Student Development Operational and Assessment Plan

Division of Student Life Mission
Student Life seeks to enrich the Baylor experience through life-changing programs and services resulting in an integrated education known for leadership, service, Christian faith, and the total development of students.

Division of Student Life Vision
Student Life will be a transformative presence in all our students’ lives, equipping them to make a positive impact on society.

Division of Student Life Values
Values are the foundational principles and qualities upon which our division lives out its mission and vision. Central to these values is our commitment to our Christian faith and the belief that our work is enriched by the fulfillment of God’s call in our lives. It is within this context, as displayed by our attention to individual student needs as well as our love and commitment to the broader student body that we value:

- Transformational Learning—discovered through an integration of mind, body, and spirit
- Leadership Development—cultivated through education, experience, reflection, and a call to impact human flourishing
- Inclusive Community—evidenced by diversity, uniqueness, understanding, and unity as a staff
- Healthy Lives—modeled by a vigorous life and work balance and ongoing sense of fulfillment
- Professional Excellence—guided by best practices, current research, purposeful assessment, dynamic partnerships, and wise stewardship

Division of Student Life Strategic Goals
Guided by this mission, the University’s strategic vision, the wisdom of our professional discipline, and most of all, our common Christian faith, Student Life cultivates an environment that nurtures calling, wholeness, community, and citizenship.

To this end, in the Division of Student Life:

- We help students discover calling.
- We develop the whole student.
- We build community.
- We cultivate global citizenship.

Outcomes
Outcomes help to focus our efforts in measuring and understanding the progress we are making in achieving our strategic goals. As a result of Division of Student Life programs, services, advocacy efforts and interactions, students will:

- Develop their God-given gifts to meet the world’s needs
- Practice behaviors that promote a healthy integrated life
- Form meaningful relationships grounded in Christian hospitality
- Address the needs of the world through ethical leadership and compassionate service
Division of Student Life Acts of Determination

Acts of determination are prioritized division-wide initiatives that will help Student Life achieve its goals. As we seek to cultivate global citizenship, build community on campus, help students understand calling and develop the whole student, the division will focus on the following Acts of Determination for the next two to three years:

To instill Baylor graduates with the ability to lead and serve we will develop and implement a comprehensive multi-year leadership framework. A well thought out and wide-reaching model of leadership and service will be the foundation upon which divisional programs, services, and experiences are planned, resourced, implemented, and assessed. Integrating the foundational principles of the Christian faith with the ability to navigate within a complex global society will result in leadership pathways that shepherd students to graduation and beyond.

To cultivate student understanding of the rich diversity God has created we will integrate cross-cultural competency education through division programs, staff development, and community partnerships. By enhancing the ability of our students and staff to talk and work across differences, we will develop Christian leaders who will advocate for and support human flourishing on campus and beyond.

To equip students to thrive we will foster educational initiatives that help students develop a stronger sense of health, equanimity, and wellness. Guiding students as they mature in stewardship of themselves and care for community will require an intentional approach to teaching, supporting, and modeling healthy lifestyle choices, resiliency skills, and meaningful spiritual practices.

To create vibrant learning and faith formative environments we will develop physical, virtual, and relational spaces across campus and in the community that create synergy and renewal. Much work has been done, yet much is still needed, to create dynamic settings for students to engage in experiential learning, contemplation, recreation, and social interaction. Partnering with others will be essential in order to construct new and to repurpose existing spaces.
**Introduction to Student Development**

In addition to providing leadership to the Departments of Campus Recreation, Multicultural Affairs, Student Activities, the Office of Community Engagement and Service, and most recently, Student Foundation, Student Development offers these programs and services:

- Student Organizations Judicial Board
- Who’s Who Among American Universities and Colleges
- University committees, teams, and task forces including: Baylor@ MCC Program, Enrollment Management Leadership Team, MAP-Works, Summer at Baylor, Informed Engagement, Global Education Task Force, Graduation Regalia Committee
- Current Projects: Student Organization Classification Model, Student Organizations Judicial Model, Civic/Community Engaged Model, Transition of Student Foundation, Development of Community Engagement and Service and integration with Institutional Model, Cultural Competency Model (Intergroup Dialogue), and Cultural Competency Work Team
- Institutional representative at national conferences: Hispanic Association for Colleges and Universities (HACU) and Texas Association of Chicanos in Higher Education (TACHE), National Conference Planning Team for the College Board (Prepárate), Collaboration with Big XII Deans/Directors, Deans of the Corridor, Texas DOS group
- Advisement for Junior Class and external vice president for Student Government

**Student Development Structure**

The Mission of Student Development is facilitate the spiritual, intellectual, social, and physical growth of Baylor students and provide a number of opportunities for students to become involved in the University from the day a student is admitted to the day of commencement. It is also to facilitate interaction, understanding, and collaboration between faculty, staff, and students regarding meaningful student life experiences.

The Purpose of the Office of the Dean for Student Development is to provide leadership to the departments encompassed in Student Development; support, guidance, mentoring, advocacy and direction for all students, and collaboration with University staff, faculty, and students on division- and campus-
wide initiatives. This office supports the initiatives, vision, and planning of the Vice President for Student Life as well as University-wide endeavors.

**The Vision of Student Development** is to cultivate, enhance, and support transformational education through student engagement, cultural competence, interpersonal growth, and community engagement and partnerships.

![Diagram of Student Development](image)

**Student Development** is committed to transformational education through student engagement and leadership, cultural competence, interpersonal growth, and civic engagement. Awareness, knowledge, and skills are essential components of student success both academically and personally. Student Development fosters educational initiatives that help students develop identity, social capital, leadership, and civic engagement. Programs and services will focus specifically on helping students:

- Explore and discover opportunities to engage in University life (*Student Engagement*)
- Develop an awareness and understanding of self and others through cultural lenses (*Cultural Competence*)
- Build and engage in meaningful relationships, social capital, and mentoring (*Interpersonal Growth*)
- Understand and engage in global and local community partnerships, advocacy, and political action (*Community Engagement*)
- Develop and practice student leadership competencies (*Leadership Development*)
### Student Development Goals and Outcomes

