



COMPETENCY GUIDE

FOR COLLEGE STUDENT LEADERS



Advancing Campus Activities
in Higher Education

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

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Overview of NACA Education Advisory Group

NACA is committed to providing opportunities and resources to enhance learning and advance campus activities as a profession as illustrated by its 3 to 5 year Strategic Plan (NACA, 2006, p. 9) focusing on 6 goals (To further review the NACA Strategic Long-Range Plan—February 2006, please refer to www.naca.org/SiteCollectionDocuments/StrategicPlan0206.pdf):

GOAL 1—PROFESSIONAL DEVELOPMENT

Through the development of a comprehensive educational strategy, NACA will be the preeminent learning source for its members.

GOAL 2—RESEARCH/OUTCOMES

Through NACA's efforts, there will be a robust research agenda that advances campus activities in higher education.

GOAL 3—KNOWLEDGE SOURCE

NACA will be increasingly considered the most credible and trusted source of information about campus activities among our members, higher education and the entertainment industry.

GOAL 4—INCLUSIVE MEMBERSHIP

NACA will develop and implement programs and services that support its diverse and inclusive membership culture.

GOAL 5—BUSINESS NETWORKS

All NACA members will see increased value in their participation and access to business opportunities.

GOAL 6—ADVOCACY

Through proactive advocacy NACA will increasingly influence the dialogue on campus activities issues.

To address Goals 1 thru 3, NACA established the Education Advisory Group (EAG) in the fall of 2006. The EAG mission is to move forward educational initiatives for the development students and professionals involved in campus activities. The Group accomplishes its mission by identifying current issues in student activities and higher education and addresses them through NACA's educational programs, publications, and projects. The EAG provides a great opportunity for seasoned volunteers. Its past and present members include: Jan Arminio, Ph.D., Ken Brill, Ceci Brinker, Lucy Croft, Ed.D., John Ogle, Stephanie Russell Holz, Bill Smedick, Ph.D., Mona Hicks, Ed.D. and welcomes its newest member: Jeff Coats, Ph.D.

Key Accomplishments of the Education Advisory Group

Since its inception, the EAG has been diligently working to accomplish the three aforementioned goals while making significant contributions to the field of campus activities through various initiatives. These include but are not limited to completing the *Steps to Individual Excellence as a Campus Activities Professional* and assessment guide, presenting at regional and national conferences, selecting the NACA Research Grant recipients, and setting a strategic direction for the educational articles in *Programming Magazine*.

The Steps document and the related assessment guide were

launched in September 2007. They provide professionals with a curriculum of general knowledge, practical steps and applications, and identified outcomes designed to enhance professional excellence in campus activities. The creation of the Steps document called for educational presentations at the regional conferences and national convention to inform and train the NACA membership on its implementation.

(For an electronic copy, go to the NACA Digital Library at www.naca.org/MediaCenter/DigitalLibrary/Pages/DigitalLibrarySearch.aspx. You can also purchase copies from the NACA Bookstore at <https://www.naca.org/store/Pages/store.aspx>.

The establishment of Research Grants in 2008 is designed to encourage research that focuses on issues related to campus activities. This inaugural year for the Research Grant prompted the submission of 15 proposals which were reviewed by the NACA Education Advisory Group. The 2008 recipient of the Comprehensive Award received a stipend of \$2500 and travel to NACA National Conventions, while those receiving the Secondary Awards received a stipend of \$500. A special congratulations to the **Comprehensive Award** recipient: University of South Florida—Dr. Thomas E. Miller, Associate Professor, College of Education; Dr. Charlene Herreid, Coordinator of Statistical Research; Cari Murphy, Research Assistant for their study entitled Predicting the Risk of Individual Student Attrition and Enhancing Student Persistence and Degree Attainment for First Time in College (FTIC) Students.

(For more information on the Research Grants, please refer to the website: www.naca.org/Education/researchinitiatives/Pages/ResearchGrantRecipients.aspx).

