



We make learning possible

Student Affairs Annual Impact Report 2015 - 2016

KU STUDENT
AFFAIRS
The University of Kansas





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A Letter from the Vice Provost



Dear colleagues and friends,

I am pleased to present the 2015 – 2016 Student Affairs Annual Impact Report. As a division, we remain committed to our mission of *engaging the KU community in services and programs that complement our students' academic goals and enhance their quality of life*. Working with our campus partners, the eleven departments that comprise Student Affairs continue to provide programs, services, resources, and opportunities that contribute to the growth and development of our more than 28,000 students. This year was full of milestones and accomplishments for our division. Highlights include:

- » **Expanding our efforts to effectively measure student learning in our program offerings.** As a division, we measure students' learning through six learning outcomes based on the Council for the Advancement of Standards in Higher Education (CAS) student outcome domains. During the year, each of our departments either developed or revised unit-specific student learning outcomes that align with each of our division's student learning outcomes and map to the KU Core.
- » **Celebrating the opening of several new campus departments and facilities.** In fall 2015, the Student Involvement and Leadership Center (SILC) opened The Center for Sexuality and Gender Diversity; KU Student Housing opened Self Hall, Oswald Hall, Daisy Hill Commons, and McCarthy Apartments; the Sexual Assault Prevention and Education Center opened in January 2016; and, most recently, the DeBruce Center opened in March 2016.
- » **Hosting the 39th Annual Big XII Conference on Black Student Government.** In February 2016, Student Affairs played an integral role in hosting more than 500 students and advisors attending the 39th Annual Big XII Conference on Black Student Government at KU. In a follow up survey, we learned that 91% (n = 104) of respondents felt they could put what they learned at the conference to immediate use on their campuses. Many thanks to the Student Affairs staff who assisted in the planning, organization, and execution of a successful conference.
- » **Collaborating with Undergraduate Studies to host the first annual "Stop Day Eats."** In May 2016, Student Affairs collaborated with Undergraduate Studies to host our first annual Stop Day Eats event—an effort to provide students with free food on an evening known for drink specials and high alcohol consumption. Thank you to the staff members who volunteered and supported this effort into the early morning hours.

The following pages contain the mission statements, accomplishments, assessment and evaluation information, and 2016 – 17 goals for each Student Affairs department. We also highlight the retention and graduation rates of students participating in our programs and services, as well as the accomplishments of numerous Student Affairs staff members. It is my hope that the information contained in this report strengthens your understanding of Student Affairs' commitment to student success and the ways we *truly* make learning possible.

Rock Chalk!

A handwritten signature in blue ink, appearing to read "T. Durham", written in a cursive style.

Tammara L. Durham, Ed.D.,
Vice Provost for Student Affairs

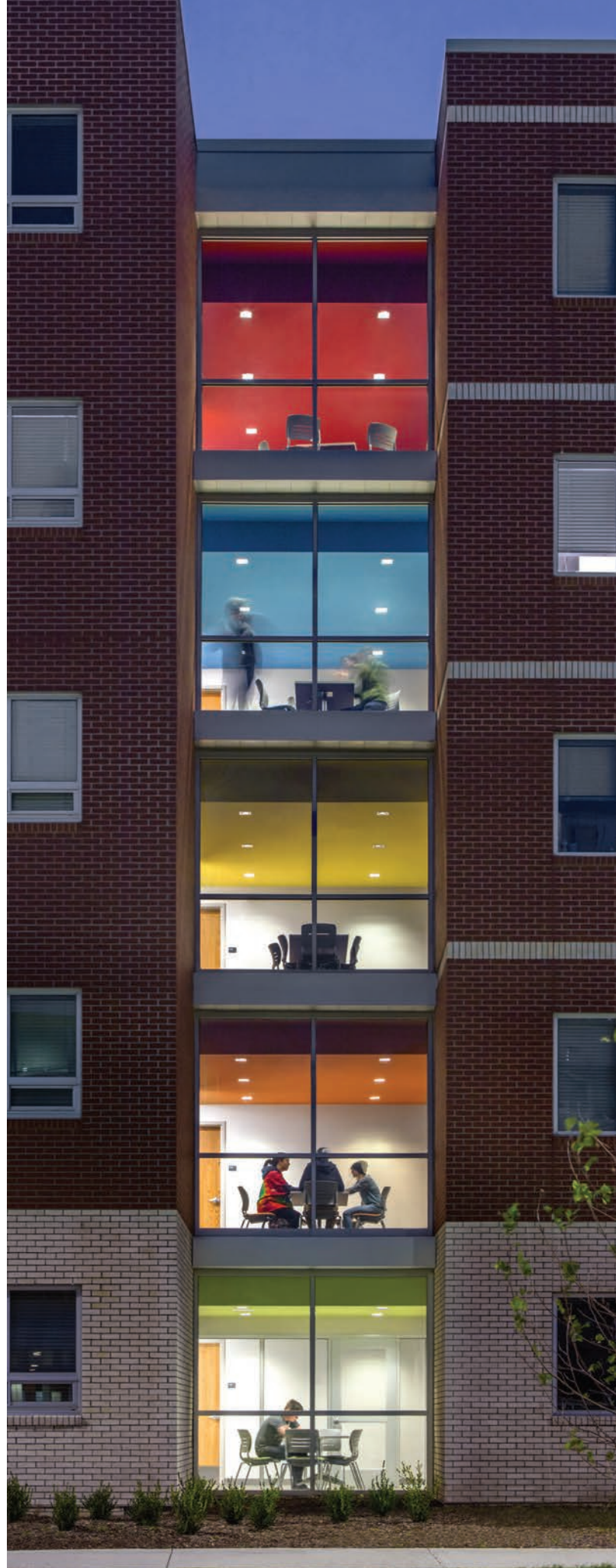
Mission: To engage the KU community in services and programs that complement academic goals and enhance quality of life.

Vision: We champion a KU student experience in which every student is engaged in the community, supported by the campus environment, connected to the institution, and prepared for the challenges of today and tomorrow.

Student Affairs Division Student Learning Outcomes

Students who use or interact with Student Affairs programs, activities, and services will...

- » Acquire, integrate, and apply knowledge that supports their academic and personal growth. (Knowledge Acquisition)
- » Acquire and demonstrate critical thinking and reasoning skills that support their ability to effectively address and solve problems. (Cognitive Complexity)
- » Develop an integrated sense of personal identity and a positive sense of self. (Intrapersonal Development)
- » Develop healthy and respectful relationships with others. (Interpersonal Competence)
- » Demonstrate an understanding and appreciation of cultural and human differences and recognize their role in contributing to positive social change. (Humanitarianism & Civic Engagement)
- » Acquire and demonstrate practical skills that will enable them to live a productive and healthy life. (Practical Competence)



93%

of students who used Student Money Management Services' One-on-One Counseling services in 2014 - 2015 (n = 38) returned in or graduated by fall 2015.

78%

of students who participated in Student Conduct meetings in 2014 - 2015 (n = 2227) returned in or graduated by fall 2015.

93%

of first-year students who participated in Greek Life in 2014 - 2015 (n = 1090) returned in fall 2015.

82%

of students who received services at Counseling & Psychological Services in 2014 - 2015 (n = 1140) returned in or graduated by fall 2015.

89%

of students who worked as KU Memorial Union employees in 2014 - 2015 (n = 546) returned in or graduated by fall 2015.

Impact on Student Retention and Graduation



92%

of students who used the Ambler Student Recreation Fitness Center at least twice a week in 2014 - 2015 (n = 1169) returned in or graduated by fall 2015.

93%

of students who participated in LeaderShape in 2014 - 2015 (n = 55) returned in or graduated by fall 2015.

90%

of students who participated in Intramurals in 2014 - 2015 (n = 2697) returned in or graduated by fall 2015.

80%

of first year students who lived in KU Student Housing in 2014 - 2015 (n = 2388) returned in fall 2015.

73%

of first year students who received services from Legal Services for Students in 2014 - 2015 (n = 99) returned in fall 2015.



KU Recreation Services

KU Recreation Services delivers opportunities and promotes lifelong wellness through programs, facilities, and services to heighten the educational experience. We provide students, faculty, and staff with a variety of resources for physical fitness, team and individual sports, classes, and personal training. Our cutting edge indoor and outdoor facilities accommodate a broad range of athleticism—from beginners looking to improve their health with low impact exercise to seasoned athletes aspiring to push their physical abilities to the next level.