<table>
<thead>
<tr>
<th>Students will …</th>
<th><strong>Student Development</strong></th>
<th>Explore and discover opportunities to engage in University life</th>
<th>Develop an awareness and understanding of self and others through cultural lenses</th>
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<th>Understand and engage in global and local community partnerships, advocacy, and political action</th>
<th>Develop and practice student leadership competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campus Recreation</strong></td>
<td>Analyze factors that contribute to communities of support for physical activity</td>
<td>Interpret factors that lead to welcoming/non-welcoming environments for others based upon physical capabilities</td>
<td>Determine behaviors that develop trust in interpersonal relationships formed in the context of sports and recreation</td>
<td>Illustrate principles of respect in the context of competitive activity</td>
<td>Discuss the relationship between physical activity and emotional balance</td>
<td></td>
</tr>
<tr>
<td><strong>Multicultural Affairs</strong></td>
<td>Analyze the impact of campus community on identity</td>
<td>Describe how their cultural values influence their interactions with others</td>
<td>Explain how multiple, intersecting systems on campus may impact relationships</td>
<td>Discuss how structures in society may impact equality</td>
<td>Relate social identity to the practice of leadership within the Baylor community</td>
<td></td>
</tr>
<tr>
<td><strong>Student Activities</strong></td>
<td>Discuss an understanding of their place in Baylor history</td>
<td>Gain awareness of the responsibility of tradition for underrepresented student</td>
<td>See faculty and staff as mentors through involvement</td>
<td>Develop a depth of responsibility during their leadership experience</td>
<td>Demonstrate an understanding of standards and expectations</td>
<td></td>
</tr>
<tr>
<td><strong>Community Engagement &amp; Service</strong></td>
<td>Identify the motivation for continued engagement beyond the scope of the class/experience to enhance future learning</td>
<td>Exhibit the ability to work effectively with diverse others for a common purpose</td>
<td>Exhibit a commitment to civic engagement and an awareness of global responsibility</td>
<td>Describe service, advocacy, philanthropy, and policy as it relates to community engagement</td>
<td>Demonstrate a sensibility, understanding, perspective of lifelong leadership</td>
<td></td>
</tr>
<tr>
<td><strong>Student Foundation</strong></td>
<td>Recognize the influence of faith in service to Baylor and its constituents</td>
<td>Celebrate and build the diversity of Student Foundation through interaction with one another and others outside Student Foundation</td>
<td>Strategically build relationships and partner with organizations to achieve success</td>
<td></td>
<td>Develop personally and professionally through opportunities provided by Student Foundation</td>
<td></td>
</tr>
</tbody>
</table>
**Student Development Programs**

Programs offered through Student Development are organized into four categories:

1. **Advocacy**—Advocacy is offered through membership and leadership of committees, work teams, and initiatives addressing underrepresented populations in campus-wide, city-wide, regional, state, and national venues.

2. **Recognition**—Recognition is provided through programs like Who’s Who Among American Universities and Colleges.

3. **Advisement/Guidance**—Advisement is provided through working with the external vice president and Junior Class officers; guidance and discipline are provided through the student organizations Judicial Board.

4. **Leadership**—Leadership is developed among Student Development staff, student groups, and peer collaborations locally and nationally.

**Student Development Strategic Initiatives**

<table>
<thead>
<tr>
<th>Program</th>
<th>Initiative</th>
<th>Act of Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy</td>
<td><em>Institutional representative at national conferences:</em> Hispanic Association for Colleges and Universities (HACU) and Texas Association of Chicanos in Higher Education (TACHE), National Conference Planning Team for the College Board (Prepárate), Collaboration with Big XII Deans/Directors, Deans of the Corridor, and Texas Deans of Students group</td>
<td>Cross-cultural competency education</td>
</tr>
<tr>
<td>Recognition</td>
<td>Who’s Who Among American Universities and Colleges</td>
<td></td>
</tr>
<tr>
<td>Advisement/Guidance</td>
<td>Advisement for Junior Class and external vice president for Student Government</td>
<td>Student Organizations Judicial Board</td>
</tr>
<tr>
<td></td>
<td>University committees, teams, and task forces including: Baylor@MCC Program, Enrollment Management Leadership Team, MAP-Works, Summer at Baylor; Informed Engagement, Global Education Task Force, Graduation Regalia Committee</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>Current Projects: Student Organization Classification Model, Student Organizations Judicial Model, Civic/Community Engaged Model, Transition of Student Foundation, Development of Community Engagement and Service and integration with Institutional Model, Cultural Competency Model (Intergroup Dialogue), and Cultural Competency Work Team</td>
<td></td>
</tr>
</tbody>
</table>
Introduction to Campus Recreation

The Department of Campus Recreation at Baylor University is charged with intentionally engaging the campus community in experiential learning activities focused on developing the whole person and equipping individuals with the skills necessary for balanced and healthy living and lifelong learning and leisure.

Campus Recreation Structure

Campus Recreation Mission
Campus Recreation engages students and the Baylor community in experiential learning, recreational and leisure activities that equip individuals to live balanced, holistic, and healthy lifestyles.

Campus Recreation Vision
The Department of Campus Recreation at Baylor University is committed to being the very best at programming with distinctive purpose. We will reach beyond the traditional industry standards to enhance the total development of students through each aspect of the recreational programming. We envision a dynamic array of programs that positively engage students and develop community between students as well as a long-term commitment to Baylor University.

Campus Recreation Goals
To fulfill our mission, the Department of Campus Recreation guides students to live in balance with self, others and God by nurturing the physical, social, emotional, and spiritual wellness of students. We help students:

- Create patterns of physical activity that are congruent with healthy lifestyles
- Develop social relationships built on trust and accountability
- Discover emotional balance through physical activity and experiences
- Relate physical activity and experiences to spiritual development
<table>
<thead>
<tr>
<th><strong>Goals</strong></th>
<th><strong>Physical</strong></th>
<th><strong>Social</strong></th>
<th><strong>Emotional</strong></th>
<th><strong>Spiritual</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community</strong></td>
<td>Categorize factors that support or impede their physical fitness&lt;br&gt;&lt;<strong>FIT</strong></td>
<td>Determine behaviors that develop trust in interpersonal relationships formed in the context of sport and recreation&lt;br&gt;&lt;<strong>OA</strong></td>
<td>Analyze factors that contribute to communities of support physical activity&lt;br&gt;&lt;<strong>OA</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Calling</strong></td>
<td>Organize their schedules to accommodate regular physical activity&lt;br&gt;&lt;<strong>IM - SC - FIT</strong></td>
<td></td>
<td>Relate physical exercise to their personal development&lt;br&gt;&lt;<strong>FIT</strong></td>
<td>Evaluate how their faith shapes the integrity of their interactions with others during group activities&lt;br&gt;&lt;<strong>IM - SC</strong></td>
</tr>
<tr>
<td><strong>Wholeness</strong></td>
<td>Explain the importance of physical activity in stress management&lt;br&gt;&lt;<strong>OA - FIT - AQ</strong></td>
<td></td>
<td>Discuss the relationship between physical activity and emotional balance&lt;br&gt;&lt;<strong>FIT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Citizenship</strong></td>
<td>Illustrate principles of respect in the context of competitive activity&lt;br&gt;&lt;<strong>IM - SC</strong></td>
<td>Give examples of relationships based on accountability in team activities&lt;br&gt;&lt;<strong>IM - SC</strong></td>
<td>Interpret factors that lead to welcoming/non-welcoming environments for others based upon physical capabilities&lt;br&gt;&lt;<strong>FIT</strong></td>
<td>Identify strategies for care and conversation of available natural resources&lt;br&gt;&lt;<strong>OA</strong></td>
</tr>
</tbody>
</table>
Campus Recreation Programs
Programs offered through Campus Recreation are organized into five categories:

1. Intramurals – Program includes both team and individual sports offering both competitive and recreational levels among Baylor students.
2. Club Sports – Program includes both team and individual sports that are student-led competitions among other colleges and universities.
3. Outdoor Adventure – Program includes experiential educational opportunities and services including both land and water-based skills and activities comprised of rock climbing, challenge course activities, adventure trips (kayaking, biking, backpacking, hiking, climbing, rappelling, etc.) and skill clinics (sailing, biking, kayaking, canoeing, belaying, etc.).
4. Fitness – Program includes group exercise opportunities as well as individual workout programs and assessments.
5. Student Staff and Leadership – Program includes training and supervising both undergraduate students (200+) and graduate supervisors in facility and game management, teaching and educational sessions, program execution and evaluation, and risk management administration.

