Service-Learning Annual Report

Wichita State University

2015-2016

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Executive Summary

The Service-Learning report will talk about our highlights from 2015-2016 academic year. A partnership between Academic Affairs and Student Affairs was formed with the creation of the Faculty Fellows and the hiring of an Assistant Director, Student Involvement with responsibilities for Service-Learning. The team began the creation of developing a Service-Learning initiative for Wichita State University which included the creation of a formal identity, defined Service-Learning and identified outcomes, hosting symposiums for faculty development, assessments for faculty, students and community, creation of marketing materials and faculty resources (i.e. manual, reflection, sample syllabi) and the formation of the Service-Learning Advisory Committee.

Service-Learning Team: Chelsea Redger, Rhonda K. Lewis, Richard Muma and Natalie Grant

Definition, Outcomes and Team

Definition

Service-Learning (S-L) at Wichita State University is an experiential learning method that integrates community service with instruction and reflection to increase student civic mindedness and build community capacity.

Alternative Spring Break/ HNRS396- Hour Children (community agency for youth born into homelessness, mothers are incarcerated for non-violent crimes, goal is to reunite families) service site, NYC 2016

Outcomes

- Applied Learning
- Engage Diversity
- Critical Thinking
- Reflection
- Community Impact
- Student Experience

Service-Learning Team

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A Year in Review

- Attended the Civic Leadership and Democratic Engagement (CLDE) Conference in June 2015. Plan to present and share our Service-Learning journey at 2016 CDLE conference.
- Selected as a NASPA's Lead Initiative on Civic Learning and Democratic Engagement (Lead Initiative), which is an important first step on the Community Engagement Carnegie Designation.
- Selected to contribute a NASPA Lead blog on the topic of Alternative Spring Breaks for April 2016.
- In collaboration with the Dorothy and Bill Cohen Honors College, HNRS306: Hunger in NYC: Service and Leaders Needed will be offered as a 3 credit course for all Alternative Spring Break student leaders.
- Collaborated with Wu's Big Event and WSU Reads program for the reflection activities for the annual day of service event.
- Met with our Service-Learning Advisory committee (Fall and Spring).
- Service-Learning is a suggested component of the new First Year Seminar pilot course approved by the General Education Committee in Fall 2015.
- Formulated community-based assessment survey. Will be administered in

Spring/Summer 2016.

- Civic Leadership and Service Summit- hosted community leaders panel and modified schedule to include Service-Learning Faculty Fellow session on Digital Story Telling and Service-Learning Reflection Techniques.
- Hosted Service-Learning Workshop: Tips in the Classroom for engaged Service-Learning faculty on March 30, 2016.
- Authored proposed Service-Learning Faculty Scholars. Submitted proposal December 2015.
- Dr. Natalie Grant presented at the Southwest Social Science Association Conference a presentation entitled "Social Work and Service Learning."
- In process of creating new website presence with Strategic Communications to be completed Summer 2016.
- Submitted the Service-Learning grant through the State Farm Youth Advisory Grant in partnership with WSU Foundation.
  Presented the Service-Learning and Diversity at the Tilford Symposium meeting.

- Summer 2016- will complete first draft of Carnegie Community Engagement Classification.

fore I die.
Before I die I want to
Before I die I want to
Before I die I want to

Highlights

NASPA LEAD

Selected as one of 74 institutions to participate in the NASPA LEAD Cohort experience for institutions. Additionally, we were selected to contribute to the NASPA LEAD blog on the topic of Alternative Spring Breaks. This blog will share the Alternative Spring Break: NYC class blog and the impact of digital story telling. Through this experience we participated in multiple conference calls and have requested information about Missouri State University's assessment, tenure and promotions inclusion of service-learning and their journey.

Visited the University of Nebraska Omaha's Barbara Weitz Community Engagement Center

University of Nebraska Omaha was one of the first schools to receive the Carnegie Community Engagement Classification. Additionally, they just received the Presidential Award for Service and Economic Development from the President's Higher Education Community Service Honor Roll. This past year, Omaha dedicated and opened the Barbara Weitz Community Engagement Center, a $24 million building that houses a Service-Learning office, Civic and Social Responsibility Office, Community Partner Offices, Food Pantry and a variety of meeting spaces. All spaces are free of charge, with free technology and are non-classroom/teaching spaces. Additionally, a dedicated free parking lot was directly adjacent to the building with a monitored parking lot that allowed for the community to know they had a place to park and directly have access to this center. The location of the building was strategically placed in the center of campus with visibility to the perimeter of campus.

