both spaces of the Cadman Art Gallery

6,135 attended SAC programs in *Spring 2015 only

1,200 people attended Shock the Yard-Step Show

NOTEWORTHY:


Fraternity & Sorority Life developed multiple new marketing materials for targeted populations including new students, out of state students, scholarship recipients and parents.

Service-Learning Administrator/Faculty Manual was developed and distributed.

First ever Engaging Leaders cohort participated in a 8 week, 6 community site leadership program.

Alternative Spring Break Washington D.C. engaged student leaders in active citizenship in the social justice areas of hunger and homelessness.

Cadman Art Gallery hosted the 22nd Annual Elements Multi-Media Art and the 33rd Annual Exposure Photography competitions were held.

Created “A Peek into Student Life” and “WSU Student Tip of the Week” video series for YouTube.

SAC created and selected a new executive board under a restructure aimed at improving member experience and program efficiency.

Student Involvement will welcome 2 new staff members- Coordinator of Student Activities and Coordinator of Student Organizations.

SHOCKER LEADERSHIP AWARDS

Outstanding Large Student Organization: Student Activities Council

Outstanding Small Student Organization: Hispanic American Leader Organization

New Student Organization of the Year: Community Service Board

Outstanding Community Service Program: Wu’s Big Event/ Community Service Board

New Program of the Year: Pet-a-Puppy/ Student Activities Council

Outstanding Program of the Year: Airport Welcome Tables/ Int’l Student Union

MISSION

Student Involvement is committed to students by intentionally creating co-curricular experiences which engage and develop, resulting in a vibrant campus culture that enhances their journey as a Shocker!
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

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

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

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