Campus Recreation Facilities
Facilities supervised, maintained, and staffed for Campus Recreation programming as well as Health, Human Performance, and Recreation class usage, Golden Wave Band Practice, and occasional Athletic Department sport training:

1. McLane Student Life Center (four basketball/volleyball courts, seven racquetball courts, one squash court, one outdoor basketball court, two sand volleyball courts, one leisure pool – three lap lanes, one 52’ climbing rock, one bouldering area, one running track, one weight training and cardiovascular training area, and two conference rooms)
2. Russell Gym (two basketball/volleyball courts and one weight training area)
3. Marrs McLean Gym (one basketball/volleyball court)
4. Parker Brothers Sports Fields (four multipurpose fields with lights)
5. Edgefield (one multipurpose field: soccer classes, marching band, informal recreation)
6. Bear Park (one sand volleyball and one half-sized multipurpose field)
7. Marrs McLean Tennis Courts (ten regulation-sized courts)
8. Marina Recreational Center (canoes, kayaks, sailboats, paddleboards, slack line, and fire ring)
9. Eastland Lakes Ropes Course (low elements, high elements, and two zip lines)
<table>
<thead>
<tr>
<th>Program</th>
<th>Initiative</th>
<th>Act of Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intramural Sports</td>
<td>Create a new coordinator for Intramural Sports position</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td></td>
<td>Develop and implement a comprehensive marketing and communication plan for Intramural Sports</td>
<td>Synergistic Spaces</td>
</tr>
<tr>
<td></td>
<td>Identify locations and resources for expanded sports fields and courts</td>
<td>Synergistic Spaces</td>
</tr>
<tr>
<td></td>
<td>Develop and implement a comprehensive assessment plan</td>
<td>Leadership</td>
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<tr>
<td></td>
<td>Design and offer course in leadership development for sports officials and game managers</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td>Actively market in culturally diverse locations/organizations and develop a free agent network</td>
<td>Synergistic Spaces</td>
</tr>
<tr>
<td></td>
<td>Enhance game manager and safety officer training with the addition of risk management seminars and scenarios</td>
<td>Cultural Competency</td>
</tr>
<tr>
<td>Club Sports</td>
<td>Design specific leadership training seminars for Sport Club officers and senior game managers</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td>Develop and implement a comprehensive assessment plan</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td>Identify locations and resources for expanded sports fields – dedicated sport club fields separate from Intramural Sports</td>
<td>Synergistic Spaces</td>
</tr>
<tr>
<td></td>
<td>Enhance Fitness student staff training with the addition of individual training techniques and risk management seminars</td>
<td>Synergistic Spaces</td>
</tr>
<tr>
<td>Fitness</td>
<td>Develop and implement a comprehensive assessment plan</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td>Create “Passport to Fitness” - provide fitness/nutrition journals, pedometers, and water bottles to incoming students</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td>Increase square footage of group exercise/multipurpose facilities to provide larger scope of classes and training sessions</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>Aquatics</td>
<td>Explore possible locations/resources for addition of outdoor pool with lap lanes</td>
<td>Synergistic Spaces</td>
</tr>
<tr>
<td>Student Staff</td>
<td>Include a “Dialogue of Differences” in customer service training for all student staff –Rec Retreat – include gender, age, race, religion, and able-bodiness</td>
<td>Synergistic Spaces</td>
</tr>
<tr>
<td>Outdoor Adventure</td>
<td>Secure Eastland Lakes property for leadership initiatives and Outdoor Adventure training facility</td>
<td>Cultural Competency</td>
</tr>
<tr>
<td></td>
<td>Enhance the marina facility to include a classroom for instruction for safety and HHPR classes and a community place for boats heading to the new stadium (dock rentals, etc.)</td>
<td>Synergistic Spaces</td>
</tr>
<tr>
<td></td>
<td>Enhance Outdoor Adventure staff leader training with the specification of land and water risk management training</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td>Add a position for marina and ropes facilities to meet increased demand</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td>Enhance student trip leader training to include a leadership training course for trip leaders</td>
<td>Synergistic Spaces</td>
</tr>
<tr>
<td></td>
<td>Develop and implement a comprehensive assessment plan</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td>Increase the scope of Outdoor Adventure participation to diverse populations</td>
<td>Synergistic Spaces</td>
</tr>
</tbody>
</table>
Campus Recreation Approach to Assessment
Campus Recreation understands that assessment is an iterative feedback process for **continual program improvement**, based on the model shown below. The assessment cycle is an integral part of transformative education. It provides an ongoing mechanism for challenging tacit assumptions about program effectiveness, identifying conflicting program elements, and assuring that student learning outcomes are met.

*As shown in the graphic below, our approach to assessment involves four steps:*

1. **Step one** is to define intended learning outcomes: more specifically, what do we want our students to know, do, or value as a result of participating in campus recreation programs?
2. **Step two** is to measure the extent to which participants achieve the learning outcomes.
3. **Step three** is to interpret the results to identify areas for improvement.
4. **Step four** is to use the identified areas for improvement to revise programming in order to increase student learning.

Campus Recreation Assessment Plan for Continuous Improvement
Campus Recreation will adopt a three-year assessment cycle to assess each program it offers comprehensively. Each assessment will intentionally measure the extent to which each program meets the intended learning outcomes.

- **Year 1:** Club Sports and Intramurals
- **Year 2:** Student Leaders and Outdoor Adventure
- **Year 3:** Fitness

<table>
<thead>
<tr>
<th>Assessment Plan by Year and Program</th>
<th>2013-14</th>
<th>2016-17</th>
<th>2019-20</th>
<th>2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Club Sports</td>
<td>2013-14</td>
<td>2016-17</td>
<td>2019-20</td>
<td>2022-23</td>
</tr>
<tr>
<td>Intramurals</td>
<td>2013-14</td>
<td>2016-17</td>
<td>2019-20</td>
<td>2022-23</td>
</tr>
<tr>
<td>Student Staff</td>
<td>2014-15</td>
<td>2017-18</td>
<td>2020-21</td>
<td>2023-24</td>
</tr>
<tr>
<td>Outdoor Adventure</td>
<td>2014-15</td>
<td>2017-18</td>
<td>2020-21</td>
<td>2023-24</td>
</tr>
<tr>
<td>Fitness</td>
<td>2015-16</td>
<td>2018-19</td>
<td>2021-22</td>
<td>2024-25</td>
</tr>
</tbody>
</table>
Department of Multicultural Affairs Operational Plan

Introduction to Multicultural Affairs
The Department of Multicultural Affairs helps all students on their journey to self-awareness. The department also strives to assist students in learning about the many cultures represented on campus. We also strive to find ways for our students to dialogue across differences.

Department of Multicultural Affairs Structure

Division of Student Life Mission
Student Life seeks to enrich the Baylor experience through life-changing programs and services resulting in an integrated education known for leadership, service, Christian faith, and the total development of students.

Division of Student Life Vision
Student Life will be a transformative presence in all our students’ lives equipping them to make a positive impact on society.