Highlights and Accomplishments

Completion of Ambler Student Recreation Fitness Center Renovations
During the 2015 – 2016 academic year, Ambler Student Recreation Fitness Center successfully completed a \$550,000 renovation project. Renovations included a new main lobby and membership services office, as well as an upgraded conference room. In conjunction with this project, new exterior doors were installed at the plaza main entrance.



Student Employees' Participation in 2016 NIRSA Conference

Recreation Services sponsored three student employees' participation in the 2016 National Intramural Recreational Sports Association (NIRSA) Conference & Recreational Sports Exposition held in Kissimmee, Florida. Students applied and interviewed for the conference sponsorships. Conference registration, airfare, and lodging were all covered for sponsorship recipients. This opportunity supports students who aspire to attend graduate school in a related field of study or work in the campus recreation profession.

By the Numbers

Data Point	2014 - 15	2015 - 16	% Change
Number of Ambler Student Recreation Fitness Center entrance swipes	453,877	428,966	-5.5%
Number of fitness programs student participants	958	690	-28.0%
Number of KUFit student participants	803	584	-27.3%
Number of Sport Clubs student participants	915	1,050	14.8%
Number of Intramural student participants	3,482	3,466	-0.5%
Number of personal training clients*	155	106	-31.6%
Number of memberships*	320	218	-31.9%
Number of Adams Campus participants**	1,118	855	-23.5%
Number of student employees	265	242***	-8.7%

*Includes non-student clients and/or members, **Includes non-KU groups, ***Number of student employees through March 2016. Previous year through May 2015.

Backpack KU

Students participating in Backpack KU are able to meet new friends, share experiences, and explore a different environment all while enjoying nature. In an effort to assess the learning that occurs during the trip, student participants (n = 9) were asked to complete paper surveys. Key findings include:

100% of participants agreed or strongly agreed they applied acquired knowledge to new situations to solve an issue.

100% of participants agreed or strongly agreed they established a sense of belonging.

88% of participants felt every freshman should go through the Backpack KU experience.



“(Ambler Student Recreation Fitness Center) made my life immeasurably better. As a personal trainer and group fitness instructor, I learned skills that I use every day in my current profession as a physical therapist. I made lifelong friends there, and am so grateful that space was available during my undergraduate years.”

Intramural Risk Management Assessment

KU Recreation Services staff members are expected to know how to react in emergencies, such as evacuation and shelter in place situations. To better understand KU Recreation Services student employees’ skills during evacuation and shelter in place situations at outdoor spaces, intramural supervisors were observed by staff to assess their communication and leadership, teamwork, critical thinking/sense of urgency, and time management skills. The following table presents the average mean and percentage scores obtained for each skill. As displayed, Intramural Supervisors’ skills met standards in all four areas. Students’ critical thinking/sense of urgency was the only skill not reaching 80%—indicating a need to identify ways to further develop students’ skills in this area.

Intramural Supervisor Skills	Average Mean Score	Percentage Score
Communication and Leadership	2.47	82.3%
Teamwork	2.53	84.4%
Critical Thinking/Sense of Urgency	2.38	79.2%
Time Management	2.44	81.3%

1 = Needs Improvement, 2 = Meets Standards, and 3 = Exceeds Standards. (n=8)

Looking Ahead

GOAL #1:	Create a seamless transition to new leadership for the newly hired Director of Recreation Services.
GOAL #2:	Implement initiatives that address the on-going risk management strategies for campus recreational programs, services, and facilities.
GOAL #3:	Implement new marketing and promotional communications that convey welcoming and inclusive spaces associated with programs, services, and facilities.
GOAL #4:	Initiate conversations with offices in Undergraduate Studies to determine ways to strengthen and/or develop partnerships.

Counseling & Psychological Services

The mission of Counseling and Psychological Services is to aid in the emotional and psychological development of students in the university environment for the purpose of enhancing performance; assist in the evaluation of student academic progress for the purpose of improving student and faculty functioning; and contribute to the professional education of graduate students in mental health and counseling professions.

Highlights and Accomplishments

Increase in Students Using Direct Services

From June 2015 to May 2016, staff provided direct clinical services—particularly Urgent Care appointments—to the largest number of students in CAPS history. In total, CAPS provided direct clinical services to 8.1% of KU students, up from 7.0% last year. CAPS saw a 17.1% increase in utilization of clinical services from last year. Urgent care/triage appointments increased by 12.0%.

Required Campus Fee Leads to New Positions

CAPS successfully obtained required campus fee funding for four new staff positions—two additional clinical social workers and two licensed psychologists. These positions will allow CAPS to provide students with additional access to mental health services.

Staff Members Certified as Trainers for Mental Health First Aid in Higher Education

Two professional staff members were certified as Trainers for Mental Health First Aid in Higher Education. Training students, faculty and others in higher education settings on how to recognize the symptoms of emerging mental illnesses or to assist young adults in a mental health crisis can help lessen the severity and impact of mental illnesses.

By the Numbers

Data Point	2014 - 15	2015 - 16	% Change
Number of unique students using CAPS services	1,542	1,782	15.6%
Number of appointments	8,344	9,772	17.1%
Number of initial assessmentss	878	925	5.4%
Number of individual therapy appointments	5,577	6,314	13.2%
Number of urgent care/triage appointments	374	419	12.0%
Number of group therapy appointments	455	700	53.8%
Number of couples therapy appointments	2	8	300.0%
Number of consultations	9	32	255.6%
Number of psychological testing appointments	79	95	20.3%
Number of psychiatric evaluations	116	161	38.8%
Number of brief psychiatric visits	821	973	18.5%
Number of medication refills	60	145	141.7%

CAPS Client Survey

CAPS provides psychotherapeutic, psychiatric, and mental health/education programming services to currently enrolled KU students. Each spring, a sample of CAPS clients are invited to complete a survey intended to assess the impact of therapeutic services on student learning and development. For spring 2016, a total of 100 CAPS clients completed the survey. Key findings include:

88% of CAPS clients agreed or strongly agreed they are better able to identify one of more strategies to solve or cope with problems.

57% of CAPS clients agreed or strongly agreed they are able to identify other helpful campus and/or community resources.

79% of CAPS clients agreed or strongly agreed they are able to apply learned strategies to resolve academic concerns or difficulties.

81% of CAPS clients agreed or strongly agreed they better understand their role in managing their thoughts, behaviors, and/or emotions.

CAPS Post-Internship Survey

CAPS' training program includes the American Psychological Association-accredited internship in psychology program for students. In April 2016, a survey was sent to a total of 21 former students completing CAPS internships from 2009 to 2015. The electronic survey was designed to assess the effectiveness of the internship program in preparing previous interns for employment as psychologists. The survey yielded a 90.5% response rate (n=19). Of the interns responding:

89% indicated their internship prepared them well or very well for an entry level position in the profession of psychology.

72% indicated their internship prepared them well or very well in crisis intervention.

89% indicated their internship prepared them well or very well in outreach/psychoeducation and individual/group psychotherapy.

84% indicated their internship assisted them in developing their professional identity.



Looking Ahead

GOAL #1:	Hire, train, and integrate four new professional staff positions.
GOAL #2:	Provide at least nine <i>Mental Health First Aid in Higher Education</i> trainings for the KU community.
GOAL #3:	Provide Mental Health First Aid in Higher Education training for all Resident Assistants working in KU Student Housing.
GOAL #4:	Develop additional relevant group therapy offerings for students—particularly to address anxiety problems.
GOAL #5:	Continue to expand implementation of technological upgrades throughout CAPS.



KU Student Housing

KU Student Housing seeks to build learning-centered communities through individual support and respect while advancing KU’s mission with engaging communities, vibrant physical spaces, and effective administration. Through a comprehensive curricular approach to student engagement, we seek to develop our residents as responsible citizens who are ready for the challenges of a global community. KU Student Housing believes that every student brings meaningful, diverse perspectives to our communities and should be given the opportunity to thrive academically, socially, and personally in well-maintained facilities.

“I love my scholarship hall! It’s in a wonderful location, the food is great, and I have friends who are as academically motivated as I am.”