The majority of our time was spent with the Service-Learning Academy team led by Paul Sather, Director of the Academy. His team consists of a Community Liaison (Lucy Westbrook), Service-Learning Associate (Laura Krueger), Program Evaluation and Assessment Specialist (Samantha Kanouse) and P-16 Coordinator (Julie Dierberger). Additionally, the office employs 10 graduate assistants for program support for faculty and community partners. In the historical context, this started from the Center for Faculty Excellence and in 2005, Paul Sather became a full-time director with staff and a budget. Service-Learning grew out of university concerns for the voting of 18-24 year olds, apathy/lack of engagement and higher education having difficulty graduating citizens.

They noted that they are 17 years into their growth from seven original courses/faculty members to over 200 courses offered in all colleges and most

departments (on track for all departments in two years' time). Faculty development includes training, project support (syllabus and reflection development, logistics including busing, supplies and project needs and community partnership development), scholarship support (project data tracking, assessment, conference proposal development and publications). It was noted that the support for logistics was often a tipping point of faculty buy-in.

Service-Learning is included in the tenure and promotion and annual merit and evaluation process. An Outstanding Service-Learning Faculty award is given by the Chancellor each year. There are currently five endowed professorships related to Service-Learning.

Moving forward from this visit, we plan to create a team of Service-Learning Faculty Scholars from each college. The goal is to provide training and development and permeate Service-Learning throughout the university. We also plan to explore the possibility of implementing an incentive structure for faculty. It was also very helpful, to learn about their Carnegie Designation journey. We plan to use our colleagues at UNO for a support as we apply for the 2020 class.

Civic Leadership and Service Summit- February 26, 2016

The second Civic Leadership and Service Summit was developed and hosted by Student Involvement- Civic Engagement and co-sponsored by Community Engagement Institute and the Service-Learning team/ Dr. Muma and Academic Affairs. This year's summit saw an increase in attendance, a stronger partnership with the VISTA program and the addition of faculty focused breakout sessions. Additionally, the program grew from a half-day to a full-day summit that allowed participants to build their own schedule.

Service-Learning Workshop: Tips in the Classroom- March 30, 2016

Service-Learning team hosted a workshop based on faculty feedback from the 2014-2015 symposiums for those faculty partners that had attended at least one symposium. This session discussed the implementation of service-learning into courses including sample syllabi, rubrics, reflection techniques, examples from Dr. Lewis, Dr. Grant and Ms. Redger's past and current courses. Additionally, we discussed service ethics, connecting with a community partner, sharing The United Way website/ 211 resources, diversity of populations served, and students' fears and concerns.

Next Steps and Recommendations

Next Steps

- Submit grant application for State Farm Youth Advisory Board.
- Present at the national Civic Engagement and Democratic Leadership Conference in June 2016.
- Re-apply for NASPA Lead certification.
- Develop first draft of Carnegie Classification in Summer 2016.
- Faculty Scholars launch for 2016-2017 academic year.

Recommendations

- Continue to have the Faculty Fellows, Dr. Lewis and Dr. Grant and Student Involvement point person Chelsea Redger, Assistant Director, Student Involvement and the partnership between Student Affairs and Academic Affairs.

- Establish Faculty Scholars program with the goal of integrating service-learning across all colleges at Wichita State University.

- Establishment of a cross-disciplinary Service-Learning Certificate with a focus on experiential and applied learning aligning with the University Strategic Plan. Specifically, work to identify courses with a Service-Learning component and attribute course through the registrar.

- Partner with Community Engagement Institute via the IMP*ACT* Center to move the service-learning agenda forward on campus.