Division of Student Life Values
Values are the foundational principles and qualities upon which our division lives out its mission and vision. Central to these values is our commitment to our Christian faith and the belief that our work is enriched by the fulfillment of God’s call in our lives. It is within this context that we value:

- **Students**—displayed by our attention to individual student needs as well as our love and commitment to the broader student body
- **Inclusive Community**—evidenced by diversity, uniqueness, understanding, and unity as a staff
- **Transformative Learning**—discovered through an integration of mind, body, and spirit
- **Leadership Development**—cultivated through education, experience, reflection, and a call to impact human flourishing
- **Professional Excellence**—guided by best practices, current research, assessment, and wise stewardship
- **Healthy Lives**—modeled by a vigorous life and work balance and ongoing sense of fulfillment

Division of Student Life Goals
Guided by this mission, the University’s strategic vision, the wisdom of our professional discipline, and most of all, our common Christian faith, Student Life cultivates an environment that nurtures calling, wholeness, community, and citizenship.

Student Life:
To this end, in the Division of Student Life:
- We help students discover calling.
- We develop the whole student.
- We build community.
- We cultivate global citizenship.

Division of Student Life Acts of Determination
Acts of determination are prioritized division-wide initiatives that will help Student Life achieve our goals. As we seek to cultivate global citizenship, build community on campus, help students understand calling and develop the whole student, the division will focus on the following Acts of Determination for the next two to three years:

To instill Baylor graduates with the ability to lead and serve we will develop and implement a comprehensive multi-year leadership framework. A well thought out and wide-reaching model of leadership and service will be the foundation upon which divisional programs, services, and advocacy efforts are planned, resourced, carried out, and assessed. Central to this model are the foundational principles of the Christian faith and the ability to navigate within a complex global society.

To cultivate student understanding of the rich diversity God has created we will integrate cross-cultural competency education through division programs, staff development, and community partnerships. By enhancing the ability of our students and staff to talk and work across differences, we will develop Christian leaders who will advocate for and support social justice on campus and beyond.

To equip students to thrive, we will foster educational initiatives that help students develop a stronger sense of health, equanimity, and wellness. Guiding students as they mature in stewardship of themselves and care for community will require an intentional approach to teaching, supporting, and modeling healthy lifestyle choices, resiliency skills, and meaningful spiritual practices.

To create vibrant learning and faith formative environments we will develop spaces across campus and in the community that create synergy and renewal. Much work has been done, yet much is still needed, to create dynamic settings for students to engage in experiential learning, contemplation, recreation, and social interaction. Partnering with others will be essential in order to construct new and to repurpose existing spaces.

Department of Multicultural Affairs Mission
The mission of the Department of Multicultural Affairs is to enrich the holistic development of each student by encouraging them to celebrate their personal heritage and embrace the cultures of others.
**Department of Multicultural Affairs Learning Goals**

In fulfillment of its mission, the Department of Multicultural Affairs seeks to educate students on the theoretical, intra-personal, inter-personal, and systematic aspects of social identity. We help students:

- Apply social identity *theory* to their leadership practice, student development, and identity formation
- Examine how their social identity shapes their *intra-personal* development
- Evaluate how social identity impacts *inter-personal* relationships across differences
- Critically discuss how social identity is impacted by systemic structures, organizational leadership, and societal influences

**Department of Multicultural Affairs Learning Outcomes**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Theoretical</th>
<th>Intra-Personal</th>
<th>Inter-Personal</th>
<th>Systematic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>Relate social identity to the practice of leadership within the Baylor community SO, T, SP</td>
<td>Understand how social identity impacts behavior, values, and attitudes M, T</td>
<td>Analyze the impact of campus community on identity T, SP</td>
<td>Identify inequitable structures on campus T</td>
</tr>
<tr>
<td>Calling</td>
<td>Identify professional development opportunities in leadership M, SO</td>
<td>Explain how personal identity affects leadership within a group M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wholeness</td>
<td>Discuss how personal identity can be situational M, SO</td>
<td></td>
<td>Explain how multiple, intersecting systems on campus may impact relationships SP</td>
<td></td>
</tr>
<tr>
<td>Citizenship</td>
<td>Explain the roots of cultural differences SO, T, SP</td>
<td>Give examples of how their cultural history influences their opinions M, T, SP</td>
<td>Describe how their cultural values influence their interactions with others SO, SP</td>
<td>Discuss how structures in society may impact equality T, SP</td>
</tr>
</tbody>
</table>

Mentoring = M; Student Organizations = SO; Training = T; Speakers = SP

All of our programs can address the areas listed above.
Multicultural Affairs Programs

Programs offered through Multicultural Affairs are organized into four categories:

1. Mentoring is designed to help incoming freshman connect to the campus while also promoting student retention.
   STEPS
   Freshman Action Team
   My Sister, My Self
   Break the Silence

2. Student organizations serve as a method of connecting students to the campus as well as the surrounding community.
   BIG 6 organizations
   Multicultural Leadership Cabinet
   Student Cultural Banquets/Celebrations

3. Training is made available to all students in order to enhance their leadership skills.
   Multicultural Leadership Summit
   EMPOWER
   Big 12 Council
   Multicultural Leadership Cabinet
   Officer Transition Workshop
   Big 12 Conference
   Break the Silence

4. Speakers from a variety of backgrounds are recruited to present a diverse range of topics to the campus.
   Multicultural Leadership Summit
   EMPOWER
   Big 12 Council
   Speakers Series
   Martin Luther King Luncheon
   Cinco de Mayo Luncheon
   Women’s History Month
   Break the Silence
   Student Cultural Banquets/Celebrations

Multicultural Affairs Strategic Initiatives & Links to Divisional Acts of Determination

<table>
<thead>
<tr>
<th>Program</th>
<th>Initiative</th>
<th>Act of Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>Develop cultural competency training for students</td>
<td>Multi-year Leadership Framework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cross-cultural Competencies</td>
</tr>
<tr>
<td></td>
<td>Host a cultural film series that offers opportunities for competency training and dialogue</td>
<td>Cross-cultural Competencies Synergistic Spaces</td>
</tr>
<tr>
<td></td>
<td>Recruit a group of 20 students from diverse backgrounds to participate in the “Train the Trainer” initiative, perhaps utilizing members of the Multicultural Leadership Cabinet to assist with this endeavor</td>
<td>Multi-year Leadership Framework Cross-cultural Competencies</td>
</tr>
<tr>
<td>Offer a minimum of two cultural competency workshops per semester that will be open to the entire University</td>
<td>Cross-cultural Competencies Synergistic Spaces</td>
<td></td>
</tr>
<tr>
<td>Create a position for a diversity initiative Officer</td>
<td>Cross-cultural Competencies Multi-year Leadership Framework</td>
<td></td>
</tr>
<tr>
<td><strong>Speakers</strong></td>
<td><strong>Student Organization</strong></td>
<td></td>
</tr>
<tr>
<td>Create student-led/staff supported speaker series</td>
<td>Provide Big 6 with training for more effective programming</td>
<td></td>
</tr>
<tr>
<td>Use speakers as a vehicle to increase enrollment of underrepresented groups in specific majors</td>
<td>Revamp FAT so that we can make contact within the first six weeks with freshmen</td>
<td></td>
</tr>
<tr>
<td>Use speaker series to expand the Baylor community’s knowledge-base about a variety topics</td>
<td>Create faculty partnership within the STEPS process to enhance the tiered mentoring</td>
<td></td>
</tr>
<tr>
<td>Create a position for a diversity initiative Officer</td>
<td>Use models from other campuses to reorganize the Multicultural Leadership Cabinet as a student-driven body responsible for integrating cross-cultural competencies and student organizations</td>
<td></td>
</tr>
<tr>
<td><strong>Mentoring</strong></td>
<td>Provide funding and leadership training so the BIG 12 Council can take on leadership at the executive level on campus</td>
<td></td>
</tr>
<tr>
<td>Expand EMPOWER to include additional topics to address the needs of the Baylor students</td>
<td>Cross-cultural Competencies Multi-year Leadership Framework</td>
<td></td>
</tr>
<tr>
<td>Work with the University to identify students who can be “home grown,” thus creating a more diverse pool of potential University faculty members</td>
<td>Multi-year Leadership Framework Cross-cultural Competencies</td>
<td></td>
</tr>
<tr>
<td>Create a position for a diversity initiative officer</td>
<td>Multi-year Leadership Framework Cross-cultural Competencies</td>
<td></td>
</tr>
</tbody>
</table>
Department of Multicultural Affairs Approach to Assessment
Multicultural Affairs understands that assessment is an iterative feedback process for continual program improvement, based on the model shown below. The assessment cycle is an integral part of transformative education. It provides an ongoing mechanism for challenging tacit assumptions about program effectiveness, identifying conflicting program elements, and assuring that student learning outcomes are met.

