



HLC Accreditation 2016-2017

Evidence Document

Student Affairs

Student Involvement

Student Learning Outcome Assessment Plan and Timeline

Additional information:

Student Involvement Learning Outcome Assessment Plan and Timeline



Learning Outcome Categories (provided by National Association for Campus Activities (NACA), developed from CAS Standards)

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

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.

Students involved: Learning Outcomes inventory (Student Competency Guide for College Student Leaders, developed by NACA according to CAS Standards) will be administered at the start and end of term for each student belonging to an executive council, board or organization directly advised by a full-time staff member of Student Involvement.

Current councils: Community Service Board, Fraternity and Sorority Life (Interfraternity Council, Multicultural Greek Council, Panhellenic Council), National Society of Success and Leadership, Student Activities Council, Student Involvement Ambassadors

Timeline:

Baseline Inventory Fall (by September): Community Service Board, National Society of Success and Leadership, Student Activities Council, Student Involvement Ambassadors

Exit Inventory Spring (in April/May): Community Service Board, National Society of Success and Leadership, Student Activities Council, Student Involvement Ambassadors

Baseline Inventory early Spring (in January): Fraternity and Sorority Life (Interfraternity Council, Multicultural Greek Council, Panhellenic Council)

Exit Inventory late Fall (in December): Fraternity and Sorority Life (Interfraternity Council, Multicultural Greek Council, Panhellenic Council)

Reports:

Reports are issued annually in February/ March and include one full term of office for each student leader. Reports included change along a seven point Likert scale and are reported by council and as an entire office.

February 2016- 1st full report issued

February 2017- 2nd Annual Learning Outcome Report issued

February 2018- 3rd Annual Learning Outcome Report issued...

Additionally, the Learning Outcome Report is included in the Student Involvement Annual Report at the end of each academic year.

COMPETENCY GUIDE

FOR COLLEGE STUDENT LEADERS

Comprehensive Learning Outcome Guide and Evaluation Tool- BASELINE

| | |
|------------------------------------|--|
| Name: | |
| Student Organization/ Club: | |
| Advisor: | |
| Date: | |



WICHITA STATE
UNIVERSITY
STUDENT INVOLVEMENT



linking education and entertainment

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

Being a student leader on a college campus is a unique opportunity that provides a wide array of learning opportunities that not only enhance the collegiate experience but also will enhance life after college. This document 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 fellowship positions, mentoring relationships with campus activities advisors, etc. Connecting what they learning in the classroom to their experiences outside the classroom is a vital aspect of student leader development.

Through your engagement in Student Involvement functional areas it is our hope that you will develop in the following areas:

- 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 and Civic Engagement-** Student leaders must role model social responsibility and be civic minded 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 personal benefit and 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.

How to Utilize this Tool:

Step 1: Complete Baseline

Step 2: During the middle of your term of office or membership (MID-YEAR) complete MID-YEAR REVIEW

Step 3: Finally, you should complete the evaluation tool at the end of your term (END OF YEAR/ EXIT)

Reflection meetings should be held for your MID-YEAR and END-OF-YEAR/EXIT evaluations. This meeting should be a conversation between you the student leader and your advisor. Discussion topics might include: reflection of each competency, filling out the Strengths/Growth worksheet at end of evaluation, setting goals for continued learning, and reflection on your organizations growth.

CORE COMPETENCIES

1. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME -LEADERSHIP DEVELOPMENT

Intro—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.

Suggested Initiatives

- a. Create a portfolio of involvement and leadership experiences during your collegiate career
- b. Take leadership assessments (pre-test/post-test) and pursue goals approximately
- c. Seek out opportunities to read books on leadership and participate in training sessions
- d. Review organization mission statement and set goals and strategies in accordance with mission
- e. Learn about the different leadership styles
- f. Seek out professional staff member as leadership mentor and meet with them at least once a month

Student Leader: Please rate yourself based on each of the statements below.

| LEADERSHIP DEVELOPMENT | Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree |
|--|--|
| Understands the skill set of the membership and utilizes it effectively for engaging them in accomplishing the group's goals | 1 2 3 4 5 6 7 |
| Hold self and members accountable | 1 2 3 4 5 6 7 |
| Develops an organization inclusive of teambuilding, collaboration and strategic planning | 1 2 3 4 5 6 7 |
| Encourages institutional pride and community building among campus | 1 2 3 4 5 6 7 |
| Thinks creatively and innovatively when solving problems or issues* | 1 2 3 4 5 6 7 |
| Makes decisions based on ethical standards* | 1 2 3 4 5 6 7 |
| Empowers others through trust, delegation, and communicating clear expectations* | 1 2 3 4 5 6 7 |
| Overall Leadership Development | 1 2 3 4 5 6 7 |

Provide examples, reflections, and additional comments related to this competency.

2. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—EVENT MANAGEMENT

Intro—Student leaders engaged in campus activities have a unique opportunity to learn and practice effective event management. Students should strive toward understanding the appropriate steps and issues involved in event planning and management.

Suggested Initiatives

- a. Participate in program board training initiatives
- b. Attend and participate in educational opportunities, including NACA Risk Management Institute
- c. Read literature related to campus programming, including NACA’s *Programming Magazine* and the *Risk Management Reader for Campus Activities Professionals*
- d. Practice program development and implementation
- e. Meet with advisor to reflect on programming initiatives
- f. Participate in case studies with discussion (risk assessment and planning)

Student Leader: Please rate yourself based on each of the statements below.

| EVENT MANAGEMENT | Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree |
|---|--|
| Utilizes personnel and financial resources appropriately | 1 2 3 4 5 6 7 |
| Implements appropriate risk management strategies | 1 2 3 4 5 6 7 |
| Negotiates contract adhering to college/university policies and practices | 1 2 3 4 5 6 7 |
| Manages program development, implementation and evaluation in an organized manner | 1 2 3 4 5 6 7 |
| Recognizes the importance of meeting deadlines* | 1 2 3 4 5 6 7 |
| Overall Event Management | 1 2 3 4 5 6 7 |

Provide examples, reflections, and additional comments related to this competency.

3. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—MEANINGFUL INTERPERSONAL RELATIONSHIPS

Intro—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.

Suggested Initiatives

- a. Utilize feedback from others
- b. Utilize groups for reflection about behaviors that impede or enhance the achievement of individual and group goals
- c. Identify a mentor and meet monthly with him/her
- d. Take a personal development assessment/inventory
- e. Practice controversy with civility
- f. Seek out relationships with others that are positive
- g. Participates in a workshop on meeting people—“What do you say after hello”

Student Leader: Please rate yourself on each of the statements below.

| MEANINGFUL INTERPERSONAL RELATIONSHIPS | Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree |
|---|--|
| Establishes mutually trustworthy and rewarding relationships with students, faculty and staff member, friends, and colleagues | 1 2 3 4 5 6 7 |
| Listens to and reflects upon others’ point of view | 1 2 3 4 5 6 7 |
| Treats others with respect; gives value by actively demonstrating that oneself and others matter | 1 2 3 4 5 6 7 |
| Develops and maintains satisfying interpersonal relationships that support and clarify personal values, goals, and interests | 1 2 3 4 5 6 7 |
| Delivers constructive feedback* | 1 2 3 4 5 6 7 |
| Overall Interpersonal Relationships | 1 2 3 4 5 6 7 |

Provide examples, reflections, and additional comments related to this competency.

4. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—COLLABORATION

Intro—Collaborations involves seeking the involvement of others and working 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.

Suggested Initiatives

- a. Develop awareness of the mission and goals of other organizations in order to find opportunities for collaboration
- b. Participate in a workshop about how to collaborate in program development
- c. Actively recruit, encourage and recognize the involvement and contribution of others
- d. Practice mediation and compromise skills effectively in any situation
- e. Consult regularly with peers and advisors on major decisions

Student Leader: Please rate yourself based on each of the statements below.

| COLLABORATION | Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree |
|---|---|
| Works cooperatively with others, seeking their involvement and feedback | 1 2 3 4 5 6 7 |
| Utilizes delegation as a means to involve group members | 1 2 3 4 5 6 7 |
| Creates formal and informal networks with other student leaders to build awareness of the issues facing their organizations | 1 2 3 4 5 6 7 |
| Promotes and conducts joint programs between organizations | 1 2 3 4 5 6 7 |
| Receives constructive feedback* | 1 2 3 4 5 6 7 |
| Overall Collaboration | 1 2 3 4 5 6 7 |

Provide examples, reflections, and additional comments related to this competency.

5. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—SOCIAL RESPONSIBILITY AND CIVIC ENGAGEMENT*

Intro—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.

Suggested Initiatives

- a. Encourage self and others to make decision that are unpopular if they are the “right” things to do
- b. Demonstrate behavior consistent with campus policies as well as local, state, and federal laws
- c. Incorporate service/volunteerism into organizations and events
- d. Encourage the development of campus based awareness weeks highlighting socially responsible initiatives, for example: alcohol awareness, sustainability, sexual assault, etc
- e. Review the student code of conduct
- f. Participate in community governance initiatives
- g. Help students realize their role in governance

Student Leader: Please rate yourself based on each of the statements below.

| SOCIAL RESPONSIBILITY AND CIVIC ENGAGEMENT | Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree |
|---|---|
| Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups | 1 2 3 4 5 6 7 |
| Participates in service/volunteer activities and understands the importance of civic engagement | 1 2 3 4 5 6 7 |
| Takes responsibility for your own actions and decisions* | 1 2 3 4 5 6 7 |
| Understands community, social, and legal standards or norms* | 1 2 3 4 5 6 7 |
| Aware of current issues taking place on campus that affect students* | 1 2 3 4 5 6 7 |
| Conscious of current issues affecting the Wichita community* | 1 2 3 4 5 6 7 |
| Overall Social Responsibility | 1 2 3 4 5 6 7 |

Provide examples, reflections, and additional comments related to this competency.

6. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—EFFECTIVE COMMUNICATION

Intro—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 organizations will be run more efficiently.

Suggested Initiatives

- a. Reflects on written material and adviser/mentor to ensure that it is clear and concise
- b. Seeks out learning opportunities such as curricular Speech Communication class and /or co-curricular communication workshops/seminars
- c. Effectively facilitates workshops and/or training sessions
- d. Paraphrases to facilitate conversation and dialogue demonstrating active listening
- e. Seek opportunities to serve as a student representative on college/university committees and advisory boards, staff and faculty to practice communications skills with different audiences

Student Leader: Please rate yourself on each of the statements below.

| EFFECTIVE COMMUNICATION | Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree |
|---|---|
| Conveys messages and influence others through writing, speaking, or non-verbal expression | 1 2 3 4 5 6 7 |
| Develops and facilitates thoughtful presentations | 1 2 3 4 5 6 7 |
| Works in teams and in multicultural settings | 1 2 3 4 5 6 7 |
| Illustrates the effective use of listening skills | 1 2 3 4 5 6 7 |
| Capable of making interpersonal connections and building a personal and professional network* | 1 2 3 4 5 6 7 |
| Overall Effective Communication | 1 2 3 4 5 6 7 |

Provide examples, reflections, and additional comments related to this competency.

**7. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—
MULTICULTURAL COMPETENCY**

Intro—Multicultural competency is developed through 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.

Suggested Initiatives

- a. Assess programming calendar to see if it meets the needs of a diverse community
- b. Attend multicultural workshops and other events
- c. Initiate a co-sponsorship with a cultural group on campus
- d. Cultivate relationships with others different than one’s self
- e. Enroll in an academic course on diverse populations and communities i.e. African American Studies, International Studies, Women in Society
- f. Recruit and select organization members from a diverse pool

Student Leader: Please rate yourself based on each of the statements below.

| MULTICULTURAL COMPETENCY | Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree |
|---|---|
| Recognizes the contributions diversity brings to their own campus and society | 1 2 3 4 5 6 7 |
| Seeks involvement with people different from oneself | 1 2 3 4 5 6 7 |
| Advocates equality and inclusiveness | 1 2 3 4 5 6 7 |
| Positively impacts others’ perspective on diversity | 1 2 3 4 5 6 7 |
| Overall Multicultural Competency | 1 2 3 4 5 6 7 |

Provide examples, reflections, and additional comments related to this competency.

8. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—INTELLECTUAL GROWTH

Intro—Intellectual Growth is central to the mission of higher education and must be a focus in all endeavors inside and outside the classroom. Campus Activities offers a fertile practice field for intellectual development when student leaders and programmer 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.