Highlights and Accomplishments

Opened Self and Oswald Halls, Daisy Hill Commons, and McCarthy Apartments

KU Student Housing successfully opened three new facilities in fall 2015: Self and Oswald Halls (including the Daisy Hill Commons) and McCarthy Hall. The opening of the Daisy Hill Commons brought about new campus partnerships with the Undergraduate Advising Center, Supplemental Instruction, the Writing Center, and KUIT—services now offered to students in the Commons. Additionally, UNIV 101 courses are being taught in the new classroom space.



Enroll-a-Thon

In an effort to help students overcome barriers to enrollment for fall 2016, KU Student Housing partnered with the Undergraduate Advising Center, Student Account Services, and Financial Aid to host Enroll-a-Thon—a series of events aimed at bringing these services into the residence halls. A total of 43 students were enrolled at the events and an even larger number cleared enrollment holds after the fact. The partnership has continued to grow by involving the Residential Peer Advisor position—using their unique talents to address enrollment issues earlier in the semester.

Successfully Closed McCollum Hall and Stouffer Place Apartments

KU Student Housing worked diligently to prepare McCollum Hall and the Stouffer Place Apartments for their final closures. The McCollum closure brought out alumni, friends, faculty, and staff to celebrate the many years of service and community McCollum provided. Following the closing of Stouffer Place, KU Student Housing provided a number of events to assist residents in a successful transition off campus by bringing in community partners and preparing them for the Lawrence housing rental market.



Increased Focus on Social Justice

A workgroup comprised of students and staff was brought together to update the KU Student Housing Inclusion Statement—making it more reflective of the communities we serve. In addition, through a collaborative effort with the Office of Multicultural Affairs (OMA), KU Student Housing residence life staff worked to improve their cultural competency by participating in four intentionally designed sessions. Finally, the Residential Curriculum Committee has worked to improve the diversity interventions offered throughout the year in the residential curriculum.

Staff and Student Leaders Visit China

During Spring Break 2016, three students and four staff members visited four universities and important cultural sites in China to learn more about the experiences of incoming KU international students. Upon their return, a presentation was developed and shared with campus partners. The presentation showcased the importance of the trip and encouraged units across campus to learn from the shared experiences to better serve KU international students—specifically those from China. The group presented several times to large groups of campus partners and will continue to develop tangible strategies to improve the experiences of international students in KU Student Housing. The trip afforded KU Student Housing the opportunity to develop relationships with faculty members at KU, as well as at other institutions in China. These relationships will remain critical in developing successful service delivery to our international students.

By the Numbers

Data Point	2014 - 15	2015 - 16	% Change
Number of students living in campus housing	5,037	4,819*	-4.3%
Occupancy percentage of available space	97.53%	97.76%	0.2%
Percentage of first year students living on campus in previous academic year that returned to KU in fall of current academic year	80.90%	80.00%	-1.1%
Number of residential learning communities	2	4	100.0%

*KU Student Housing closed Stouffer Place apartment complex in June 2015.

EBI/Skyfactor

Each year KU Student Housing uses the Educational Benchmarking International (EBI) survey, recently renamed Skyfactor, to measure both student satisfaction and student learning in on-campus residence halls, scholarship halls, and apartments. In 2016, 40% of all KU Student Housing residents responded to the survey—an increase of 8% from 2015. The following table presents key findings. As displayed, student responses revealed significant improvements in overall satisfaction, overall learning, and overall program effectiveness. In addition, there were significant increases in students’ satisfaction with safety and security, community environment, and their sense of community.

Data Point	2015	2016
Overall Satisfaction	5.21	5.46*
Overall Learning	4.75	4.97*
Overall Program Effectiveness	4.89	5.10*
Safety and Security	5.49	5.76*
Sense of Community	5.48	5.62*

*EBI sets a mean goal of 5.5 for effectiveness in each area, on a 1 - 7 scale. *2016 mean is significantly higher than the 2015 mean.*

“My RA has been incredibly helpful when I have had questions regarding anything. If she couldn’t answer, she knew where to direct me to get an answer. She is very understanding and considerate and always has a positive attitude, so I’m never afraid to talk to her.”

Looking Ahead

GOAL #1:	Continue renovation projects with Miller and Watkins scholarship halls, add a fresh air make-up system in Templin Hall, and design work for Corbin Hall restoration.
GOAL #2:	Share information obtained from China trip with campus colleagues and expand partnership with KUAAP to enhance occupancy forecasting and facilitate enhanced cultural competency throughout campus.
GOAL #3:	Hire and train new Associate Director, Assistant Director, and Complex Directors in Residence Life.
GOAL #4:	Finalize new Inclusion Statement, further develop inclusion content in the residential curriculum, and continue quest to enhance cultural competency and social justice education.
GOAL #5:	Prepare for the new Central District residence hall and apartment complex by developing a staffing model, financial and occupancy forecasting tools, rate development that meets short- and long-term financial requirements, utility and expense forecasting, furniture orders, and academic partnerships for the academic service center.

Watkins Health Services

Watkins Health Services supports KU students' learning experience through the delivery of high-quality, affordable healthcare services and innovative programs that promote the health of the student, KU, and community. We provide comprehensive medical care and outreach programs through a team of dedicated professionals. As a student-focused, student-friendly center, our mission is to advance the quality of life for university students, improving academic performance and increasing retention.

"[HERO events] with therapy animals are vital to reducing stress in the KU community. Pause 4 Pups and Stress Busting Study Breaks allows students to not only take breaks from studying, but allows them to destress by spending time with the pups."



Highlights and Accomplishments

Free HIV Testing for Students

Given the high rates of risky sexual behaviors, HIV testing is an important preventive health practice among college students. Watkins believes students' location and/or financial status should not prevent access to good health screening practices. Free screenings were offered across campus in September, December and April. Watkins purchased Rapid HIV test kits to eliminate the need to use off campus resources, cut the cost of testing, and increase the number of tests available for students. In 2015 – 2016, a total of 78 students received free testing services.

Immediate Care Clinic for Faculty and Staff Opens

In November 2015, Watkins opened the Immediate Care Clinic (ICC) for KU faculty and staff. ICC is not intended to take the place of a primary care physician, but rather meet the acute needs of faculty and staff. Watkins added this service, specifically, to better fit the needs of faculty and staff experiencing injury or illness while on campus. Since its opening, ICC has averaged 2 – 3 patients per day. The clinic complements other services already available to faculty and staff—such as the Pharmacy and allergy injections—to provide an all-encompassing health care experience for the entire KU Community.

Health and Wellness Programs Expansion

Health and wellness programming is an important part of the medical care Watkins provides to the KU community. In collaboration with a variety of campus partners, programs are held at a host of locations with the goal of reaching as much of the campus population as possible. Program expansion in 2015 – 2016 included the KU Jayhawk Buddy System, CARE Coordinator initiatives, stress management programs (i.e. massage therapy services, therapy dogs, etc.), KU Fraternity & Sorority Live community partnerships (i.e. CARE Sisters program, etc.), and nutrition/cooking classes.

By the Numbers

Data Point	2014 - 15	2015 - 16	% Change
Number of unique student patients	15,651	15,547	-0.7%
Number of student encounters	62,648	60,437	-3.5%
Number of student encounters with a WHS physician	18,361	18,207	-0.8%
Number of student encounters with a WHS nurse practitioner	7,137	7,772	8.9%
Number of student encounters with the WHS pharmacy	34,508	31,576	-8.5%
Number of flu vaccinations administered	2,642	2,882	9.1%
Number of student encounters with the Health Education Resource Office	18,233	29,199	60.1%
Number of encounters with online patient portal	166,902	197,486	18.3%

Unique patients are those who had at least one appointment, Pharmacy or facility visit during the fiscal year. Encounters are the total number of patient interactions via appointment, face-to-face, and patient portal.



“Being a part of the CARE Sisters program has opened my eyes to all the wonderful work that is being done for sexual assault prevention and education on campus. The program has taught me more than I ever could have imagined, and I am excited to see it grow in the future.”

“Physical and mental health are important to keeping my brain and body actively engaged in school. I have [missed] classes because of general and mental illness in the past and Watkins has been a huge force in helping me stay in school.”