As shown in the graphic below, our approach to assessment involves four steps:

1. **Step one** is to define intended learning outcomes: more specifically, what do we want our students to know, do, or value as a result of participating in Multicultural Affairs programs?

2. **Step two** is to measure the extent to which participants achieve the learning outcomes.

3. **Step three** is to interpret the results to identify areas for improvement.

4. **Step four** is to use the identified areas for improvement to revise programing in order to increase student learning.

Department of Multicultural Affairs Plan for Continuous Improvement
The Department of Multicultural Affairs will adopt a three-year assessment cycle to assess each program it offers comprehensively. Each assessment will intentionally measure the extent to which each program meets the intended learning outcomes.

Year 1: Speakers  
Year 2: Student Organization/Training  
Year 3: Mentoring

<table>
<thead>
<tr>
<th>Assessment Plan by Year and Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speakers</strong></td>
</tr>
<tr>
<td><strong>Student Organization/Training</strong></td>
</tr>
<tr>
<td><strong>Mentoring</strong></td>
</tr>
<tr>
<td><strong>Diversity Initiative Officer</strong></td>
</tr>
</tbody>
</table>
Student Activities Operational Plan

Introduction to Student Activities
The Department of Student Activities serves seven functional areas within the Division of Student Life. The areas include Student Organizations, Spirit & Traditions, Campus Programs, Student Productions, Greek Life, Waco Hall, and the Student Union. The Department mission and subsequent learning outcomes support our desire to engage and transform students through campus involvement.

Student Activities Structure

Student Activities Mission
The Department of Student Activities challenges students to become people of influence through student organization membership, exceptional campus programs, leadership development, and a commitment to serving our communities by connecting students to the life of the University.

Student Activities Goals
We accomplish this mission by encouraging and enabling students to become influential leaders through building community, valuing diversity, practicing stewardship, growing intellectually, and nurturing personal faith.

- Create experiences for students to be engaged in the life of the University
- Expose students to the rich traditions of Baylor University
- Develop meaningful involvement in student organizations
- Encourage authentic student leadership opportunities
## Student Activities Learning Outcomes

Students who participate in Student Activities programs will...

<table>
<thead>
<tr>
<th>Goals</th>
<th>Involvement</th>
<th>Leadership</th>
<th>Tradition</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>Students will see faculty and staff as mentors through involvement GL, SO</td>
<td>Students will demonstrate an understanding of standards and expectations SUB, SO, GL</td>
<td>Students will discuss an understanding of their place in Baylor history ST, CP, SP, WH</td>
<td>Students will be exposed to the core programs of Student Activities CP, SP, ST, WH</td>
</tr>
<tr>
<td>Calling</td>
<td></td>
<td>Students will develop a depth of responsibility during their leadership experience SO, GL</td>
<td>Students will recognize the influence of faith in Baylor’s traditions WH, SUB, ST</td>
<td></td>
</tr>
<tr>
<td>Wholeness</td>
<td></td>
<td>Students will develop a depth of responsibility during their leadership experience SO, GL</td>
<td></td>
<td>Students will see the distinctive characteristics of the Baylor experience CP, SP, ST</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Students will demonstrate management characteristics through student organization leadership SO, GL</td>
<td>Students will articulate stronger skills in managing their student organizations through leadership positions GL, SO</td>
<td>Students will gain awareness of the responsibility of tradition for underrepresented students CP, SP, ST, SO, GL</td>
<td>Students will articulate that interaction with spaces create an environment of support for involvement SO, GL, SUB</td>
</tr>
</tbody>
</table>

GL: Greek Life, CP: Campus Programs, SP: Student Productions, WH: Waco Hall, SUB: Student Union, SO: Student Organizations, ST: Spirit & Traditions
<table>
<thead>
<tr>
<th>SA Outcomes</th>
<th>Pro Futuris</th>
<th>Student Life Value</th>
<th>Student Activities Goal</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
</table>
| Students will see faculty and staff as mentors through involvement GL, SO | Transformational Education | Calling, Community | Develop meaningful involvement in student organizations                                       | • Increase faculty/staff engagement in student organizations  
• Create a Greek fact sheet to have available for faculty to enhance overall understanding of the contributions of the Greek community  
• Conduct a focus group of faculty to gauge perspective of Greek Life  
• Establish training workshops for first-time student organization advisors  
• Create and deploy new resources for student organization advisors (manuals, research, etc.)  
• Develop intentional advisor recruitment strategies                                                                                       |
| Students will discuss an understanding of their place in Baylor history ST, CP, SP, WH | Committed Constituents | Community          | Expose students to the rich traditions of Baylor University                                 | • Enhance the traditions education at Baylor University  
• Partner with Campus Living & Learning to increase programming efforts  
• Create a strong culture of tradition through the education of spirit and traditions throughout the Baylor experience including Line Camp, Summer Orientation, and Welcome Week  
• Enhance rivalry between Baylor and TCU                                                                                                        |
| Students will be exposed to the core programs of Student Activities CP, SP, ST, WH | Transformational Education | Calling, Community | Create experiences for students to be engaged in the life of the University                 | • Providing programming that enhances the social and educational vibrancy of our campus community  
• Solidify signature events while maintain space for organic program ideas to emerge  
• Develop a summer programming model with internship opportunities                                                                                                                                   |
| Students will recognize the influence of faith in Baylor’s traditions WH, SUB, ST | Transformational Education | Calling | Expose students to the rich traditions of Baylor University | • Develop partnership with Spiritual Life to offer lectures, music, and opportunities to connect to the life of faith through student organizations and campus programs |
| Students will demonstrate an understanding of standards and expectations | Informed Engagement | Wholeness, Community | Encourage authentic student leadership opportunities | • Develop matriculation plan, training, and learning outcomes for student employment |
| Students will develop a depth of responsibility during their leadership experience SO, GL | Informed Engagement | Wholeness | Develop meaningful involvement in student organizations | • Identify student leaders to serve as peer advisors for student involvement initiative |
| Students will articulate stronger skills in managing their student organizations through leadership positions GL, SO | Informed Engagement | Wholeness, Citizenship | Encourage authentic student leadership opportunities | • Commit to organizing national speakers, programs, and workshops to address the needs of our student organizations |
| | | | | • Create partnerships across campus to enhance leadership offerings (challenge course, guest speakers, retreats, etc.) |
| Students will articulate that interaction with spaces create an environment of support for involvement SO, GL, SUB | Committed Constituents | Community, Citizenship | Create experiences for students to be engaged in the life of the University | • Provide resources and support for student organization travel to leadership conferences and organization networking opportunities  
• Establish a tiered student organization structure to adjust services and requirements for student organizations according to their level of operations  
• Implement student organization software packages to improve services that support student organizations  
• Streamline the student organization charter process to facilitate the establishment of more student organizations  
• Initiate a protocol to support “at-risk” student organizations in periods of low performance  
• Advancement of technology throughout the Union Building (i.e., smart rooms, phone charging stations, etc.)  
• Transformation of SUB Bowl area to include built-in sound and lighting  
• Implementation of a late night food option  
• Transformation of rooftop to an outside study terrace in partnership with sustainability  
• Implementation of more study spaces  
• Creation of a student organizations resource room  