Suggested Initiatives

- a. Facilitate workshops by carefully thinking through and planning the content of the program
- b. Make decisions by analyzing qualitative and quantitative data
- c. Solve problems by looking at all sides of a situation
- d. Read relevant literature
- e. Conduct web research on topics of interest to organizational success
- f. Utilize case studies designed to encourage use of several leadership concepts and values
- g. Seek out reflective conversations with faculty applying learned concepts to organizational leadership
- h. Utilize a journal for reflection and as a learning tool

Student Leader: Please rate yourself based on each of the statements below.

| INTELLECTUAL GROWTH | Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree |
|--|--|
| Applies previously understood information and concepts to a new situation or setting | 1 2 3 4 5 6 7 |
| Produces personal and educational goal statements | 1 2 3 4 5 6 7 |
| Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion | 1 2 3 4 5 6 7 |
| Makes connections between campus involvement and curricular studies | 1 2 3 4 5 6 7 |
| Understands organizational history* | 1 2 3 4 5 6 7 |
| Overall Intellectual Growth | 1 2 3 4 5 6 7 |

Provide examples, reflections, and additional comments related to this competency.

9. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—CLARIFIED VALUES

Intro—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.

Suggested Initiatives

- a. Analyze case studies that lead to clarifying personal group values
- b. Utilize reflection by recording values and how values guide him/her in a journal
- c. Engage in diversity dialogues/honest conversations on difference
- d. Attend opportunities that assist in defining/clarifying values
- e. Participate in community service, civic engagement service learning and/or social justice activities

Student Leader: Please rate yourself based on each of the statements below.

| CLARIFIED VALUES | Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree |
|--|--|
| Demonstrates willingness to scrutinize personal beliefs and values | 1 2 3 4 5 6 7 |
| Identifies personal, work and lifestyle values and explains how they influence decision-making | 1 2 3 4 5 6 7 |
| Understands how culture influences one’s own values | 1 2 3 4 5 6 7 |
| Acts and makes decisions in congruence with personal values and the mission of the institution | 1 2 3 4 5 6 7 |
| Develops a strong sense of school spirit and pride* | 1 2 3 4 5 6 7 |
| Understands role in campus community-building events* | 1 2 3 4 5 6 7 |
| Overall Clarified Values | 1 2 3 4 5 6 7 |

Provide examples, reflections, and additional comments related to this competency.

10. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME – ENHANCED SELF ESTEEM

Intro—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.

Suggested Initiatives

- a. Set goals and reward self for goal accomplishment
- b. Establish and maintain good organizational relationships
- c. Practice integrity – Do what you value
- d. Highlight accomplishments in leader journal
- e. Discuss balance with mentor or adviser

Student Leader: Please rate yourself based on each of the statements below.

| ENHANCED SELF ESTEEM | Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree |
|---|--|
| Functions without the need for constant reassurance from others | 1 2 3 4 5 6 7 |
| Indicates actions toward achievement of goals | 1 2 3 4 5 6 7 |
| Shows self-respect and respect for others | 1 2 3 4 5 6 7 |
| Takes reasonable risks | 1 2 3 4 5 6 7 |
| Develops confidence in personal strengths and accomplishments* | 1 2 3 4 5 6 7 |
| Overall Self Esteem | 1 2 3 4 5 6 7 |

Provide examples, reflections, and additional comments related to this competency.

11. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—PERSONAL AND EDUCATIONAL GOALS

Intro—The development of personal and education goals will enhance a student’s ability to choose opportunities in and outside the classroom appropriate for their development. Once goals are stated student can monitor the impact of their involvement and ascertain if the involvement is meaningful.