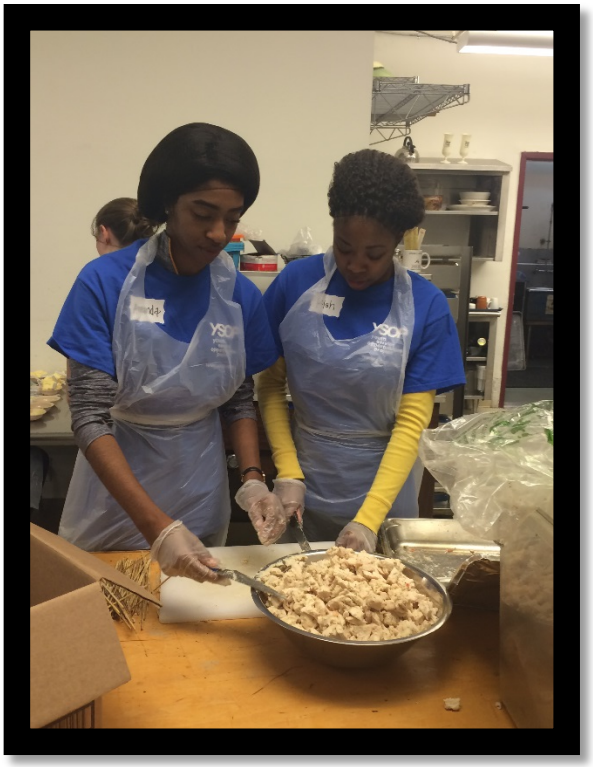
- Continue to offer Alternative Spring Break courses in partnership with the Honors College. With the goal of expanding the number of trips and offerings during spring, summer and winter semesters.

- Continue to explore partnerships with other programs that could be a natural fit for including a service-learning component in their classes or travel based coursework.

- Work with the University Strategic Planning Committee to identify metrics and steps towards gaining the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching in 2020.

Summary of the Alternative Spring Break Trip

A total of 17 students participated in the Alternative Spring Break Trip. Eighty-Two percent were females (14) and 18% were males (3). Six were sophomores, five were juniors and five were seniors. The representation of the students was diverse (i.e. Caucasian Students, African American, East Asian, Caribbean, Hispanic and Middle East). Participants completed a pretest and posttest survey of their attitudes related to Leadership Development, Meaningful Interpersonal Relationships, Social Responsibility and Civic Engagement and Multicultural Competency. At pretest the students on average rated their experiences between as 4. 4 to 5.50 after having participated in the Alternative Spring Break their scores ranged from 5.73 to 6.00 and higher showing the dramatic change that the service and the applied experience had on their lives. Also attached are the student's value statements which are also very positive in how the students view service in the community.



Students at 4 Star Soup Kitchen/ Broadway Immaculate in NYC, March 2016

Alternative Spring Break New York City- Post Test Assessment

Leadership Development- Student Leaders involved in campus activities must understand that their role is to be a positive change agent, to influence others and create a vision. Leadership is a process rather than a position. Leadership is relationship oriented and situational in nature.

Undestands the skill set of the membership and utilizes it effectively for engaging them in accomplishing the group's goals																**Average**
Before	4	6	5	6	6	6	2	4	3	5	6	3	4	5	5	**4.67**
After	5	6	6	7	6	6	5	7	6	6	6	6	7	6	7	**6.13**
Dif	1	0	1	1	0	0	3	3	3	1	0	3	3	1	2	**1.47**
Hold Self and members acountable																
Before	6	4	7	6	7	5	3	4	4	4	6	5	6	5	7	**5.27**
After	6	5	7	6	7	5	5	7	6	6	6	6	7	6	7	**6.13**
Dif	0	1	0	0	0	0	2	3	2	2	0	1	1	1	0	**0.87**
Develops an organization inclusive of teambuilding, colloboration, and strategic planning																
Before	4	4	5	6	5	5	3	4	3	4	5	4	4	4	6	**4.40**
After	4.5	4	7	7	6	6	6	7	6	6	6	5	7	4	7	**5.90**
Dif	0.5	0	2	1	1	1	3	3	3	2	1	1	3	0	1	**1.50**
Encourages institutional pride and community building among campus																
Before	5	5	6	4	6	6	2	5	4	3	5	7	5	4	5	**4.80**
After	6	5	7	6	6	6	5	7	7	5	6	7	7	6	7	**6.20**
Dif	1	0	1	2	0	0	3	2	3	2	1	0	2	2	2	**1.40**
Thinks creatively and innovatively when solving problems or issues																
Before	5	5	4	4	5	5	2	4	3	5	6	3	7	4	4	**4.40**
After	5	5	6	6	6	6	4	7	7	5	6	4	7	5	7	**5.73**
Dif	0	0	2	2	1	1	2	3	4	0	0	1	0	1	3	**1.33**
Makes decisions based on ethical standards																
Before	6	7	7	5	7	6	3	5	3	6	7	5	7	5	5	**5.60**
After	6	7	7	6	7	6	6	7	7	6	7	6	7	6	4	**6.33**
Dif	0	0	0	1	0	0	3	2	4	0	0	1	0	1	-1	**0.73**
Empowers others through trust, delegation, and communicating clear expectations																
Before	5	6	5	5	5	5	3	5	4	5	6	3	7	5	6	**5.00**
After	5	7	6	7	6	5	6	7	6	5	6	3	7	5	7	**5.87**
Dif	0	1	1	2	1	0	3	2	2	0	0	0	0	0	1	**0.87**
Overall Leadership Development																
Before	5	5	5	6	6	5	3	5	3	5	5	5	7	5	5	**5.00**
After	5	6	6	7	6	6	6	7	7	6	6	6	7	6	7	**6.27**
Dif	0	1	1	1	0	1	3	2	4	1	1	1	0	1	2	**1.27**