Student Health Advisory Board Survey

In collaboration with the KU Student Health Advisory Board, Watkins conducted its annual spring survey to assess students’ satisfaction with their Watkins experience and ability to connect prevention and maintenance of personal healthcare with academic success. The survey yielded its highest numbers ever (n = 2,452)—with 1,908 students identifying as Watkins users. Survey results revealed the following:

88% of Watkins student users were satisfied with their treatment

85% of Watkins student users agreed or strongly agreed that by maintaining good personal health and wellness they are more likely to achieve their academic goals.

70% of Watkins student users indicated they receives and followed health information that helped them better manage aspects of their personal health.

Freshman Patient Visits

Historically, the percentage of student patients classified as freshmen is often lower than other classes of students. This largely stemmed from low awareness of Watkins among freshmen. In an effort to raise awareness of available services, Watkins staff participated in parent orientation sessions during summer 2015. This year our percentage of patient visits by freshmen was 20%-- a 15% increase from 2014 – 2015.

“I learned a lot about HIV and the testing process. I think the biggest thing I took away from this, educationally, is that not everyone is as fortunate to have resources that allow them to get HIV testing done for free. I am fortunate that I attend a school that cares so much about [its] students’ health.”

Looking Ahead

GOAL #1:	Identify ways to better communicate prevention measures to KU students.
GOAL #2:	Continue presence at orientation and work to identify opportunities to address gaps in other classes of KU students.
GOAL #3:	Implement a new marketing plan to improve customer service and local, regional, and national image of Watkins Health Services.
GOAL #4:	Assess the effectiveness of Watkins services and programs.
GOAL #5:	Develop an expanded role/partnerships with other KU departments.
GOAL #6:	Provide more specialized services for students, e.g. dental, medical subspecialty, alternative medicine.
GOAL #7:	Improve patient flow through improved efficiency and timeliness.

Student Conduct & Community Standards

The Office of Student Conduct and Community Standards addresses incidents of non-academic misconduct on campus and educates students about the Code of Student Rights and Responsibilities. The office seeks to foster a holistic learning environment through education focused on community membership and standards.

Highlights and Accomplishments

Implemented Maxient for all Hearing Officers

The student conduct practice has shown the necessity for a multifaceted student conduct management software. By moving to Maxient, Student Conduct and Community Standards transitioned all files, re-established “front-facing” forms that non-users can easily make reports (i.e. Student Housing Incident Reports, Student Housing Fire Alarm Reports, and the Student of Concern Review Team Report Form), and developed core standard operating procedures.

Recruitment, Selection, and Training of New Hearing Panel Members

At the end of the 2014 – 2015 academic year, Student Conduct and Community Standards staff identified the need to recruit a substantial number of new hearing panel members—specifically student members. During the 2015 – 2016 academic year, staff successfully recruited, selected, and trained 60 new hearing panel members—of which 55 were students.

“[Student Conduct & Community Standards staff] handled the situation very well. [They] helped me understand my violations, while doing so respectfully and without judgement.”

Code of Student Rights and Responsibilities Revisions

Building on an originally revised Code of Student Rights and Responsibilities developed by the former Director of Student Conduct and Community Standards, a revised Code was proposed and enacted by Student Senate. This new Code allows for off-campus jurisdiction if there is an on campus safety impact and updates language to show an affirmative stance on behavior.

Hearing Panel Training Revisions

During the 2015 – 2016 academic year, staff revised parts of the hearing panel training, including the hearing panel manual. Specifically, the manual was converted into a “text book” using the services of Jayhawk Ink. Beyond the materials, staff provided monthly Hearing Panel Professional Development sessions covering topic such as rationale writing, chairing hearings, and panels addressing bias incidents on campus. Hearing panel members have found the ongoing training helpful. In addition, staff have noted a substantial improvement in the performance of panel members during hearings including better finding rationales and more thought out sanctions.

By the Numbers

Data Point	2014 - 15	2015 - 16	% Change
The average speed of adjudication for a conduct case from date of incident to date of adjudication	10 days*	12 days	-16.7%
Number of student conduct cases handled	2,173	3,214**	47.9%
Number of student conduct violations***	2,584	2,048	-20.7%
Number of student conduct violations by type:			
Drug****	--	94	--
Alcohol****	--	804	--
Violence, threats, unwanted contact, endangers safety	46	29	-37.0%
Fake IDs	27	47	74.1%
Hazing	2	4	100.0%
Number of hazing reports	6	10	66.7%
Number of Student Conduct facilitated Bystander Intervention trainings	35	43	22.9%
Number of training hours offered to hearing officers and hearing panels	38	50	31.6%

*Tracking numbers include, both, KU Student Housing and Student Code violations. *2014-15 count excluded weekends; **2015-16 count includes potential inspection violations; ***An individual may be charged with more than one violation. In 2014-15, room inspection findings came with a policy violation. For 2015 - 16 inspections, no finding was made to allow the student time to correct before a conduct finding was made; ****May include "double" charges for both KU Student Housing and Student Code alcohol violations.*

"Participating in [the conduct hearing] has given me insight to reevaluate my priorities and morals as a result of what happened. The hearing officer I met with did a great job of understanding and listening [which] made me feel more comfortable."

Academic Year Student Conduct Process Survey

Each year, students participating in a student conduct meeting are invited to complete a survey to provide feedback on their experience. For 2015-2016, the survey link was included in students' outcome letter—the letter that includes the resolution of the alleged policy violation. The survey yielded 151 responses. Of the student respondents participating in the conduct process/hearing:



Student Learning During an Administrative Hearing

To better understand students' experience while participating in a conduct hearing, a rubric was developed and used for specific student conduct meetings that would allow for the collection of "real time" data during meetings. A total of 24 students were interviewed using the rubric. Of the student participating in the meeting:

71% were able to explain the Code of Student Rights and Responsibilities and the reason for its existence.

76% able to analyze ways their behaviors impacted others.

72% could describe why KU has a process to address alleged non-academic misconduct.

79% indicated they would not engage in similar behaviors again.

75% were able to articulate how their actions were inconsistent with KU's expectations.

Looking Ahead

GOAL #1:	Standardize the conduct hearing experience for students by creating a reference manual for hearing officers.
GOAL #2:	Specialize Student Conduct staff by creating liaison roles to support key departments requiring heightened service from staff (i.e. KU Student Housing, Greek Life, etc.).
GOAL #3:	Identify ways to revamp Hazing Prevention Week events and activities.
GOAL #4:	Deepen partnerships with campus partners to address higher impact student incidents.





Hilltop Child Development Center

Hilltop is an inclusive community where children learn from passionate professionals in a nurturing and academically rich environment. The primary mission of Hilltop is to provide warm and loving care for children while simultaneously offering a stimulating and developmentally appropriate education curriculum.

Highlights and Accomplishments

Creation of Scholarship Program for KU Student Parents

In partnership with KU Student Senate, Hilltop will offer a scholarship to all financially eligible KU student parents. Scheduled to begin in fall 2016, identified students will receive a discounted rate of 20% off Hilltop's lowest rate.

Creation of Training and Development Plan for Teachers

Hilltop has created an incentive based training and development plan for all full-time teachers. Teachers will have the opportunity to achieve a variety of levels, based on the number of completed training hours. The training program is scheduled to begin in fall 2016.

Construction and Physical Improvement Projects Initiated

In the last year, Hilltop initiated several improvement projects. In an effort to better accommodate transportation needs, Hilltop purchased four new passenger vans. New carpet was also installed throughout the entire building. Finally, in partnership with KU Student Senate, playgrounds were updated with new landscaping.

Finalization of Strategic Plan

Hilltop has also made great strides in developing a new three to five year unit strategic plan. The strategic plan is scheduled for completion summer 2016.

By the Numbers

Data Point	2014 - 15	2015 - 16	% Change
Total enrollment:	313	315	0.6%
Total Toddler enrollment:	40	40	--
Total 2 year olds enrollment:	56	56	--
Total Preschool enrollment:	60	80	33.3%
Total Pre-K enrollment:	78	60	-23.1%
Total School Age enrollment:	79	82	3.8%
Number of Part Time employees:	72	75	4.2%

All data points represent enrollment or employment at their highest number during the associated year.