Newest Project—Competency Guide for College Student Leaders

As a natural next step, the EAG embarked on the development of an assessment guide to measure the learning and development of students engaged in campus activities. This document evolved into the *Competency Guide for College Student Leaders*. The premise of this tool is based on the thought that all student leaders should achieve certain learning outcomes as a result of their involvement in campus activities. By taking a learning centered approach coupled with assessment practices that measure learning outcomes achieved will enhance our impact and value to both our institutions and the students we serve. In 1994, ACPA produced the Student Learning Imperative stating "...if learning is the primary measure of institutional productivity by which the quality of undergraduate education is determined, what and how much students learn also must be the criterion by which the value of student affairs is judged" (p. 3). This implies Student Affairs professionals need to assess student learning outcomes with intention to the quality of learning that is transpiring through co-curricular activities and engagement. In *Good Practice in Student Affairs, Principles to Foster Student Learning*, Blimling, Whitt & Associates (1999) state: "Student affairs educators can seize opportunities to generalize learning from a variety of out-of-class activities by thinking through what they want students to learn from the experiences they are structuring, stating these clearly, and by linking with academic programs to form partnerships." (p. 189). The CAS Standards (2006) clearly reiterate the need for assessment: "the campus activity professional (CAP) must provide evidence of its impact on the achievement of student learning and development outcomes" (p. 57).

The *Competency Guide for College Student Leaders* is comprised

of three components: The Student Competency Guide, The Facilitators Guide and the Evaluation.

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. This guide has evolved as an accompanying piece to the *Steps to Individual Excellence as a Campus Activities Professional* document. As with the *Steps to Individual Excellence* document, 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 advisors 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 and examples of achievement. An abbreviated listing of each student core competency, suggested initiative, and example of achievement is provided below:

STUDENT CORE COMPETENCIES

1. Desired Student Learning and Development Outcome—Leadership Development

Student leaders involved in campus activities must understand that their role as positive change agents to influence others and create a vision. Leadership was discussed as a process rather than a position and group members felt that leadership was relationship oriented and situational in nature. Some examples of **initiative** for student leaders to take to achieve this outcome are to create an involvement portfolio, read books on leadership, attend different leadership workshops, and seek out a professional staff leadership mentor. If a student completes these initiatives along with the others listed in the Student Competency Guide some example of **achievement** would be that the student would be able to move the organization toward the mission and strategic goals of the organization and is able to recognize the ethical components of leadership.

2. Desired Student Learning and Development Outcome—Assessment and Evaluation

Student leaders should make knowledge-based decisions in regard to resources allocated for the campus programs planned and implemented by their organization. Leaders should possess the ability to effectively evaluate programs as well as assess their campus and community culture. Program evaluations will assure the continued improvement of campus activities and comprehensive assessment will allow campus activities offerings to meet the community development needs of the entire campus. **Initiatives** students can take to achieve this outcome is to learn how to use both quantitative and qualitative assessment in addition to learning how to effectively use benchmarking and best practices information in efficient and meaningful ways. If done properly, examples of **achievement** are things like having the ability to measure organizational effectiveness, and recognize the impact service has on the student body.

3. Desired Student Learning and Development Outcome—Meaningful Interpersonal Relationships

Student leaders need establish meaningful interpersonal relationships which are critical for successful leadership in campus activities. The student leader 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. Utilizing feedback from others, incorporating group reflection, and taking personal development assessment/inventories are suggested **initiatives** to further develop meaningful interpersonal relationships. When these initiatives among others are taken **achievement** can be seen through the development of mutually trustworthy and rewarding relationship and the ability to maintain these satisfying interpersonal relationships that support and clarify personal values, goals and interests.

4. Desired Student Learning and Development Outcome—Event Management

Student leaders engaged in campus activities have a unique opportunity to learn and practice effective event management. Student leaders should strive toward understanding the appropriate steps and issues involved in event planning and management. Students that take the **initiative** to participate in program board training activities, read NACA's *Programming Magazine* and the *Risk Management Reader for Campus Activities Professionals*, and participate in risk assessment and planning case studies demonstrate **achievement** by practicing the steps of effective programming.

5. Desired Student Learning and Development Outcome—Collaboration

Student leaders should actively contribute to the achievement of a group goal. How often have we seen the success of co-sponsored programs on our campus? This positive phenomenon is due, in part, to successful collaboration. Student leaders should seek feedback from others and exhibit growth in their skills as a result of working collaboratively. They can take the **initiative** to actively recruit, encourage and recognize the involvement and contribution of others. They can also develop awareness of the mission and goals of other organizations in order to find opportunities for collaboration. Examples of **achievement** can be seen when students utilize delegation as a means to involve group members and promote and conduct joint programs between organizations.

6. Desired Student Learning and Development Outcome—Social Responsibility

Student leaders must role model social responsibility at all times but especially when representing the college/university. On and off campus behaviors should match the values of the organization and institution leaders represent. This development can be especially difficult for students because it often involved making unpopular decisions because they are the "right" thing to do. Suggested **initiatives** for student leaders are to demonstrate behaviors that are consistent with campus policies as well as local, state and federal laws, reviewing the student code of conduct, and participating in community governance initiative. When **achievement** is met in this section, student leaders will challenge the behavior of other individual or groups, participate in service/volunteer activities and understand the importance of civic engagement.