| Students will see the distinctive characteristics of the Baylor experience CP, SP, ST | Committed Constituents | Community, Wholeness | Create experiences for students to be engaged in the life of the University |
Students will demonstrate management characteristics through student organization leadership
SO, GL

Informed Engagement

Wholeness, Citizenship

Encourage authentic student leadership opportunities

- Establish themed Student Activities leadership courses through the School of Education
- Establish an overnight all Greek retreat to build relationships, plan for the community, address issues facing our community, and speaker(s) to challenge our leaders and organizations
- Increasing leadership opportunities for our students who oversee our daily operations and spaces (i.e., AM and PM student managers, AV managers, game room manager)
- Provide an enhanced training model for the programming boards
- Implement a program planning institute for the programming boards (consider offering this opportunity to all student organizations who would like to enhance their event planning skills)
- Sing chair workshop in April or May to provide more formal leadership training to all Sing chairs

GL: Greek Life, CP: Campus Programs, SP: Student Productions, WH: Waco Hall, SUB: Student Union, SO: Student Organizations, ST: Spirit & Traditions

**Student Activities Initiatives**

Programs offered through Student Activities are organized into four categories:

1. **Involvement:** Involvement in Student Activities is realized through connections with over 300 student organizations (6,500 students), three program boards, four spirit organizations, or 44 Greek organizations.

2. **Programming:** The campus programs model is distinguished by three categories. Baylor Activities Council programs partner with student organizations to host all-University events. Student Production Committee connects with student organizations to facilitate Sing, Pigskin, After Dark, and Stompfest. The Union Board plans programs for the Bill Daniel Student Center.

3. **Spirit and Traditions:** Connections to spirit and traditions include participation in the Baylor Line or attendance at athletic home games, Chalk Talk, away game travel, and post-season travel.

4. **Student Employment and Leadership:** Students are employed in seven distinct areas throughout the department including Stacy Riddle Forum, SUB reservation office, SUB operations, bowling center, Student Activities main office, ticket office, and Waco Hall. Students may also progress to manager positions within the department.
Student Activities Facilities
Facilities supervised, maintained, and staffed for Student Activities for programming and general student use:

1. **Bill Daniel Student Center (SUB):** Amenities include bowling center, dining facility, student offices (Student Government, Chamber, BAC, StuPro, Union Building, creative services, Greek Councils), ballroom, four meeting rooms, three conference rooms, ticket office, CPC, and three professional departments.
2. **Stacy Riddle Forum:** Nine chapter rooms with bathroom, catering kitchen, storage, and student offices; space also includes a chapel, computer lab, graduate apprentice apartment, and professional office space.
3. **Waco Hall:** Performance venue with 2,300 seats, ticket office, professional offices, and dressing rooms.
4. **Traditions Plaza:** Programming space is available adjacent to Immortal Ten statue.
5. **Fountain Mall:** Large programming space with 400 amp power is available for concerts.
6. **SUB Bowl:** Space for concerts and speakers is connected to the SUB Food Court.

Student Activities Plan for Continuous Improvement
Student Activities will adopt a four-year assessment cycle to assess each program it offers comprehensively. Each assessment will intentionally measure the extent to which each program meets the intended learning outcomes. We have collected comprehensive data on student organizations and Greek Life in 2012-13 through EBI assessments.

- **Year 1:** Campus Programs and Student Productions
- **Year 2:** Student Union and Waco Hall
- **Year 3:** Spirit and Traditions
- **Year 4:** Student Organizations and Greek Life

<table>
<thead>
<tr>
<th>Assessment Plan by Year and Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Programs</td>
</tr>
<tr>
<td>Stu Productions</td>
</tr>
<tr>
<td>Student Union</td>
</tr>
<tr>
<td>Waco Hall</td>
</tr>
<tr>
<td>Spirit and Traditions</td>
</tr>
<tr>
<td>Stu Orgs</td>
</tr>
<tr>
<td>Greek Life</td>
</tr>
</tbody>
</table>
Community Engagement and Service Operational Plan

Introduction to Community Engagement and Service
The Office of Community Engagement and Service (CES) at Baylor University is charged with promoting an institutional culture of informed engagement and service and providing a center of expertise for students, faculty, and staff interacting with the community.

Community Engagement and Service Structure

Division of Student Life Mission
Student Life seeks to enrich the Baylor experience through life-changing programs and services resulting in an integrated education known for leadership, service, Christian faith, and the total development of students.

Division of Student Life Vision
Student Life will be a transformative presence in all our students’ lives equipping them to make a positive impact on society.

Division of Student Life Values
Values are the foundational principles and qualities upon which our division lives out its mission and vision. Central to these values is our commitment to our Christian faith and the belief that our work is enriched by the fulfillment of God’s call in our lives. It is within this context that we value:

- **Students**—displayed by our attention to individual student needs as well as our love and commitment to the broader student body
- **Inclusive Community**—evidenced by diversity, uniqueness, understanding, and unity as a staff
- **Transformative Learning**—discovered through an integration of mind, body, and spirit
- **Leadership Development**—cultivated through education, experience, reflection, and a call to impact human flourishing
- **Professional Excellence**—guided by best practices, current research, assessment, and wise stewardship
- **Healthy Lives**—modeled by a vigorous life and work balance and ongoing sense of fulfillment
Division of Student Life Goals
Guided by this mission, the University’s strategic vision, the wisdom of our professional discipline, and most of all, our common Christian faith, Student Life cultivates an environment that nurtures calling, wholeness, community, and citizenship.

To this end, in the Division of Student Life:
- **We help students discover calling.**
- **We develop the whole student.**
- **We build community.**
- **We cultivate global citizenship.**

Outcomes
Outcomes help to focus our efforts in measuring and understanding the progress we are making in achieving our strategic goals. As a result of Division of Student Life programs, services, advocacy efforts and interactions, students will:
- **Develop their God-given gifts to meet the world’s needs**
- **Practice behaviors that promote a healthy integrated life**
- **Form meaningful relationships grounded in Christian hospitality**
- **Address the needs of the world through ethical leadership and compassionate service**

Division of Student Life Acts of Determination
Acts of determination are prioritized division-wide initiatives that will help Student Life achieve our goals. As we seek to cultivate global citizenship, build community on campus, help students understand calling and develop the whole student, the division will focus on the following Acts of Determination for the next two to three years:

- To instill Baylor graduates with the ability to lead and serve we will **develop and implement a comprehensive multi-year leadership framework**. A well thought out and wide-reaching model of leadership and service will be the foundation upon which divisional programs, services, and advocacy efforts are planned, resourced, carried out, and assessed. Central to this model are the foundational principles of the Christian faith and the ability to navigate within a complex global society.