Part-Time Aide Assessment

KU students working as part-time Teacher's Aides engage in critical components of Kansas Department of Health and Environment (KDHE) licensing and the National Association for the Education of Young Children (NAEYC) standards. They are actively engaged in classroom functionality—including, but not limited to supervision, fulfilling ration requirements, cleaning procedures, small and large group activities, children's learning activities, and events. At the conclusion of the fall 2015 and spring 2016 semesters, Teacher's Aides were asked to complete a survey to provide Hilltop staff with insight into knowledge gained and skills being utilized. The following table presents results for fall 2015 and spring 2016. As displayed, there were no significant differences between the semesters—with the majority of respondents indicating their confidence in classroom management skills and knowledge of licensing rules for classroom ratios.

Data Point	Fall 2015 (n = 40)	Spring 2016 (n = 30)
When a teacher is absent, I feel I can successfully run a classroom activity.	3.50	3.50
I feel I know the licensing rules for classroom ratios.	3.55	3.60

Respondents were also asked to list at least one skill they have learned or developed while working at Hilltop that will enable them to be effective in future positions / careers. Key response themes included: *Understanding and implementing developmentally appropriate practices for children of several different age groups and educational levels; Leadership; Conflict Resolution; Motivating and finding ways to get students' attention in a productive way.*

Looking Ahead

GOAL #1:	Develop a plan to address new FLSA standards and Hilltop staff compensation.
GOAL #2:	Develop a clear plan for future Hilltop construction projects with key partners.
GOAL #3:	Develop a sustainable budget to address new KU Management agreement.
GOAL #4:	Launch planned KU Student Parent Needs Assessment.
GOAL #5:	Create and offer trainings on topics including classroom management, lesson planning, curriculum, and handling children with special needs for Hilltop staff.

Sexual Assault Prevention and Education Center

"This office is just what KU needed. I am so thankful [it is] here. I only wish this would have started before I [started as a student at KU]."

The Sexual Assault Prevention and Education Center (SAPEC) promotes social change and the elimination of sexual violence through prevention education, inclusive programming, and campus wide collaboration. SAPEC's comprehensive primary prevention educational scope has a specific focus on Bystander Intervention, Male Engagement, Consent, Healthy Relationships, and Social Norm Reconstruction. Secondary prevention efforts increase visibility and student ownership through awareness events, art installations, educational summits, and notable guest lectures. Finally, tertiary prevention is provided through survivor resource collaboration, conduct and offender accountability collaboration, and KU policy review.



Highlights and Accomplishments

Sexual Assault Awareness Month

Planning for Sexual Assault Awareness Month (SAAM) began in November 2015. This multi-departmental group worked collaboratively on SAAM events. SAPEC took lead of the group in February 2016. During SAAM, KU hosted 13 different events on the Lawrence and Edwards campuses. Events included The Awareness Flag Project, The Hunting Ground film screening, and Take Back The Night.

Sexual Assault Prevention and Education Center Opens

The Sexual Assault Prevention and Education Center opened January 2016. The Center’s opening represents the culmination of student activism and KU’s Sexual Assault Task Force recommendations. Jen Brockman was hired as the inaugural SAPEC Director. Brockman has 15 years of experience in the victim services and prevention field, including previous prevention work at two flagship institutions and a state coalition. SAPEC has hired two full-time Prevention Educators and anticipates hiring 15 peer educators for the fall semester.

Center Establishes The Prevention Collective

Within the first 30 days of opening, SAPEC met with 75 different student groups and departments across campus and the community. These meetings focused on gaining an understanding of the KU culture

and relationship building. The establishment of the Prevention Collective is a direct result of these meetings. The Prevention Collective is a working group held once a month, comprised of students, faculty, and staff from campus and community, who are committed to active engagement in the elimination of sexual violence on campus.

Selection of *Bringing in the Bystander* as Campus Bystander Curriculum

Bringing In The Bystander, a White House vetted curriculum, will be used by SAPEC starting in the fall of 2016. In spring 2016, curriculum trainers were brought in to train a core group of KU staff on the program. This core group then modified the curriculum to make it more specific to KU. In preparation for the program’s launch in the fall, the group will host multiple train-the-trainer sessions during summer 2016.

By the Numbers

Data Point	2015 - 16
Number of educational programs/presentations conducted	30
Number of educational program/presentation topics	11
Number of students participating in educational programs/presentations	1,800
Number of non-students participating in educational programs/presentations	138

Drug and Alcohol Facilitated Rape Presentation Assessment

In 2015 – 2016, SAPEC conducted a number of Drug and Alcohol Facilitated Rape student trainings. Participants responded to questions before and after the trainings. The following table presents results for included questions. As displayed, results revealed significant growth in participants’ willingness to believe a disclosure of sexual assault and a decrease in victim blaming for alcohol/drug use.

Data Point	Pre-Training	Post-Training
How likely are you to believe a rape claim if the person was drinking alcohol/intoxicated?	3.21	3.49*
How often would you say women who report rape are lying?	2.92	2.60*

*significant at $p < 0.05$

STEP UP! Bystander Intervention Presentation Assessment

In fall 2015, students enrolled in UNIV 101 courses participated in STEP UP! Bystander Intervention presentations. In order to assess the impact of the presentations, students were asked to complete pre- and post-presentation surveys. Ninety-two (92) students completed both surveys. The following table presents results for each question. As displayed, results revealed significant growth in students' understanding of intervening in situations and their awareness of KU resources.

	Pre- Presentation	Post- Presentation
Intervention Concept & Approaches	1.35	1.62*
Barriers Preventing Intervention	0.93	0.90
Jayhawk Responsibility	3.47	3.47
Awareness of KU Resources to Report Sexual Violence	3.07	3.28*

**significant at $p < 0.05$*

Looking Ahead

GOAL #1:	Secure outside funding for program expansion and sustainability.
GOAL #2:	Intentional and dedicated inclusion of culturally specific student populations in trainings and programming.
GOAL #3:	Ongoing evaluation of Sexual Assault Prevention and Education Center outreach strategy.
GOAL #4:	Launch tiered educational program in collaboration with Greek Life.
GOAL #5:	Launch comprehensive primary prevention programming across campus. Programming will include multi-session tracks, awareness events, passive marketing projects, social norming campaigns, and campus policy review and revision as needed.

KU Memorial Union

KU Memorial Union serves as KU's community center through its operation of the Kansas Union, the DeBruce Center and Dining and the KU Bookstore. The Union facilitates community exchange by providing engaging environments, conference services, and retail services. Within this context, Union programs (Student Union Activities, KJHK, The Big Event) allow for student development and learning through the leadership and management responsibilities offered to students. By providing such places, experiences and services, the Union contributes to student connection, retention, recruitment, learning and development—while creating enduring KU traditions and loyalties.



"KJHK has been the biggest influence during my time here at KU. The people I have met at the station have taught me many skills I [am] able to take with me for the rest of my life. I am now confident in my ability to communicate and work with others in any situation."

“Working with The Big Event this past year has helped me realize what I see for my future. Now, I’ve come to find that I want to work in development with a non-profit. The Big Event has shaped me into a better listener, leader, follower, and all around person. I will never be able to give back to The Big Event what it has given me.”



Highlights and Accomplishments

The DeBruce Center Opens

In spring 2016, the DeBruce Center opened its doors. The building features a full dining facility and gift shop to serve students, faculty, staff, alumni and campus visitors. The building features exhibits throughout the building and grounds that honor the extraordinary history of James Naismith’s Original Rules of Basketball and the link to KU.

SUA Co-Sponsors Opal Tometi Campus Visit

In collaboration with the Office of Multicultural Affairs, SUA brought Opal Tometi, co-founder of the #blacklivesmatter movement to campus for a presentation in the Lied Center of Kansas. Tometi spoke to 700 people about the history of how the movement has evolved and its origins. Following her lecture, Tometi also spent time speaking with students one-on-one about current activism.

SUA Brings Back Annual Campus Carnival

Due to additional fee funding from Student Senate, SUA brought back the annual Campus Carnival with over 3,500 people in attendance. Occurring on the last weekend of Hawk Week, the Carnival was free for students, faculty and staff with a KUID. The event was hosted in the parking lot and lawn of the Lied Center of Kansas which allowed for rides, games, food, live music, student performances, and a small student organization fair.