7. Desired Student Learning and Development Outcome—Effective Communication

Student leaders must exhibit effective communication to ensure organizational achievement of goals. When communication is a focal point of student learning individuals will personally benefit and organizations will be run more efficiently. **Initiatives** that can be taken to address this learning outcome are effectively facilitating workshops and/or training sessions, demonstrating active listening, and seeking out learning opportunities such as a curricular Speech Communication class and/or co-curricular communication workshops/seminars. Examples of **achievement** are evident when students are able to convey messages and influence others through writing, speaking, or non-verbal expression and can write clearly and concisely.

8. Desired Student Learning and Development Outcome—Multicultural Competency

Student leaders develop multicultural competency 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** in the area of multicultural competence are enrolling in an academic course that addresses diverse populations and communities, recruiting and selecting organization members from a diverse pool, and assessing programming calendar to see if it meets the needs of a diverse community. When students are able to recognize and understand one's own identity, privilege, and culture and advocates equality and inclusiveness **achievement** is noted.

9. Desired Student Learning and Development Outcome—Intellectual Growth

Student leaders promote intellectual growth in all endeavors inside and outside the classroom and recognize it as central to the mission of higher education. 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. Reading relevant literature, utilizing case studies, and keeping a personal journal are suggested **initiatives** that contribute to intellectual growth. Being about to apply previously understood information and concepts in a new situation or setting and using complex information from a variety of sources including personal experience and observation to form a decision or opinion are examples of **achievement**.

10. Desired Student Learning and Development Outcome—Clarified Values

Student leaders and programmers should reflect and engage in the process of values clarification to enhance personal growth and organizational effectiveness. 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. Taking **initiatives** such as reflecting in a journal on how values guide personal behavior, engaging in diversity dialogues/honest conversations on difference, and participating in social justice activities help students clarify behaviors. An **achievement** indicator of clarified values is when students can articulate personal and organizational values and how they are congruent with the mission of the institution as well as have the ability to understand how culture influences one's own values.

After developing the Core Competencies the EAG had discussions about other factors that are important to student leaders. While they are not specific to a student government executive board member, programming board officer, etc. we felt the core competencies were vital to creating personal balance which positively affects leadership ability. So in the spirit of holistic development the following additional competencies are also identified:

- **Enhanced Self Esteem**
- **Satisfying and Productive Lifestyles**
- **Interdependence**
- **Healthy Behavior**
- **Spiritual Awareness**
- **Personal and Educational Goals**
- **Career Choices**

These additional competencies are detailed in the same manor as the Core Competencies with a desired student learning and developmental outcome, suggested initiatives, and example of achievement.

The Facilitator Guide

The Facilitator Guide serves a tool for advisors to utilize when mentoring student leaders and assisting them with identifying their learning outcomes as a result of the co-curricular and experiential learning opportunities. The Facilitator Guide follows the identical format of the Competency Guide with an extra section that establishes key questions for the advisor to ask the students as they explore the learning that is transpiring during their campus activity involvement related to each of the 17 desired student learning and development outcomes.

Examples of these questions for the Core Competency—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.

Key questions asked by the advisor to the student leader:

- A) In what kinds of leadership activities have you been involved?
- B) What is your leadership style?
- C) How has your leadership interests and styles changed over time?
- D) What is/are your most meaningful leadership experience(s)? Why?

Through the exploration of answering the above questions, student leaders focus their attention on acknowledging their competency in leadership development. As stated above, the format is repeated for all 17 student competencies.

The Evaluation

The evaluation is the third and final component to the *Competency Guide for College Student Leaders*. The intent of the evaluation is to identify student leaders' area of strength and growth within the 17 competencies. Evaluating the level of student leader development requires the identification of ideal performance characteristics that demonstrate learning and competence. The student leaders complete their portion of the evaluation and turn it in to their advisor for him/her to evaluate. Once the advisor has completed his/her section, the advisor should meet with the student leaders to discuss the results and provide feedback. This exercise demonstrates the ability of the student leaders to receive constructive feedback and provides an opportunity for the student leaders to share expectations and areas of challenge.

An example of the evaluation process for the Core Competency – 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.

