**(Adapted from NACA’s Competency Guide for Student Leaders)**

Student Involvement & Leadership serves to create an environment to foster and support student development through experiences facilitated by the SIL Office beyond the classroom. All student leaders should achieve certain learning outcomes as a result of their involvement in campus activities. Seven competencies have been selected to demonstrate student learning through involvement in the following organizations: Student Government Program Board, Homecoming, and Multicultural Programming.

Core Competencies:

Leadership Development

Event Management

Assessment and Evaluation

Collaboration

Multicultural Competency

Realistic Self-Appraisal

Personal and Educational Goals

**Core Competencies**

**Leadership Development**

Leadership involves a broad spectrum of skills and character qualities. Student leaders involved in campus activities must understand 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.

With regard to Leadership Development, students will:

* Moves the organization toward the mission and strategic goals of the organization
* Understands the skill set of the E-board and volunteer members and utilize it effectively for engaging them in accomplishing the group’s goals
* Hold self and E-board and volunteer members accountable
* Recognizes the ethical components of leadership
* Develops an organization inclusive of team building, collaboration and strategic planning

Leadership Development Tracking: NACA Competency Guide, pre and post leadership assessment,

**Event Management**

Student leaders engaged in student activities have a unique opportunity to learn and practice effective event management. Student leaders should strive towards understanding the appropriate steps and issues involved in event planning and management. Some of the most transferable skills – contract negotiation, program planning and event promotion – are developed and honed in this area.

With regard to Event Management, students will:

* Understand and practice the steps of effective programming
* Utilizes personnel and financial resources appropriately
* Engages others in program planning through communication
* Implements appropriate risk management strategies
* Delegates tasks and holds E-board and volunteer members accountable
* Negotiates contract adhering to University policies and practices
* Manages program development, implementation and evaluation in an organized manner

Event Management Tracking: Post event survey, NACA Competency Guide

**Assessment and Evaluation**

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.

With regard to Assessment and Evaluation, students will:

* Connect the primary goals of the organization to the programs the organization facilitates
* Utilize an assessment to measure the student needs and culture of the institution
* Measure organizational effectiveness through internal assessment (pre/post membership surveys, advisor feedback, etc)
* Measure service and impact on student body

Assessment and Evaluation Tracking: NACA Competency Guide, focus groups, event evaluations

**Collaboration**

Collaboration involves seeking the involvement of others and working well with people. Student leaders should actively contribute to the achievement of a group goal. They would seek feedback from others and exhibit growth in their skills as a result of working collaboratively.

With regard to Collaboration, students will:

* Works cooperatively with others, seeking their involvement and feedback
* Utilizes delegation as a means to involve volunteer members
* Promotes and conducts joint programs between organizations

Collaboration Tracking: NACA Competency Guide, number of co-sponsored programs

**Multicultural Competency**

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.

With regard to Multicultural Competency, students will:

* Recognizes and understand one’s own identity, privilege and culture
* Recognizes the contributions diversity brings to campus and society
* Seeks involvement with people different from oneself

Multicultural Competency Tracking: NACA Competency Guide

**Realistic Self-Appraisal**

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.

With regard to Realistic Self-Appraisal, students will:

* Acknowledges and articulates personal skills, abilities and challenges
* Articulates rationale for personal behavior
* Learns from past experiences
* Open to feedback from others
* Seeks to improve areas of challenges and make them opportunities

Realistic Self-Appraisal Tracking: NACA Competency Guide

**Personal and Educational Goals**

Being able to articulate personal and education goals and monitoring progress towards these goals will help students be adequately prepared for life after college. Being able to connect what they are learning in the classroom to their out of the classroom activities/organizations/experiences will enhance their development.

With regard to Personal and Educational Goals, students will:

* Sets, articulates and pursues individual and educational goals
* Uses personal and educational goals to guide decisions
* Overcomes obstacles that hamper goal achievement

Personal and Educational Goals Tracking: NACA Competency Guide