The Big Event 2016

In its sixth year at KU, the Big Event rebounded from a weather cancellation in 2015. The Big Event serves as KU’s way of thanking the Lawrence community for its support throughout the year. Eleven student leaders and thirty committee members worked to plan and execute the event. During the April 2016 event, the group recruited 2,800 student, staff, and faculty volunteers who served 321 job sites around Lawrence.



KJHK Wins Local, Regional, and National Recognition

KJHK was named “Best Radio Station” in Lawrence by the entire Lawrence community for the third year in a row. In addition to this local prestige, KJHK earned 15 awards from the Kansas Association of Broadcasters, 3 regional awards from the Society of Professional Journalists, and was recognized as a Top 20 college radio station by the Princeton Review. KJHK’s website, KJHK.org is currently a national finalist for best student media website in the country in a competition adjudicated by The Society of Professional Journalists.

By the Numbers

Data Point	2014 - 15	2015 - 16	% Change
Number of Student Union Activities events	219	210	-4.1%
Number of SUA event student participants	51,688	45,620*	-11.7%
Number of visitors to the Union	1,888,890	1,732,944**	-8.3%
Number of students employed by the Union	600	750	25.0%
Number of catered events across campus	4,565	4,599	0.7%
Number of meeting room bookings	13,603	12,311**	-9.5%
Number of students with meal plans through Dining Services	4,265	4,288	0.5%
Number of meals served in the residential dining commons	1,221,837	1,240,110	1.5%
Number of pieces of original content (photos, videos) posted to Union social media platforms	--	780	--
Number of student organization bookings	--	4,674	--

**Jaybowl closed May 2015 **Burge Union closed March 2016.*

Union Programs Student Leader Learning Outcomes Project

The Union Programs Student Leader Learning Outcomes Project provides a universal method and tool for staff to use in assessing student leaders’ learning in student organizations, programs, or activities. Student leaders in SUA and KJHK performed pre- and post-self-assessments at the beginning and end of their leadership terms. Assessments measured students’ learning in relation to each of the department’s identified student learning outcomes. The following tables present results for SUA and KJHK student leaders. As displayed, there were no significant differences for SUA student leaders. SUA Leaders participation in a half versus full year leadership experience offers one possible explanation for the lack of significance. In contrast, KJHK student leaders experienced significant increases on each learning outcome.

SUA Student Learning Outcomes	Pre-Test (n =18)	Post-Test (n =18)
Event Management	3.83	3.99
Interpersonal Development (Group Dynamics)	4.12	4.06
Leadership	3.82	3.96
Social Justice	4.26	4.19
Intrapersonal Development (Self-Maintenance)	4.12	4.06
Intellectual Growth and Thinking	4.35	4.24

**significant at $p < 0.05$*



KJHK Student Learning Outcomes	Pre-Test (n =14)	Post-Test (n =14)
Event Management	4.02	4.28*
Interpersonal Development (Group Dynamics)	4.09	4.32*
Leadership	3.89	4.24*
Social Justice	4.23	4.49*
Intrapersonal Development (Self-Maintenance)	4.03	4.41*
Intellectual Growth and Thinking	4.09	4.57*

**significant at p < 0.05*

“As far as being a leader in SUA, I have never felt so accomplished for all the people that I’ve been privileged to provide to. But our organization is quite unique, not only does it provide students with acquired skills and leadership opportunities, it is a little place that we like to call home. Aside from all of the hard work and effort that we put into our events, we make time to practice development strategies that enhance interpersonal relationships and reinforce the friendships among all of us. SUA has given me boundless opportunities that have provided me with the friendships and memories to last a lifetime.”



Looking Ahead

GOAL #1:	Activate optional digital text at enrollment for substantial student savings—facilitated by bookstore charges via university accounts (with benefits of quick access to financial aid and convenience to families).
GOAL #2:	Implement learning outcomes endeavors for most of our 150 student employee positions.
GOAL #3:	Win support for \$50 per semester student fee referendum in spring 2017 for essential Kansas Union core infrastructure (fee to start FY 2020).
GOAL #4:	Successfully open new Oliver Dining Commons in fall 2017.
GOAL #5:	Initiate trial merit reward program for exceptional work performance.



Legal Services for Students

Legal Services for Students (LSS) strives to prevent and resolve legal problems that confront students by providing professional and confidential legal counseling, representation, advice and education. LSS attorneys (or law students working under the supervision of an attorney) interview and advise students regarding legal matters and assist with income tax preparation.

Highlights and Accomplishments

Certifying Acceptance Agent Program Expanded to KU Medical Center

Two LSS staff members trained three KU Medical Center (KUMC) staff on the Individual Taxpayer Identification Numbers (ITIN) application process. With this information, KUMC staff will be better equipped to assist international visiting scholars, speakers and award recipients in completing the process.

Awarded IRS VITA Grant Award

Legal Services for Students was awarded a \$12,400 grant from the IRS to facilitate the office's ongoing tax preparation assistance.

Established Partnership with KU International Student Services

Following the closing of Stouffer Place Apartments, LSS partnered with International Student Services to assist international residents in making a successful transition into the Lawrence housing rental market.

Temporary Relocation to KU Law School

In March 2016, LSS successfully moved from the Burge Union to its temporary space in the KU Law School. Following the completion of construction in 2018, LSS will establish its permanent home in the new Burge Union.

By the Numbers

Data Point	2014 - 15	2015 - 16	% Change
Number of legal cases assisted with	1,674	1,777	6.2%
Number of legal cases assisted with by type			
Landlord	261	243	-6.9%
DUI/Alcohol	101	95	-5.9%
Number of tax returns prepared or assisted with	1,486	1,498	0.8%
Total attorney fees saved by students	\$611,800	\$602,100	-1.6%
Number of workshops/trainings/presentations conducted	75	77	2.7%
Tax workshops conducted	44	42	-4.5%
Number of tax workshop participants	826	1,160	40.4%
Number of workshop/training/presentation participants	~1,500	~1,800	~20.0%
Number of people using notary services	276	271	-1.8%

Tax Workshop Intern Assessment

LSS provides tax preparation workshops each spring semester. Workshops are staffed by at least one LSS tax attorney and up to five law student tax interns. Interns answer a wide-range of tax questions in helping students prepare and file state and federal tax returns. Interns completed a self-assessment of their subject matter knowledge and issue-spotting skills following their initial training and after conducting their final workshop. As displayed, there were no significant differences. Though not significant, results revealed increases in students' assessment of their knowledge in residency and filing status, software understanding, and tax treaty issues. In contrast, there were decreases in their assessment of their knowledge in filing requirements, income documentation, education tax credits, and dependent exemptions—signaling areas to focus on in future pre-workshop intern trainings.

Data Point	Pre-Workshop	Post-Workshop
Residency and Filing Status	3.60	4.00
Filing Requirements	4.40	4.00
Income Documentation	4.40	4.00
Software Understanding	3.60	4.20
Education Tax Credits	4.20	4.00
Tax Treaty Issues	3.20	4.00
Dependent Exemptions	4.20	4.00
Issue Spotting Skills	4.20	4.20

*Rubric scale: 1 = Huh?, 2 = I've Heard of That, 3 = General Knowledge, 4 = Pretty Good Understanding, and 5 = Complete Mastery. *significant at $p < 0.05$*

Looking Ahead

GOAL #1:	Continue working with Central District group to finalize plans for LSS space in new Burge Union.
GOAL #2:	Expand outreach efforts to provide preventative legal education to KU students.
GOAL #3:	Expand social media presence to reach more students.
GOAL #4:	Schedule additional workshop trainings and debriefing opportunities for tax interns.
GOAL #5:	Expand LSS presence with the ever growing population of KU international students.

Student Money Management Services

Student Money Management Services (SMMS) is committed to improving KU students' financial literacy by empowering them to analyze their finances, make sound decisions and commit to controlling their financial lives while at KU and into the future. Acknowledging that a strong correlation exists between academic success, retention and financial literacy skills, the goal for the office is to provide students with a single point entry to eliminate frustrations and confusion when seeking support, counsel, and advice regarding their personal financial skills and knowledge.

Highlights and Accomplishments

Secured Funding for Student Money Management Services

In February 2016, Student Money Management Services successfully secured permanent funding from KU Student Senate. With the office's previous funding ending in August 2015, the acquired funding was paramount to Student Money Management's continued existence on KU's campus.