Meaningful Interpersonal Relationships- Establishing meaningful interpersonal relationships are critical for successful leadership in campus activities. Student leaders often rely on committee volunteers to carry out the essential tasks related to providing programs and services. The work of campus activities is often supported by several on and off-campus constituencies. Professionalism, diplomacy and recognizing the support of others will enhance organizational effectiveness.

Establishes mutually trustworthy and rewarding relationships with students, faculty and staff members, friends, and colleagues																**Average**
Before	5	7	5	6	5	5	2	4	3	5	6	6	6	4	6	**5.00**
After	6	7	7	7	6	5	5	7	7	5	6	6	7	4	7	**6.13**
Dif	1	1	2	1	1	0	3	3	4	0	0	0	1	0	1	**1.20**
Listens to and reflects upon others' point of view																
Before	5	6	6	6	7	5	3	4	4	5	6	4	7	6	6	**5.33**
After	6	7	7	7	7	5	6	7	7	5	6	5	7	6	7	**6.33**
Dif	1	1	1	1	0	0	3	3	3	0	0	1	0	0	1	**1.00**
Treats others with respect; gives value by actively demonstrating that oneself and others matter																
Before	6	7	7	7	7	5	4	4	3	6	6	5	7	6	6	**5.73**
After	6	7	7	7	7	5	6	7	7	6	6	6	7	6	7	**6.47**
Dif	1	0	0	0	0	0	2	3	4	0	0	1	0	0	1	**0.80**
Develops and maintains satisfying interpersonal relationships tha support and clarify personal values, goals, and interests																
Before	3	5	5	6	5	5	3	4	3	6	6	4	6	5	5	**4.73**
After	4	5	6	6	6	5	6	7	7	6	6	5	7	5	6	**5.80**
Dif	1	0	1	0	1	0	3	3	4	0	0	1	1	0	1	**1.07**
Delivers constructive feedback																
Before	6	7	5	4	6	6	2	4	4	5	6	5	4	5	5	**4.93**
After	6	7	6	6	6	6	5	7	7	5	6	5	7	5	7	**6.07**
Dif	0	0	1	2	0	0	3	3	3	0	0	0	3	0	2	**1.13**
Overall Interpersonal Relationships																
Before	5	6	5	6	6	5	3	4	3	5	6	5	6	5	6	**5.07**
After	6	6	6	7	6	5	6	7	7	5	6	6	7	5	7	**6.13**
Dif	1	0	1	1	0	0	3	3	4	0	0	1	1	0	1	**1.07**

Social Responsibility and Civic Engagement- Student leaders must role model social responsibility and be civic minded at all times but especially when representing the college/university. On and off campus behavior should match the values of the organization and institution leaders represent.

Appropriately challenges the unfair, unjust, or uncivil behavior of other indiviuals or groups																**Average**
Before	5	4	5	7	6	6	3	4	6	3	5	4	5	5	5	**4.87**
After	6	4	7	7	7	6	5	7	6	6	5	6	6	6	7	**6.07**
Dif	1	0	2	0	1	0	2	3	0	3	0	2	1	1	2	**1.20**
Participates in service/volunteers activities and understands the inmportance of civic engagement																
Before	6	6	5	6	7	5	4	4	6	4	5	5	6	3	6	**5.20**
After	7	6	7	6	7	5	7	7	6	7	6	7	7	5	6	**6.40**
Dif	1	0	2	0	0	0	3	3	0	3	1	2	1	2	0	**1.20**
Takes responsibility for your own actions and decisions																
Before	4	6	7	5	6	5	4	4	6	3	6	6	6	7	6	**5.40**
After	6	6	7	6	7	5	7	7	6	5	7	7	7	7	7	**6.47**
Dif	2	0	0	1	1	0	3	3	0	2	1	1	1	0	1	**1.07**
Understands community, social and legal atandards or norms																
Before	5	5	5	5	5	4	4	4	4	3	6	4	6	7	4	**4.73**
After	6	5	6	6	6	4	7	7	4	5	7	7	6	7	4	**5.80**
Dif	1	0	1	1	1	0	3	3	0	2	1	3	0	0	0	**1.07**
Aware of current issues taking place on campus that affect students																
Before	5	5	5	7	6	4	4	4	3	4	5	5	5	5	6	**4.87**
After	7	5	6	7	7	4	7	7	3	6	7	7	6	6	6	**6.07**
Dif	2	0	1	0	1	0	3	3	0	2	2	2	1	1	0	**1.20**
Conscious of current issues affecting the Wichita/Washington D.C. community																
Before	6	5	5	4	6	4	4	4	3	4	5	4	5	4	5	**4.53**
After	7	5	6	6	7	5	7	7	3	4	7	7	6	6	6	**5.93**
Dif	1	0	1	2	1	0	3	3	0	0	2	3	1	2	1	**1.33**
Overall Social Responsibility																
Before	5	5	5	6	6	4	3	4	5	3	5	4	5	4	5	**4.60**
After	7	5	7	7	7	5	7	7	5	5	6	6	6	6	6	**6.13**
Dif	2	0	2	1	1	0	4	3	0	2	1	2	1	2	1	**1.47**