Suggested Initiatives

- a. Participate in discussions about personal and professional goals
- b. Develop a Personal Mission Statement
- c. Set personal and educational goals twice a year and review them with a mentor and/or adviser
- d. Consider others’ perspective when making decisions
- e. Meet with Career Center professionals to discuss career choices
- f. Conduct informational interviews/sire visits with potential employers and/or graduate schools

Student Leader: Please rate yourself based on each of the statements below.

| PERSONAL AND EDUCATIONAL GOALS | Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree |
|--|--|
| Sets, articulates, and pursues individual and educational goals and objectives | 1 2 3 4 5 6 7 |
| Uses personal and educational goals to guide decisions | 1 2 3 4 5 6 7 |
| Acknowledges the effect of one’s personal and educational goals on others | 1 2 3 4 5 6 7 |
| Overcomes obstacles that hamper goal achievement | 1 2 3 4 5 6 7 |
| Defines and understands passions, motivations, and values | 1 2 3 4 5 6 7 |
| Overall Personal and Educational Goals | 1 2 3 4 5 6 7 |

Provide examples, reflections, and additional comments related to this competency.

12. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—CAREER CHOICES

Intro—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.

Suggested Initiatives

- a. Utilize Career Center Services, personnel and resources regularly
- b. Develop a resume and/or create a co-curricular transcript of student involvement
- c. Discuss career opportunities with mentors and advisers, e.g. career opportunities in Student Affairs
- d. Research career opportunities and/or Graduate School programs

Student Leader: Please rate yourself based on each of the statements below.

| CAREER CHOICES | Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree |
|--|--|
| Articulates career choices based on assessment of interests, values, skills, and abilities | 1 2 3 4 5 6 7 |
| Articulates the characteristics of a preferred work environment | 1 2 3 4 5 6 7 |
| Constructs a resume with clear job objectives and evidence of related knowledge, skills, and accomplishments | 1 2 3 4 5 6 7 |
| Takes steps to initiate a job search or seek advanced education | 1 2 3 4 5 6 7 |
| Overall Career Choices | 1 2 3 4 5 6 7 |

Provide examples, reflections, and additional comments related to this competency.

13. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME – HEALTHY BEHAVIOR AND SATSFYING LIFESTYLES

Intro—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.

Suggested Initiatives

- a. Attend to mental and emotional states by recognizing signs of stress within one’s self
- b. Recognize the need to establish a personal schedule that outlines academic, personal, and social goals
- c. Effectively manage time and priorities on a daily basis through the use of a Personal Planner
- d. Participate in intramurals & recreation programs regularly
- e. Respect campus policies: sound policy, vandalism, (common damage), alcohol policy
- f. Facilitate a discussion among peers on what it means to have a healthy community

Student Leader: Please rate yourself based on each of the statements below.

| HEALTHY BEHAVIOR AND SATISFYING LIFESTYLES | Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree |
|--|--|
| Achieves balance between education, work, and unstructured free time | 1 2 3 4 5 6 7 |
| Articulates and meets goals for work, leisure, and education | 1 2 3 4 5 6 7 |
| Chooses behaviors and environments that promote health and reduce risk | 1 2 3 4 5 6 7 |
| Adhere to a healthy diet and develop schedule of exercise and sleep* | 1 2 3 4 5 6 7 |
| Manages stress effectively* | 1 2 3 4 5 6 7 |
| Overall Healthy Behavior and Satisfying Lifestyles | 1 2 3 4 5 6 7 |

Provide examples, reflections, and additional comments related to this competency.

| Goals |
|-------|
| 1. |
| 2. |
| 3. |

Originally published in *Campus Activities Programming*, March 2009

*Wichita State University institutionally specific skills.

Competency Guide for College Student Leaders— Newest project by the NACA Education Advisory Group

By: Ken Brill, Augustana College (IL)

Lucy Croft, Ed.D., University of North Florida

John Ogle, NACA Office

Stephanie Russell Holz, The University of Tampa (FL)

Bill Smedick, Ph.D., The John Hopkins University (MD)

Mona Hicks, Ed.D., University of North Texas

Jeff Coats, Ph.D., Bowling Green State University (OH)

The Student Competency Guide:

The Student Competency Guide 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.

Evaluating the level of student leader development requires the identification of ideal performance characteristics that demonstrate learning and competence. The Education Advisory Group, after much deliberation, identified ten core competencies to structure the Student Competency Document around. These core competencies are: Leadership Development, Event Management, Meaningful Interpersonal Relationships, Collaboration, Social Responsibility, Effective Communication, Realistic Self-appraisal, Multicultural Competency, Intellectual Growth, and Clarified Values. We believe these core

competencies give students and advisers a way to identify and measure student leader success. After narrowing down the core competencies to ten, we identified a desired student learning and developmental outcome for each. In order to give validity to the outcomes we felt it was imperative to provide specific suggested initiatives.