Additional Staff Members and Marketing Efforts Lead to Increase in Student Client Numbers

After hiring eleven new student employees, the office experienced a 128% increase in student clients using one-on-one consultation services. In a follow-up survey administered in fall 2015, student clients indicated the information shared during consultations was fundamental and useful. Finally, Student Money Management Services' social media following more than doubled during the academic year.

Financial Literacy Month

In April 2016, SMMS hosted a number of events in celebration of Financial Literacy Month. Events included Ducks on the Beach, Tea at Three with Dr. William Elliott, Buck Bus, The Psychology of Money, and the Cash Carnival. At the Cash Carnival, students participated in carnival games in which they could win tickets in exchange for various prizes. With the Cash Carnival held on, both, the Lawrence and Edwards campuses, SMMS was able to serve approximately 565 KU students.

2016 Best in Lawrence Award Recipient

In May 2016, SMMS was awarded the 2016 Best of Lawrence Award in the Education Category by the Lawrence Award Program, an annual awards program honoring the achievements and accomplishments of local businesses and organization. Recipients are selected based on their positive impact and service in the Lawrence community.



By the Numbers

Data Point	2014 - 15	2015 - 16	% Change
Number of educational programs/presentations conducted	198	255	28.8%
Number of students participating in educational programs/presentations	11,519	12,548	8.9%
Number of non-students participating in educational programs/presentations	155	189	21.9%
Number of students participating in one-on-one counseling	125	285	128.0%

SMMS Workshop Presentation Assessment

SMMS conducts workshop presentations for various student groups across KU's campus. During workshop presentations, office staff cover money management concepts intended to help students live within their means. At the conclusion of each presentation, students are asked to write one thing they learned on a notecard. Key themes included:

- 90%** of students learned how important the time value of money is to their future.
- 78%** of students wanted to know more about investing and savings before they graduate.

One-on-One Consultation Follow-Up Survey

SMMS is dedicated to serving students with individualized financial and credit counseling. Students gain insight and clarity in all aspects of their money management concerns by scheduling a personal consultation. In fall 2015, an electronic survey was sent to all students participating in individualized consultations during the 2014 – 2015 academic year. The survey was initiated to assess the effectiveness of consultations in educating students on handling current and future financial situations. The survey was sent to 81 total students and yielded 24 responses—a 29.6% response rate. After participating in SMMS individual consultations:

- 79%** of students agreed or strongly agreed that they felt better equipped to manage their personal financial situation.
- 67%** of students agreed or strongly agreed they apply the offered tips and strategies to their personal financial situations.
- 75%** of students agreed or strongly agreed they developed a better understanding of setting financial goals.
- 58%** of students agreed or strongly agreed they developed a better understanding of personal budget and debt management.

Looking Ahead

GOAL #1:	Create a Counseling Coordinator position to further assist students in improving their financial literacy.
GOAL #2:	Create web-based money management educational tutorials, including a “Money Matter\$ Toolkit” for students and “Money Matter\$” guide for parents.
GOAL #3:	Develop a marketing budget to create new Student Money Management Services marketing materials.
GOAL #4:	Establish collaborations with KU faculty and staff to create a support system for those with financial questions or concerns.
GOAL #5:	Establish Partners in the Promise—an advisory group tasked with identifying ways to take financial education to another level.

Student Involvement and Leadership Center

The Student Involvement and Leadership Center (SILC) prepares students to become contributing members of society by providing meaningful co-curricular experiences. SILC is responsible for coordinating registered university organizations and providing leadership education experiences for students in addition to providing programs and services to specific target populations including fraternity & sorority members, non-traditional students, and students of all gender identities, gender expressions and sexual orientations.

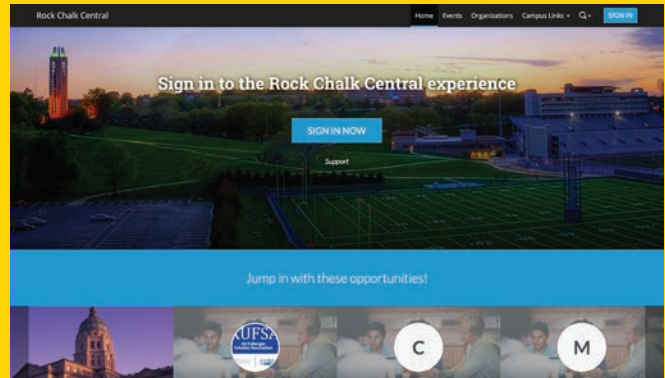


STUDENT ORGANIZATIONS

Highlights and Accomplishments

Rollout of Crimson & Blue Society Curriculum

During the fall 2015 semester, SILC rolled out the Crimson & Blue Society curriculum. The Crimson & Blue Society is a co-curricular initiative designed to expose KU students to the university’s vast amount of opportunities and resources and provide them with a roadmap to develop skills through experiences beyond the classroom. The Crimson & Blue Society enrolled approximately 650 KU students during the 2015 – 2016 academic year.



Coordinated Second Student Organization Information Fair

In fall 2015, SILC coordinated a second information fair for student organizations. Held at Daisy Hill Commons, the information fair was aimed at taking the experience directly to KU freshmen in their residential environment. Approximately 50 student organizations participated and approximately 300 students walked through.

Student Senate and Freshmen Elections Coordinated Through Rock Chalk Central

SILC coordinated the Student Senate elections through Rock Chalk Central—an online student group platform. With this integration, SILC no longer has to rely on KU IT staff for this project.

By the Numbers

Student Organizations - Data Points	2014 - 15	2015 - 16	% Change
Number of students participating in volunteer efforts	3,150	3,607	14.5%
Number of community service hours reported			
Center for Community Outreach	18,786	27,077	44.1%
Student Organizations in Rock Chalk Central	86,829	94,881	9.3%
SILC Office/Workstation	11,250	11,250	0.0%
Number of registered student organizations (Student, Campus, Community)	587	574	-2.2%
Number of currently involved users on Rock Chalk Central	6,736	8,203	21.8%

“[Student Officer Training Day was a] wonderful and well organized event. Great explanation of funding! This is the first time any person/community has explained Rock Chalk Central in an easy and concise way.”

Student Officer Training Day

Student Officer Training Day is a half-day conference/education program provided by SILC and Union Programs each year. At the end of the day, participants were asked to complete a survey aimed at determining if the training is effectively educating student organization leaders. A total of 49 student organization leaders completed the survey. After participating in Student Officer Training Day:



LEADERSHIP EDUCATION & DEVELOPMENT

By the Numbers

Leadership - Data Points	2014 - 15	2015 - 16	% Change
Number of students participating in identified leadership programs	335	345	3.0%
Number of students participating in LeaderShape	67	58	-13.4%

LeaderShape

KU LEAD promotes leadership as the desire, passion, vision, and action that supports the advancement of an individual or group to a desired outcome. The LeaderShape Institute is one of the programs provided by KU LEAD. LeaderShape is a highly interactive and energizing leadership enhancement program based in an environment ideal for individuals to experience teamwork, practice ethical decision making, deal with change and chaos, clarify personal values and celebrate and explore the values of others. Following their participation in LeaderShape, participants are invited to complete an assessment aimed at measuring the learning outcomes of The LeaderShape Institute. The majority of participants strongly agreed that LeaderShape was a valuable experience in developing their capacity to lead (with an average of 6.54 out of 7.00, where 7 = strongly agree).

"Discovering my core values [during LeaderShape] made a huge change in my life, [facilitators helped] me understand who I am."

THE CENTER FOR SEXUALITY AND GENDER DIVERSITY

Highlights and Accomplishments

The Center for Sexuality and Gender Diversity Opens

In 2015, the Student Involvement and Leadership Center (SILC) opened The Center for Sexuality and Gender Diversity (SGD), a clearinghouse of information for issues affecting the gender and/or sexuality minority community (LGBTQIA+), as well as straight friends, family members and allies. Notable accomplishments in 2015-2016 include: successful programs such as Translation, Student Safe Zone, Safe Zone; more than 54 programs directed toward student faculty and staff; the seventh annual Lavender Graduation; and planning for Gender Inclusive Housing at KU.