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

Understands the skill set of the membership and utilizes it effectively for engaging them in accomplishing the group's goals
 Strongly Agree Agree Disagree Strongly Disagree

Hold self and members accountable
 Strongly Agree Agree Disagree Strongly Disagree

Develops an organization inclusive of teambuilding, collaboration and strategic planning
 Strongly Agree Agree Disagree Strongly Disagree

Encourages institutional pride and community building among student body
 Strongly Agree Agree Disagree Strongly Disagree

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

Advisor: Please indicate your level of agreement with the above ratings.

Strongly Agree Agree Disagree Strongly Disagree

What is the reason for your level of agreement?

Additional Comments/Recommended Actions:

Next Steps

The Education Advisory Group is committed to keeping NACA on the cutting edge of research and program development in the field of Campus Activities. The research demands that we continue to address student learning outside the classroom: “The fact that about 85% of students’ waking hours are spent outside the classroom (Kuh, Schuh, Whitt, et al., 1991), and that an increasing number of students are enrolled part-time, clearly suggest the need to maximize the opportunities colleges and universities have for enhancing students’ learning (Magolda, Terenzini, 1999, p. 25)

So where do we go from here? There are still many educational initiatives to tackle, research to be done, and topics to be explored. Our next steps related to the *Competency Guide for College Student Leaders* are:

1. Complete the *Competency Guide for College Student Leaders* with all three sections and unveil at the 2009 NACA National Convention in February.
2. Make the *Competency Guide for College Student Leaders* available in the NACA digital library.
3. Present educational sessions at the NACA, ACPA, and NASPA National Convention.
4. Send out the *Competency Guide for College Student Leaders* to the chief student affairs officer at member institutions.

This Guide and other related projects are works in progress and will continue to evolve for relevance and practicality purposes. We invite you, as a member of NACA, to go to www.naca.org and visit the digital library for educational resources and assessment tools. **Then use them** and share this with your colleagues on campus. We welcome your feedback and comments to John Ogle, Director of Education and Research, at the NACA Office: john@naca.org.

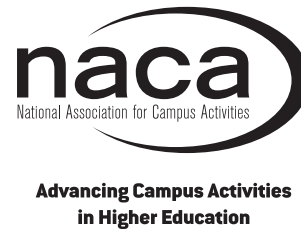
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FOR COLLEGE STUDENT LEADERS



Evaluating the level of student leader development requires the identification of ideal performance characteristics that demonstrate learning and competence. This document has evolved as an accompanying piece to the Steps to Individual Excellence document that outlines professional performance for campus activities professionals. As with the Steps to Individual Excellence document, 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.

The core competencies identified that are the basis for this document are: Leadership Development, Assessment and Evaluation, Event Management, Meaningful Interpersonal Relationships, Collaboration, Social Responsibility, Effective Communication, Multicultural Competency, Intellectual Growth, and Clarified Values. In the spirit of holistic development the following additional competencies are also identified: Enhanced Self Esteem, Realistic Self Appraisal, Interdependence, Healthy Behavior and Satisfying Lifestyles, Spiritual Awareness, Personal and Educational Goals, and Career Choices.

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 positions, followership positions, mentoring relationships with campus activities advisors, etc. Connecting what they are learning in the classroom to their experiences outside the classroom is a vital aspect of student leader development.

Core Competencies

1. Leadership Development
2. Assessment and Evaluation
3. Event Management
4. Meaningful Interpersonal Relationships
5. Collaboration
6. Social Responsibility
7. Effective Communication
8. Multicultural Competency
9. Intellectual Growth
10. Clarified Values

Additional Competencies

11. Enhanced Self Esteem
12. Realistic self-appraisal
13. Healthy Behavior and Satisfying Lifestyles
14. Interdependence
15. Spiritual Awareness
16. Personal and Educational Goals
17. Career Choices

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 appropriately
- 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
- g. Hold reflective sessions with organization adviser about group dynamics and organizational change and development
- h. Learn how to recruit, retain and recognize team members

Examples of Achievement

- A. Moves the organization toward the mission and strategic goals of the organization
- B. Understands the skill set of the membership and utilizes it effectively for engaging them in accomplishing the group's goals
- C. Hold self and members accountable
- D. Recognizes the ethical components of leadership
- E. Develops an organization inclusive of teambuilding, collaboration and strategic planning
- F. Encourages institutional pride and community building among student body
- G. Displays the capability to influence others through non-traditional leadership roles
- H. Serves in a leadership position in a student organization or community group

2. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—ASSESSMENT AND EVALUATION

Intro—Student leaders involved in campus activities should make knowledge-based decisions in regard to resources allocated for the campus programs planned and implemented by their organization. Leaders should possess the ability to effectively evaluate programs as well as assess their campus and community culture. Program evaluations will assure the continued improvement of campus activities and comprehensive assessment will allow campus activities offerings to meet the community development needs of the entire campus.

