

Services & Activities Fee Annual Program Review

Program Name: Student Leadership, Involvement, & Community Engagement (previously CLCE)
Program Manager: Amber Hoefer, Director, SLICE
Fiscal Year: FY22

1. In what ways does your program support CWU students? Please be specific, yet concise.

Student Leadership, Involvement, & Community Engagement (SLICE) supports CWU students by creating spaces for students to develop a sense of belonging to campus, explore their personal identities and leadership potential, and promote positive social change within individual communities, the university and beyond. SLICE is a fairly new name on the CWU campus and is the result of merging of the Center for Leadership & Community Engagement with the Inter Club Association. The merging of these units created an exciting new office on-campus known as the SLICE office. This budget (CLCE) primarily serves leadership development and community engagement experiences but we are identifying meaningful connections between all SLICE areas to meet our unit's purpose and serve CWU students.

With two key functional areas in this unit, each offers services and experiences for students as they navigate their college career at CWU. SLICE leadership programs help support all students in pursuit of their own personal identity in leadership. Students can participant to discover their strengths and talents as they complete our leadership development programs. Through the Word to the Wildcat Podcast and Wildcat Leadership Academy workshops, Cat Camp, and more students can deepen their personal/professional development, health and wellness, equity and justice, civic engagement, and develop a strong leadership foundation. SLICE leadership programs offer students space to apply their developing to their own academic and co-curricular journeys.

Community engagement experiences are centered around individual stewardship, shared governance, and unique connections to our on and off campus communities. projects help support CWU mission in preparing students to live responsible lives through stewardship experiences both on and off campus. Through these community connections students can deepen their connection and belonging to CWU, the Ellensburg community, and the global community. With a variety service experiences each quarter, students have an opportunity to develop an understanding of the shared impact volunteering can have on the environment, education, healthcare, and many other community-wide experiences. Students also have the opportunity to form connections between volunteer opportunities and their academic programs such as the pre-medicine club helping volunteer with the quarterly American Red Cross Blood Drive that saves about 80 lives.

2. What are your specific program goals or learning/operational objectives? How are you assessing the effectiveness of your program in achieving those targets?

At this time, SLICE assesses student learning in leadership programs like the Wildcat Leadership Academy, Cat Camp (previously known as ELP), and is developing a formal assessment plan for student volunteers on the community engagement side. Additionally, as our unit focuses on the social change model and prioritizes the student staff engaging to effect change on our campus, SLICE evaluates the student leader/staff experience (personal learning, functional connections, and peer to peer feedback).

SLICE focuses on belonging and connection to campus through the following learning objectives:

- Develop an understanding of what it means to serve well and how to put that knowledge into practice
- Demonstrate critical thinking skills in new situations and experiences
- Articulate decision making that is socially and personal responsible
- Articulate personal values, beliefs, and feelings
- Identify at least two connections with a professional staff, faculty, or student mentor at CWU
- Understand how to effectively share talents and passions through community engagement
- Develop an understanding of leadership skills and concepts to apply in their personal life
- Empower students to become leaders and get involved on campus and their communities
- Develop a set of skills gained from co-curricular experiences
- Articulate a sense of pride in being a CWU Wildcat
- Articulate a sense of connection and belonging to the CWU community

As our unit has merged and continues to develop, we are in the process of refining our outcomes to collectively serve students through their co-curricular engagement. The vision for our assessment strategy is to have shared learning within all programs (assess the same core outcomes in all experiences, with individual programmatic outcomes/intended learning to be assessed).

3. What is the overall purpose of your program and what service(s) does your program provide?
 - a. Are there overlaps or intersections with other university programs who have a similar purpose or service?

The purpose of the leadership program is to inspire students to become better leaders during their time at CWU to help prepare them for once they begin their careers. The leadership track focuses on creating unique experiences for students to develop by engaging in programs that help to facilitate connections between campus events, individual co-curricular learning, and their future aspirations. Community engagement and service-learning programs is to involve students in learning experiences that serve the CWU and Ellensburg community needs through direct service, community-based research, advocacy, and engagement opportunities. These programs must require reciprocal relationships among students, CWU, and the Ellensburg community in a mutually beneficial partnership.

SLICE prides its dedication to partnerships and collaborations both on and off campus. Whether that is with on campus departments such as the Sustainability Council, Wellness, DEC, and/or the Wildcat Farm along with one of our 50 plus MOU partnerships. Our dedication to service both for our students as well as their experience is an area of overlap with all of the stakeholders.

4. How does your program align with the purpose of S&A funding? *“Supporting co-curricular and extracurricular activities and programs participated in by students in the furtherance of their education.”*

All programs, services, and activities offered through SLICE center the co-curricular experience. Our intent is to create pathways for students to identify meaningful experiences at CWU to enhance their academic learning. One example is to centralize all of our service experiences, leadership programs, and club engagement through Presence with hopes that students can have access to a centralized co-curricular transcript of their involvement at CWU.