- To cultivate student understanding of the rich diversity God has created we will **integrate cross-cultural competency education through division programs, staff development, and community partnerships**. By enhancing the ability of our students and staff to talk and work across differences, we will develop Christian leaders who will advocate for and support social justice on campus and beyond.

- To equip students to thrive we will **foster educational initiatives that help students develop a stronger sense of health, equanimity, and wellness**. Guiding students as they mature in stewardship of themselves and care for community will require an intentional approach to teaching, supporting, and modeling healthy lifestyle choices, resiliency skills, and meaningful spiritual practices.

- To create vibrant learning and faith formative environments we will **develop spaces across campus and in the community that create synergy and renewal**. Much work has been done, yet
much is still needed, to create dynamic settings for students to engage in experiential learning, contemplation, recreation, and social interaction. Partnering with others will be essential in order to construct new and to repurpose existing spaces.

**Community Engagement and Service Mission**
In keeping with Baylor’s Christian mission to educate men and women for worldwide leadership and service, the Office of Community Engagement and Service (CES) provides the campus-wide infrastructure for coordinating, supporting and advancing informed community engagement with the intention of leveraging the University’s collective influence toward promoting positive social change.

**Community Engagement and Service Mission**
- **Student Growth** - that Baylor students grow to become informed engaged leaders and culturally competent, caring global citizens;
- **Community Partnership** - that Baylor, as an institution, model outstanding citizenship and community partnerships on campus, in Waco, and the world;
- **Expertise Development** - that Baylor, as a University, be a center of expertise regarding the theory and practice of effective community engagement.

**Community Engagement and Service Values**
In our work with each other and with the community at large we strive to be ...
- **Empowering** - In all that we do, we seek to build capacity and to foster human capability.
- **Purposeful** - We work with the goal of having a positive impact. We look for ways to assess that impact and to improve our efforts.
- **Caring** - We model and promote an ethic of care, compassion, responsibility, and stewardship.
- **Collaborative** - We build trust and effective working relationships internally and externally through listening and collaboration.
- **Christian** - Our work is deeply rooted in our Christian values.

**Community Engagement and Service Goals Learning Goals**
*We help students.....*

- Develop and explore **identity** through self-understanding, self-awareness, and self-concept both as an individual and part of community.
- Engage in curricular and co-curricular **educational experiences** that foster informed engagement and transformational opportunities.
- Interact with the community through **civic experiences** such as community service, service-learning, political involvement, social advocacy, disciplined-based initiatives, and volunteering which form the basis for civic attitudes, beliefs, values, and dispositions.

*(Conceptual framework for the Civic-Minded Graduate Model by Steinberg, K., Hatcher, J., & Bringle, R., 2011; learning outcomes derived from West Chester University and NASPA’s Learning Reconsidered)*
# Cultural and Social Context

![Diagram of the relationship between Identity, Civic Experiences, and Educational Experiences leading to Civic-Minded Graduate]

## Learning Outcomes

<table>
<thead>
<tr>
<th>Goals</th>
<th>Identity</th>
<th>Educational Experiences</th>
<th>Civic Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community</strong></td>
<td>Exhibit the ability to work effectively with diverse others for a common purpose (CHI, CHF, CCS, GLT)</td>
<td>Describe social systems and their impact on cultural differences of individuals (CHF, CHI, CCS, GLT)</td>
<td>Describe service, advocacy, philanthropy and policy as it relates to community engagement (CHI, CHF, CCS, GLT)</td>
</tr>
<tr>
<td><strong>Calling</strong></td>
<td>Demonstrate a sensibility, understanding, perspective of lifelong leadership</td>
<td>Identify the motivation for continued engagement beyond the scope of the class/experience to enhance future learning</td>
<td>Understand how service fits in to their personal sense of calling (service as a lifestyle) (CHI, CHF, CCS, GLT)</td>
</tr>
<tr>
<td><strong>Wholeness</strong></td>
<td>Develop, enhance, clarify, and communicate one’s personal and professional values, ethics, and integrity (CHI, CHF, CCS)</td>
<td>Display the ability to integrate and apply knowledge, ideas, and experiences to one’s daily life (CHI, CHF, CCS, GLT)</td>
<td></td>
</tr>
<tr>
<td><strong>Citizenship</strong></td>
<td>Exhibit a commitment to civic engagement and an awareness of global responsibility (CHI, CHF, CCS, GLT)</td>
<td>Compare and contrast philanthropy, volunteerism, community service, and service learning (CHI, CHF, CCS, GLT)</td>
<td>Identify personal privilege and name social issues related to their own roles</td>
</tr>
</tbody>
</table>

Community Health Fellow CHF, Community Health Intern CHI (CE&ED), Ghana Leadership Team (GLT), CCS 1100 (SL)
Programs offered through Community Engagement and Service are organized into four domains:

1. **Leadership Development**
2. **Education and Advocacy**
3. **Service and Engagement**
4. **Academic Partnerships**

### Community Engagement and Service Strategic Initiatives & Links to Divisional Acts of Determination

<table>
<thead>
<tr>
<th>Domains</th>
<th>Initiatives (Action Steps)</th>
<th>Act of Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education &amp; Advocacy</strong></td>
<td>Enhance cross-cultural training and education for faculty, staff, students, and community partners through offering at least one <em>Undoing Racism</em> workshop per year for the next three years</td>
<td>Multi-year Leadership Framework Cross Cultural Competency</td>
</tr>
<tr>
<td></td>
<td>Enhance educational opportunities around social issues (e.g., community chat series, guest lectures, student conferences)</td>
<td>Multi-year Leadership Framework Cross Cultural Competency</td>
</tr>
<tr>
<td></td>
<td>Enhance development opportunities and alumni engagement around service programs</td>
<td>Multi-year Leadership Framework</td>
</tr>
<tr>
<td></td>
<td>Conduct an annual orientation for community partners using Baylor students, faculty, or staff resources to ensure quality programs and projects</td>
<td>Multi-year Leadership Framework</td>
</tr>
<tr>
<td></td>
<td>Continue nutrition initiatives in Waco I.S.D., churches, and community agencies to encourage healthy futures through campus partnerships</td>
<td>Health and Wellness</td>
</tr>
</tbody>
</table>

| **Partnerships** | Partner with the City of Waco’s *From Poverty to Prosperity* program to provide students, faculty, and staff with the resources and interest in meeting the community’s needs                                                                                                                                                                                                                   | Multi-year Leadership Framework Cross Cultural Competency |
|                  | Create an ongoing partnership with a neighborhood association adjacent to the Baylor campus to connect the campus and our nearest neighbors in meaningful and productive ways                                                                                                                                                                                                     | Cross Cultural Competency                                 |
|                  | Develop a peer leader/community engagement course for Community Engagement and Service student leaders to be in leadership minor, poverty and social justice minor, or civic education and community service program                                                                                                                                                                                                 | Cross Cultural Competency                                 |
|                  | Increase the number of faculty sponsors for discipline-based service internships                                                                                                                                                                                                                                                                                                  | Multi-year Leadership Framework                           |
|                  | Establish a curriculum requirement for discipline-based service internships to ensure academic rigor                                                                                                                                                                                                                                                                                                                                  | Multi-year Leadership Framework                           |
|                  | Develop framework for the community health fellow program aligning the program to at least one academic department to increase capacity for long-term sustained community service with an emphasis on community health with strategic and intentional faculty and community partnerships                                                                                                                                   | Health and Wellness                                       |
**Leadership Development**