Multicultural Competency- Multicultural Competency is developed through the celebration of diverse cultures, advocacy for the needs and identities of all members within the community, recognition of the diverse communities within the campus community and beyond, education and awareness of the concerns of those diverse communities, and support of the ongoing inclusion, understanding and dignity of all members within and beyond the campus community. Being able to understand one's own identity, as well as recognizing the similarities and differences of others, will equip students to serve and lead as citizens in a global society.

Recognizes the contribution diversity brings to their own campus and society																
Before	5	7	6	5	7	2	5	4	3	3	7	7	6	5	6	**Average**
After	6	7	7	6	7	5	6	7	6	4	7	7	7	6	7	**5.20**
Dif	1	0	1	1	0	3	1	3	3	1	0	0	1	1	1	**6.33**
Seeks involvement with people different from oneself																**1.13**
Before	4	7	7	3	7	3	4	4	4	3	7	6	7	4	6	
After	6	7	7	6	7	6	5	7	7	4	7	6	7	5	6	**5.07**
Dif	2	0	0	3	0	3	1	3	3	1	0	0	0	1	0	**6.20**
Advocates equality and inclusiveness																**1.13**
Before	5	7	6	4	5	2	5	4	3	4	7	6	7	4	6	
After	6	7	7	7	6	6	5	7	7	5	7	7	7	5	7	**5.00**
Dif	1	0	1	3	1	4	0	3	4	1	0	1	0	1	1	**6.40**
Postively impacts others' perspective on diversity																**1.40**
Before	5	7	6	5	7	2	6	4	4	4	6	6	7	4	7	
After	6	7	7	7	7	5	6	7	7	5	6	7	7	5	7	**5.33**
Dif	1	0	1	2	0	3	0	3	3	1	0	1	0	1	0	**6.40**
Overall Multicultural Competency																**1.07**
Before	5	7	5	4	7	3	5	4	4	3	6	7	7	4	6	
After	6	7	7	6	7	5	5	7	7	4	6	7	7	5	7	**5.13**
Dif	1	0	2	2	0	2	0	3	3	1	0	0	0	1	1	**6.20**
																1.07

Clarified Values- Understanding personal and organizational values play a significant role in achieving effective leadership in Campus Activities. Clarified values offer the leader a compass to navigate through a variety of leadership situations and challenges. Student leaders and programmers should reflect and engage in the process of values clarification to enhance personal growth and organizational effectiveness.