5. How does your program support CWU’s mission and goals? (<https://www.cwu.edu/mission/>)

Experiences within SLICE directly align with CWU mission in that the goal is to enlighten student grow their understanding of social responsibility. With our 50 plus MOU partnerships students can grow their understanding and knowledge of being a responsible citizen through food insecurities, sustainability initiatives and aiding in remedying the blood shortage. With quarterly blood drives, students, faculty and staff help through volunteering and donating blood to save approx. 100 lives. Through our continuous partnership with the Wildcat Farm, volunteers are able to learn about farm to table eating as well as sustainable farming. With Mid-Columbia fisheries, we are not only aiding in beautification but also helping to restore native vegetation along with decreasing risk of flooding around Ellensburg. Through leadership development and service, our staff and student participants engage in stewardship to the institution and local community.

6. Please provide detailed information regarding who utilizes your program? (*Students, faculty, staff, community? Specific demographic information? Class standing, gender, ethnicity, transfer, campus location, etc.*)

Presence is integrated with Peoplesoft to pull individual demographic information in the analysis portion of the portal. We are able to pull all of the listed demographic data for various populations. Below are two breakdowns offering insight to both service experiences and the Wildcat Leadership Academy.

During the Fall 2021 quarter the students participating in our service experiences, 43.1% of participants were seniors with 9.8% being first year students. 85% of the student participants were white with 11.4% being Asian. 41.7% of the participants are classified as first generation students. The students that participated in the service came from 18 different majors with 18.2% of participants being undecided. 15.9% of student participants were transfer students. Although our target attendance for service experiences is undergraduate students, 21.6% of

student who participated were either a graduate student or a non-matriculated undergraduate student.

All of the leadership programs are designed be inclusive to all students populations and demographics. They have been made accessible to all current students including in-person, online, and throughout our other CWU centers in Washington State. We are happy to provide a year-end overview of participation by individual event/quarter.

For leadership programs, we are also able to break down the data by specialized demographics (student status, racial, gender/sex, academic major, etc.). For example, since August 2021, we have had the following attendance in a WLA tagged event: CEPS (145 students); COTS (126 students); CAH (105 students); CB (44); Other (1) as well as racial identities: White (350 students); Asian (72 students); Black (33 students); Pacific Islander (8 students); American Indian (12 students).

Our demographic data was recently implemented into Presence and we're hoping to expand the attributes so students can self-identify and/or have more accurate representation (ex. latinx, mixed-race, etc.).

7. How many unique CWU students utilize your program or services?
 - a. How do you gather these metrics?
 - b. If you do not, what is preventing you from getting that data and how are you determining usage by CWU students?

We are able to gather individual metrics for all programs and services within Presence. Currently, we have 3028 unique CWU students who have engaged in either a club, organization, leadership experience, activity, or service experience engaging within Presence since August 2021. For Leadership, 597 total attendees have participating in at least one Wildcat Leadership Academy tagged event or partner event (490 unique attendees) since August 2021. In the fall quarter alone, SLICE hosted 96 student volunteers serving over 238 service hours within Presence.

8. Are there any current vacant positions in your program?

Yes- one full-time Program Manager focusing on Leadership Development. We have hired a temporary employee and are trying to get all approvals to launch the search as soon as possible. All student positions are filled (12 students in SLICE and 5 students focusing on involvement/clubs) and we currently have no student vacancies.

9. Given the budget reductions taking place and continuing for the remainder of the funding cycle, please tell us what specific impacts those reductions have had on your program compared to what was originally planned and including in your initial base funding request.

Due to the vacancies in our unit, we are able to operate throughout the fiscal year as intended with our large scale programs including Yakima River Cleanup and Cat Camp. The future funding

forecast will directly affect our programs which we will do our best to reduce the scope of program but try to offer the same services for our students.

10. Are there any circumstances or challenges that are currently impacting your ability to use your base funding allocation this year?

Professional staff turnover has directly impacted our ability to use the entirety of our allocation this year and will have an excess in our budget as a result of the vacancy in our office.

11. What growth or increases would you like to see in your program in the future?

SLICE as an entire department is continuing to develop consistent processes, practices, and connections for students. This year our team is focusing on developing the connections between the various functional areas to align pathways for involvement. One example is with club service experiences, designing pathways for group club service projects with the community engagement side of our unit. Another example is to facilitate leadership development during service events to formally connect to the leadership side of the unit. The Wildcat Leadership Academy, leadership certificate program, is currently piloting many of these connections by allowing students to earn WLA credit by engaging in service, club engagement, university events/activities, and individual professional development. Additionally, SLICE is planning to create first-year and second-year student service and leadership experiences to increase engagement from the beginning of a student's collegiate journey.

Additionally, we are exploring possible "involvement advisor" training for our student staff to conduct a formal intake for students to identify areas of interest/personal development that SLICE can then provide informed recommendations/connections unique to that student. The larger goal and vision is to design a pathway for students to get connected directly to their specific areas of interest.

Finally, we are hoping to develop formal leadership education programs and tracks to infuse equity and justice into student leader development. This year we are planning to pilot a program called Leadershape where we fly out leadership facilitators to do an immersive leadership experience. An additional leadership education series, is identifying key partnerships in each college to host events in partnerships with academic areas (an example might be an author lecture series focused on personal development while infusing the academic college).