<table>
<thead>
<tr>
<th>Task</th>
<th>Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invest in professional development opportunities and training for student leaders of CES-sponsored initiatives as well as student workers/interns (e.g., Bridges training, SSJ rally)</td>
<td>Multi-year leadership framework</td>
</tr>
<tr>
<td>Develop and launch the framework for a portfolio to be completed by all graduate assistants and student interns in the civic engagement and educational development area</td>
<td>Multi-year leadership framework</td>
</tr>
<tr>
<td>Launch the <em>FIVE TO THRIVE</em> campaign as infrastructure to increase capacity for long-term sustained community service with strategic and intentional partnerships</td>
<td>Multi-year leadership framework</td>
</tr>
<tr>
<td>Develop structure and processes for CES-sponsored student organizations (SW, SO, BB, &amp; IJM)</td>
<td>Multi-year leadership framework</td>
</tr>
</tbody>
</table>

**Community Engagement and Service Approach to Assessment:**

Community Engagement and Service understands that assessment is an iterative feedback process for *continual program improvement*, based on the model shown below. The assessment cycle is an integral part of transformative education. It provides an ongoing mechanism for challenging tacit assumptions about program effectiveness, identifying conflicting program elements, and assuring that student learning outcomes are met.

*As shown in the graphic below, our approach to assessment involves four steps:*  

1. **Step one** is to define intended learning outcomes: more specifically, what do we want our students to know, do, or value as a result of participating in community engagement and service programs?

2. **Step two** is to measure the extent to which participants achieve the learning outcomes.

3. **Step three** is to interpret the results to identify areas for improvement.

4. **Step four** is to use the identified areas for improvement to revise programing in order to increase student learning.

**Community Engagement and Service Assessment Plan for Continuous Improvement**

Community Engagement and Service will adopt a three-year assessment cycle to assess each program it offers comprehensively. Each assessment will intentionally measure the extent to which each program meets the intended learning outcomes.

- **Year 1:** Education and advocacy
- **Year 2:** Academic partnerships and leadership
- **Year 3:** Service and engagement
Student Foundation Operational Plan

Overview of Student Foundation
Student Foundation was established in 1969 and for 45 years has represented Baylor’s most important constituency—students. Through the foundation, members gain a better understanding of the University, a chance to promote leadership, and an opportunity to serve the University. Since 1969, over 3000 alumni have shared their time, talent, in resources in service to Baylor University through Student Foundation.

Mission Statement
Serve Baylor University and the student body by building community minded servants and leaders in its membership and entrusting them with the responsibility of accomplishing the tasks of recruiting qualified students, raising scholarship funds, and building goodwill among alumni and students.

Structure of Student Foundation

![Diagram of Student Foundation structure]

<table>
<thead>
<tr>
<th>Education &amp; Advocacy</th>
<th>2013-14</th>
<th>2017-18</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service &amp; Engagement</td>
<td>2015-16</td>
<td>2019-20</td>
<td>2024-25</td>
</tr>
</tbody>
</table>
Review of Student Foundation Goals
   I. Promote Baylor University and Student Foundation
   II. Fundraising and active stewardship among alumni and students
   III. Leadership development

Activities of Student Foundation
- Member recruitment
- Freshman Follies
- Etiquette dinner
- Homecoming parade
- Homecoming alumni reception
- Fall Festival
- Alumni trips
- Baylor Admissions fairs
- VIP areas at Baylor Football
- CASE ASAP
- Road race managers conference
- Christmas coffee
- VIP areas at Baylor Basketball (M/W)
- Student Scholarship Initiative
- Baylor Joe’s and Baylor Rallies
- Bearathon
- Student Foundation Scholarship Banquet

Development of Strategic Operational Plan – Student Learning Outcomes
Transformational Leadership
Transformational student leaders enhance the motivation, morale, and performance of followers through a variety of mechanisms. This includes connecting followers sense of identity and self to the project and the collective identity of the organization, being a role model for followers that inspires them and makes them interested, challenging followers to take greater ownership for their work and understanding the strengths, and weaknesses of followers so that leaders can align followers with tasks that enhance performance.

Student Foundation Learning Goals
- Develop an understanding of self
- Demonstrate patterns of critical thinking
- Recognize the interconnectedness of Student Foundation and its constituents
### Student Foundation members will...

<table>
<thead>
<tr>
<th>Goals</th>
<th>Understanding of Self</th>
<th>Critical Thinking</th>
<th>Interconnectedness</th>
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</thead>
<tbody>
<tr>
<td>Community</td>
<td>Celebrate and build the diversity of Student foundation through interaction with one another and others outside Student Foundation¹</td>
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<tr>
<td>Calling</td>
<td></td>
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<td>Recognize the influence of faith in service to Baylor and its constituents²</td>
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<tr>
<td>Wholeness</td>
<td>Will develop personally and professionally through opportunities provided by Student Foundation³</td>
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<tr>
<td>Citizenship</td>
<td></td>
<td>Strategically build relationships and partner with organizations to achieve success⁴</td>
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</tbody>
</table>

1. Member Recruitment, Member Retreat
2. Baylor Recruitment Fairs
3. Alumni Relations Trips, Etiquette Dinner, Scholarship Banquet
4. Bearathon
**Student Foundation Plan For Assessment**

Student Foundation will adopt a three-assessment cycle to assess each leadership dimension adequately. Each will measure the extent to which students develop in each area of the matrix and the intended learning outcomes. Due to the recent transition to Student Life, Student Foundation will continue to spend the first year conducting a needs analysis to comprehend better what will be needed to ensure the success of our student leaders and as a result the success of Student Foundation.

Year 1: Needs assessment/interconnectedness of Student Foundation and its constituents

Year 2: Development of critical thinking skills

Year 3: Understanding of self

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5 Will be limited to Steering Committee only to better ensure the quality of the assessment and will snowball in subsequent years to general membership
Our New Strategic Vision: Pro Futuris
As an expression of the vision developed in partnership with our faculty, staff, students, alumni, parents, and friends, Baylor will be a community recognized for...

I. Transformational Education — where academic excellence and life-changing experiences ignite leadership potential that increases our students’ desire for wisdom, understanding of calling, and preparation for service in a diverse and interconnected global society;

II. Compelling Scholarship — where research discoveries illuminate solutions to significant challenges confronting our world and where creative endeavors reflect the breadth of God’s creation;

III. Informed Engagement — where our Christian faith, in conjunction with our expertise and resources, inspires a desire to address systemic problems facing our community, both local and global, and renews our dedication to improvement of self and service to others;

IV. Committed Constituents — where the dedication of alumni and friends advances Baylor through sustained involvement and philanthropy;

V. Judicious Stewardship — where the value generated by and derived from a Baylor experience is supported through a diversity of revenues, prudent management of our resources, and the pursuit of outstanding quality and character in every area of University life.