Suggested Initiatives

- a. Learn how to use quantitative assessment in efficient and meaningful ways (e.g. attendance tracking, likert scale surveys)
- b. Learn how to use qualitative assessment in efficient and meaningful ways (e.g. focus groups, interviews)
- c. Learn how to effectively use benchmarking and best practice information in efficient and meaningful ways (e.g. conference networking)

Examples of Achievement

- A. Ability to “map” or connect the mission or primary goals or functions of the organization to the activities and programs that the organization facilitates.
- B. Ability to find the right assessment to measure the student needs and culture of the institution
- C. Ability to design the right programs, as well as gather the right evidence to foster the intended learning outcomes.
- D. Ability to measure organizational effectiveness through internal assessments (e.g. pre- and post-membership surveys, leadership & advisor feedback)
- E. Ability to measure service and impact on student body (or appropriate constituency)

3. 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. Student leaders 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 adviser to reflect on programming initiatives
- f. Participate in case studies with discussion (risk assessment and planning)

Examples of Achievement

- A. Understands and practices the steps of effective programming
- B. Utilizes personnel and financial resources appropriately
- C. Engages others in program planning through communication
- D. Implements appropriate risk management strategies
- E. Delegates tasks and hold committee members accountable
- F. Negotiates contract adhering to college/university policies and practices
- G. Manages program development, implementation and evaluation in an organized manner

4. 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 meets 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. Participate in a workshop on meeting people—"What do you say after hello"

Examples of Achievement

- A. Establishes mutually trustworthy and rewarding relationships with students, faculty and staff members, friends, and colleagues
- B. Listens to and reflects upon others' points of view
- C. Treats others with respect; gives value by actively demonstrating that oneself and others matter
- D. Develops and maintains satisfying interpersonal relationships that support and clarify personal values, goals and interests

5. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—COLLABORATION

Intro—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.

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

Examples of Achievement

- A. Works cooperatively with others, seeking their involvement and feedback
- B. Utilizes delegation as a means to involve group members
- C. Creates formal and informal networks with other student leaders to build awareness of the issues facing their organizations
- D. Promotes and conducts joint programs between organizations

6. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—SOCIAL RESPONSIBILITY

Intro—Student leaders must role model social responsibility at all times but especially when representing the college/university. On and off campus behaviors should match the values of the organization and institution leaders represent.

Suggested Initiatives

- a. Encourage self and others to make decisions 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

Examples of Achievement

- A. Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups
- B. Participates in service/volunteer activities and understands the importance of civic engagement
- C. Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms

7. 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 with 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 communication skills with different audiences

Examples of Achievement

- A. Conveys messages and influence others through writing, speaking, or non-verbal expression
- B. Develops and facilitates thoughtful presentations
- C. Works in teams and in multicultural settings
- D. Illustrates the effective use of listening skills
- E. Writes clearly, concisely, and to the point

8. 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 student organization members from a diverse pool

Examples of Achievement

- A. Recognizes and understands one's own identity, privilege and culture
- B. Recognizes the contributions diversity brings to their own campus and society
- C. Seeks involvement with people different from oneself
- D. Advocates equality and inclusiveness
- E. Positively impacts others' perspective on diversity

9. 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 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.

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

Examples of Achievement

- A. Applies previously understood information and concepts to a new situation or setting
- B. Produces personal and educational goal statements
- C. Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion
- D. Makes connections between campus involvement and curricular studies

10. 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 and group values
- b. Utilize reflection by recording values and how values guide him/her in a journal
- c. Seek out conversations on values with Leadership Coach, Mentor or Adviser
- d. Engage in diversity dialogues/honest conversations on difference
- e. Attend opportunities that assist in defining/clarifying values
- f. Participate in community service, civic engagement, service learning and/or social justice activities

Examples of Achievement

- A. Articulates personal and organizational values and how they are congruent with the mission of the institution
- B. Demonstrates willingness to scrutinize personal beliefs and values
- C. Identifies personal, work, and lifestyle values and explains how they influence decision-making
- D. Understands how culture influences one's own values
- E. Acts and makes decisions in congruence with personal values and the mission of the institution

ADDITIONAL COMPETENCIES TO EXPLORE

11. 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

Examples of Achievement

- A. Functions without need for constant reassurance from others
- B. Initiates actions toward achievement of goals
- C. Shows self respect and respect for others
- D. Takes reasonable risks

12. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—REALISTIC SELF-APPRAISAL

Intro—The use of reflection and assessment measures to better understand one's self promote student learning. Realistic self-appraisal enhances what student leaders know about themselves, where work is needed, and areas of accomplishment. Student leaders can utilize this knowledge to effectively share their skills and competencies while seeking opportunities to enhance weaknesses.