References:

ACPA (1996), *The Student Learning Imperative: Implications for Student Affairs*.

Blimling, G.S., Whitt, E.J. & Associates (1999) *Good practice in student affairs: principles to foster student learning*. San Francisco: Jossey-Bass. P. 189.

CAS Professional Standards for Higher Education 6th Edition (2006) www.cas.edu

Magolda, M. B. & Terenzini, P. T. (1999) *Learning and Teaching in the 21st Century: Trends and Implications for Practice*, Johnson, C.S. & Cheatham, H.E. Higher Education Trends for The Next Century.

NACA Strategic Long-Range Plan---February 2006
www.naca.org/SiteCollectionDocuments/StrategicPlan0206.pdf

COMPETENCY GUIDE

FOR COLLEGE STUDENT LEADERS

Comprehensive Learning Outcome Guide and Evaluation Tool- END OF YEAR/EXIT

| | |
|------------------------------------|--|
| Name: | |
| Student Organization/ Club: | |
| Advisor: | |
| Date of Reflection Meeting: | |



WICHITA STATE
UNIVERSITY
STUDENT INVOLVEMENT



linking education and entertainment

THE LEARNING OUTCOMES

- 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 personal benefit and 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 End of Year/ Exit Assessment intentionally asks you a student leader to think about where you were as a leader when you started your position and how you have changed at the completion of your experience. For each of the FIVE learning outcomes that your student organization selected at the beginning of your term please rate where you started and how your ended in your development of each of the competencies. There is also space for your to comment, highlight, and give examples of your development of each of the areas.

| Core Competencies | Please Rate: 1= Strongly Disagree & 7 = Strongly Agree |
|---|---|
| Leadership Development | START OF TERM 1 2 3 4 5 6 7 END OF TERM 1 2 3 4 5 6 7 |
| Comments | |
| Event Management | START OF TERM 1 2 3 4 5 6 7 END OF TERM 1 2 3 4 5 6 7 |
| Comments | |
| Meaningful Interpersonal Relationships | START OF TERM 1 2 3 4 5 6 7 END OF TERM 1 2 3 4 5 6 7 |
| Comments | |

| | |
|---------------------------------|--|
| Collaboration | START OF TERM 1 2 3 4 5 6 7 END OF TERM 1 2 3 4 5 6 7 |
| Comments | |
| Social Responsibility | START OF TERM 1 2 3 4 5 6 7 END OF TERM 1 2 3 4 5 6 7 |
| Comments | |
| Effective Communication | START OF TERM 1 2 3 4 5 6 7 END OF TERM 1 2 3 4 5 6 7 |
| Comments | |
| Multicultural Competency | START OF TERM 1 2 3 4 5 6 7 END OF TERM 1 2 3 4 5 6 7 |
| Comments | |

| | |
|----------------------------|-----------------------------|
| Intellectual Growth | START OF TERM 1 2 3 4 5 6 7 |
| | END OF TERM 1 2 3 4 5 6 7 |

Comments

| | |
|-------------------------|-----------------------------|
| Clarified Values | START OF TERM 1 2 3 4 5 6 7 |
| | END OF TERM 1 2 3 4 5 6 7 |

Comments

| | |
|-----------------------------|-----------------------------|
| Enhanced Self Esteem | START OF TERM 1 2 3 4 5 6 7 |
| | END OF TERM 1 2 3 4 5 6 7 |

Comments

| | |
|---------------------------------------|-----------------------------|
| Personal and Educational Goals | START OF TERM 1 2 3 4 5 6 7 |
| | END OF TERM 1 2 3 4 5 6 7 |

Comments

| | |
|--|-----------------------------|
| Career Choices | START OF TERM 1 2 3 4 5 6 7 |
| | END OF TERM 1 2 3 4 5 6 7 |
| Comments | |
| Healthy and Satisfying Lifestyles | START OF TERM 1 2 3 4 5 6 7 |
| | END OF TERM 1 2 3 4 5 6 7 |
| Comments | |

Demographics