KU Quest - Queer Empowerment Leadership Conference

In 2015, SILC's Sexuality and Gender Diversity and Leadership branches collaborated to host the KU Quest-Queer Empowerment Leadership Conference. The conference served as the first LGBTQIA+ student leadership conference held at KU. Undergraduate and graduate students came together to share leadership experiences on campus while having conversations about how to navigate gender identity and sexual orientation in the process. A total of 25 student participants learned leadership skills through activities and assessments.

By the Numbers

Sexuality and Gender Diversity - Data Points	2015 - 16
Number of educational programs/presentations conducted	54
Number of students participating in educational programs/presentations	600
Number of faculty and staff participating in educational programs/presentations	300

Student Safe Zone Training

Student Safe Zone Training educates KU students on creating a safer, more civil community for all individuals, particularly those of sexual and/or gender minorities (e.g., lesbian, gay, bisexual, transgender, queer, intersex, asexual, etc.). Following their participation in the training, students were asked to complete a survey intended to determine if the training is effectively educating students on LGBTQIA+ topics, heterosexual and cisgender privilege and becoming an effective ally. A total of 62 student participants completed the survey. After participating in Student Safe Zone Training:

100% of participants agreed or strongly agreed that they are now able to recognize heterosexual and cisgender privilege in their lives.

95% of participants agreed or strongly agreed that they were more aware of tools and resources available to interrupt discriminatory or problematic behavior.

95% of participants agreed or strongly agreed that they felt more confident in recognizing problematic and offensive language and behavior directed at students identifying as LGBTQIA+ individuals.

92% of participants would recommend participation in Student Safe Zone Training to other students.



FRATERNITY & SORORITY LIFE

Highlights and Accomplishments

Greek Awards Process Restructured

The Greek Awards were restructured and aligned to increase opportunities for all four councils to foster a more equitable experience. The Interfraternity Council (IFC), PanHellenic Association (PHA), the National Pan-Hellenic Council (NPHC), and Multicultural Greek Council (MGC) now recognize one chapter of the year for each council. Overall, Greek Life presented individual awards in six categories.

Expansion in Greek Councils

Fraternity & SorORITY Life supported growth in the KU Fraternity & SorORITY community and set up expansion of new organizations in all four councils—adding a new sorority to the Multicultural Greek Council and two new fraternities to the Interfraternity Council. New sororities will be added to the Panhellenic Association, Multicultural Greek Council, and National Pan-Hellenic Council during the 2016 – 2017 academic year.

By the Numbers

Fraternity & SorORITY Life - Data Points	2014 - 15	2015 - 16	% Change
Number of students in a fraternity/sorority	3,793	3,989	5.2%
Number of community service hours performed by fraternity/sorority community	72,857	82,063	12.6%
Number of active chapters	43	45	4.7%
Average GPA of fraternity/sorority community fall semester	3.23	3.23	0.0%
Average GPA of fraternity/sorority community spring semester	3.21	3.26	1.6%
Percentage of fraternity/sorority members involved in other student organizations	73%	70.50%	-3.4%

Greek Advance

Each January, Fraternity & Sorority Life hosts Greek Advance—an overnight retreat held to bring chapter presidents and council executive officers from the IFC, MGC, NPHC, and PHA communities together for leadership training and community building. Programs from bystander behavior education to situational leadership help to provide a foundation for the community’s newest elected leaders for the year ahead. In February 2016, 22 participants—a 32.8% response rate—completed a post-retreat survey. Highlights include:

- 90% of students felt they had a better understanding of personal, organizational, and community values.
- 90% of students recognized the importance of living out their values and ritual and holding peers to the same standard.
- 95% of students felt more knowledgeable about inclusive practices and their role in creating a more inclusive Greek community.
- 95% of students felt they had a better understanding of fraternities and sororities outside of their own governing council.
- 86% of students were more aware of how diversity and social justice relate to leadership in a fraternity or sorority.
- 90% of students felt that Greek Advance met their expectations and should happen again next year with future chapter leadership.
- 71% of participants agreed or strongly agreed they are more aware of how diversity and social justice relate to leadership.
- 84% of participants agreed or strongly agreed they are more knowledgeable about constructing a planning timeline for an event.
- 75% of participants agreed or strongly agreed they recognize the importance of conducting evaluations.

“I really enjoyed [Greek Advance] because it forced me out of my comfort zone. I’m not normally one to speak up, but it allowed me to think of ideas of my own and all the critical issues we face here on campus. It has contributed to my success as a student because I am more knowledgeable—I feel like more of a leader, and more confident moving forward in my position.”

Photography credits: KU Marketing Communications, KU Student Housing, Gould Evans, KU Recreation Services, Hilltop Child Development Center, KU Memorial Unions, Student Money Management Services, and Watkins Health Center

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Making an Impact at KU and Beyond

- » **Steve Allton, Alan Jones, Joshua Jones, Bill Larzalere** and **Tyler Treptow**: KU Men of Merit in 2015
- » **Trey Bolin**: UMR-ACUHO Support Staff Recognition Award
- » **Marsha Carrasco Cooper**: Board Member, Sexual Trauma & Abuse Care Center
- » **Marsha Carrasco Cooper, Vanessa Delgado, Alan Jones, Kevin Joseph, Amy Long, Jenny McKee** and **JJ O'Toole-Curran**: Office of Multicultural Affairs' Social Justice Fellows
- » **Doug Carter**: Certified Educational Facilities Professional (CEFP)
- » **Michelle Compton**: ACUI Region II 2016 Regional Conference Chair
- » **Tammara Durham & Amy Long**: 2015 – 2016 KU Women of Distinction
- » **Marie Eickhoff**: President, Higher Education Student Association
- » **Brianna Elum & Paige Hicks**: NASPA IV-West Case Study Winners
- » **Keith Floyd**: Certified Trainer for Mental Health First Aid in Higher Education
- » **Leticia Gradington**: 39th Annual Big XII Conference on Black Student Government Advisor; Treasurer, Kansas Association of Student Financial Aid Administrators – Board of Directors
- » **Margaret Hair**: College Broadcasters International, Secretary
- » **Jo Hardesty**: Outstanding Woman Staff Member at the April 2015 Women's Recognition Banquet; National Secretary of the Student Legal Services Division of the National Legal Aid & Defender Association (NLADA)
- » **Corey Johnson**: UMR-ACUHO Frank J. Traver Presidents' Scholarship; UMR-ACUHO Case Study Winner
- » **Joshua Jones**: New Professional of the Year, Association for Student Conduct Administration
- » **Travis Kesinger**: KU Student Employee of the Year; State of Kansas Student Employee of the Year
- » **Jan Nitcher & Coulton Thomas**: CASE District VI Bronze Award for Residential Curriculum documents.
- » **JJ O'Toole-Curran & Jess Boyle**: Steering Committee Big 12 Unions Learning Outcomes Standards
- » **Dave Podschun**: Region IV NIRSA Sport Club Soccer North Regional Tournament Committee Member
- » **Aaron Quisenberry**: KU Staff Fellow
- » **Jon Randle**: NIRSA Career Opportunity Center Committee Member; Chair 2016 – 2017; NIRSA Kansas State Director, 2016 – 2018; Region V Flag Football Championships Official Committee Member
- » **Alyssa Rodriguez**: HSES Don Henry Health Education Award
- » **James Rourke**: RATEX (POS Cooperative) Board of Directors Member
- » **Chris Sowa & Jenny McKee**: The Center for Sexuality & Gender Diversity's Chris Sowa Award
- » **Alecia Stultz**: NACUFS At-Large Trustee Nominee
- » **Marcie Thompson**: University Employee of the Month for March
- » **John Troutman**: Certified Trainer for Mental Health First Aid in Higher Education
- » **Jane Tuttle**: Distinguished Service Award, Association for Student Conduct Administration
- » **Jennifer Wamelink**: UMR-ACUHO Robert E. Mosier Professional Enrichment Award
- » **Lance Watson**: Midwest Region Chair for the Association for Student Conduct Administration; Faculty Fellow for the 2016 Gehring Academy

Director Mary Chappell Retires After 34 Years of Service

After 34 years of service, KU Recreation Services Director Mary Chappell retired. In May 2016, a reception was held in Mary's honor—with many of her colleagues—both past and present—in attendance.



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