Demonstrates willingness to scrutinize personal beliefs and values																**Average**
Before	5	4	6	4	6	6	3	4	5	2	6	5	5	6	6	**4.87**
After	6	5	7	5	7	6	7	7	6	5	7	6	6	6	6	**6.13**
Dif	1	1	1	1	1	0	4	3	1	3	1	1	1	0	0	**1.27**
Identifies personal, work and lifestyle values and explains how they influence decision making																
Before	3	5	6	5	7	6	4	4	6	3	6	6	6	4	7	**5.20**
After	5	6	7	6	7	6	6	7	6	6	6	7	6	5	7	**6.20**
Dif	2	1	1	1	0	0	2	3	1	3	0	1	0	1	0	**1.07**
Understands how culture influences one's own values																
Before	4	5	6	6	7	6	4	4	5	3	6	6	5	7	4	**5.20**
After	7	6	7	7	7	6	6	7	6	5	6	6	7	7	6	**6.40**
Dif	3	1	1	1	0	0	2	3	1	2	0	0	2	0	2	**1.20**
Acts and makes decisions in congruence with personal values and the mission of the institution																
Before	5	6	6	5	6	6	4	4	5	4	5	5	5	6	6	**5.20**
After	7	6	7	6	6	6	6	7	6	6	6	7	6	6	7	**6.33**
Dif	2	0	1	1	0	0	2	3	1	2	1	2	1	0	1	**1.13**
Develops a strong sense of scholl spirit and pride																
Before	6	6	6	7	7	4	4	4	5	3	5	6	6	5	6	**5.33**
After	7	6	7	7	7	4	7	7	5	4	5	7	7	5	6	**6.07**
Dif	1	0	1	0	0	0	3	3	0	1	0	1	1	0	0	**0.73**
Understands role in campus community-building events																
Before	5	5	6	6	7	5	4	4	4	3	5	6	5	4	5	**4.93**
After	7	6	7	7	7	5	6	7	5	6	7	7	6	5	6	**6.27**
Dif	2	1	1	1	0	0	2	3	0	3	2	1	1	1	1	**1.27**
Overall Clarified Values																
Before	5	5	6	7	6	6	4	4	5	3	5	6	6		5	**5.21**
After	7	6	7	7	6	6	7	7	5	6	6	7	7		6	**6.43**
Dif	2	1	1	0	0	0	3	3	0	3	1	1	1		1	**1.21**

Value Statements

1. We need to change people's perceptions and attitudes in order to solve social problems

Strongly Agree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
			8	9

2. I am knowledgeable of different social problems that affects society

Strongly Agree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
		2	8	7

3. I have a high understanding of the mission of the agency/organization my service trip will be working with

Strongly Agree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
		2	8	7

4. I seldom think about the challenges that face under-priviledged members of society

Strongly Agree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
3	9		3	2

5. I reflect on my multiple social identities (family, religion, class, race, gender, etc.) and their impact on my world view

Strongly Agree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
		2	5	10

6. By volunteering my time I can positively affect the lives of others in my local community

Strongly Agree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
			6	11

7. Performing service in my local community is something I consider a personal value and plan to do regularly

Strongly Agree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
		1	6	10

8. I have responsibility to contribute in specific ways to the well-being of my local community

Strongly Agree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
		1	3	13

9. The cultural diversity within my group will make the group more intersting and effective

Strongly Agree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
	1	1	3	12

10. Helping those in need is an obligation of everyone in the community

Strongly Agree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
		1	6	10

11. It is easier for a group to function effectively when the people involved take individual responsibility and make shared decision

Strongly Agree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
		1	4	12

12. The service we will do on our trip is related to larger social issues in the world

Strongly Agree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
		1	4	12

13. On this trip it will be important to work as a group and think about other's needs

Strongly Agree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
			3	14

14. I am open to the service that will come to me as I am open to give on this trip

Strongly Agree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
			4	13

I would like see more volunteer opportunities at Wichita State Univers

Strongly Agree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
		2	7	8

I would like to obtain class credit for service-learning/volunteer programs and trips

Strongly Agree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
2		6	4	5

I would be more likely to participate in volunteer/community service events if I could be part of a group

Strongly Agree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
		2	8	7

Demographics

Gender

Male	*Female*
3	14

Age Range

18-24	*24-34*	*45-54*
14	1	2

Racial Background

African American	4
American Indian/Alaskan Native	1
Middle Eastern	1
Arab	1
East Asian	2
Caribbean	2
Caucasian	11
South/Central America	1

Hispanic or Latino

Yes	*No*
1	16

How far do you live from campus?

On campus	3
Within 5 miles	7
Within 10 miles	6
Further 10 miles	1

Have you or are you currently serving in the military?

Yes	*No*
	17

Nationality

Wichita Metro Area	13
Kansas	2
Japan	1

Current Class Standing

Freshman	
Sophomore	6

Junior	5
Senior	5

What college are you currently enrolled in?

Business	3
Education	2
Fine Arts	1
Health Professions	2
LAS	8

Type of Student

Full	Part
15	1

Do you have any children?

No	*Yes*	If yes…		
12	4		*Ages 4-6*	2
			Ages 7-9	1
			Over 18	1

Are you a first generation college students?

Yes	*No*
2	14

Is a member of your immediate family an alumni of Wichita State?

Yes	*No*
8	8