Suggested Initiatives

- a. Seek and consider feedback from others (here is the feedback I received and this is what I did with it)
- b. Critique and subsequently learn from past experiences (story telling of mistakes and lessons learned)
- c. Complete 360 evaluation
- d. Complete pre-test/post-test Assessment
- e. Utilize a journal
- f. Engage in reflective conversations with Mentor, Leadership Coach, Adviser and Peers

Examples of Achievement

- A. Acknowledges and articulates personal skills, abilities and challenges
- B. Articulates rationale for personal behavior
- C. Learns from past experiences
- D. Open to feedback from others
- E. Seeks to improve areas of challenges and makes them opportunities
- F. Acts in a consistent manner based on self-identified purpose and values

13. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—HEALTHY BEHAVIOR AND SATISFYING 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. Adhere to a healthy diet and develop a schedule of exercise and sleep
- b. Attend to mental and emotional states by recognizing signs of stress within one's self
- c. Recognize the need to establish a personal schedule that outlines academic, personal and social goals
- d. Effectively manage time and priorities on a daily basis through the use of a Personal Planner
- e. Participate in intramurals & recreation programs regularly
- f. Respect campus policies: sound policy, vandalism (common damage), alcohol policy
- g. Facilitate a discussion among peers on what it means to have a healthy community

Examples of Achievement

- A. Achieves balance between education, work, and unstructured free time
- B. Articulates and meets goals for work, leisure, and education
- C. Maintains a healthy physique
- D. Articulates the relationship between health and wellness and accomplishing life-long goals
- E. Chooses behaviors and environments that promote health and reduce risk

14. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—INTERDEPENDENCE

Intro—Student leaders need to develop and maintain mutually satisfying relationships. They will understand the need to establish relationships with others toward the achievement of group goals. This is displayed through listening and considering others' point of view and treating others with respect.

Suggested Initiatives

- a. Engage in self-assessment & evaluation
- b. Participate in a workshop on setting appropriate priorities
- c. Attend workshops on group dynamics, ethical decision-making, leadership styles, etc.

Examples of Achievement

- A. Accepts supervision and direction as needed
- B. Accepts and completes responsibilities in a timely manner
- C. Exhibits self-reliant behaviors
- D. Recognizes the values and contributions of others
- E. Explores creative solutions

15. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—SPIRITUAL AWARENESS

Intro—Personal growth and development of students is enhanced by the recognition of spirituality as an integral component of holistic development. Being able to understand one's own belief systems and the belief systems of others will allow student leaders to better relate to others and deepen their own personal self awareness.

Suggested Initiatives

- a. Attend worship services and events to strengthen faith
- b. Engage in dialogue with people of different faiths
- c. Participate in workshops and courses on such topics as work-life balance, holistic approach to development, religion, philosophy, character and values
- d. Explore issues of purpose, meaning, faith and connectedness to others
- e. Implement programs that explore issues of purpose, meaning, faith and connectedness to others

Examples of Achievement

- A. Understands and is able to articulate one's own personal belief system
- B. Seeks opportunities to understand the belief systems of others
- C. Recognizes spirituality as a component to a holistic approach to personal growth & development
- D. Understands roles of spirituality in personal and group values and behaviors
- E. Functions on the basis of personal identity, ethical, spiritual, and moral values

16. 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' perspectives when making decisions
- e. Meet with Career Center professionals to discuss career choices
- f. Conduct informational interviews/site visits with potential employers and/or graduate schools

Examples of Achievement

- A. Sets, articulates, and pursues individual and educational goals and objectives
- B. Uses personal and educational goals to guide decisions
- C. Acknowledges the effect of one's personal and educational goals on others
- D. Overcomes obstacles that hamper goal achievement

17. 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

Examples of Achievement

- A. Articulates career choices based on assessment of interests, values, skills, and abilities
- B. Articulates the characteristics of a preferred work environment
- C. Constructs a resume with clear job objectives and evidence of related knowledge, skills, and accomplishments
- D. Takes steps to initiate a job search or seek advanced education



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