INTRODUCTION

The Division of Student Affairs (DSA) supports the mission of Utah State: “to be one of the nation’s premier student centered land grant and space grant universities” by “enhancing the academic, personal, ethical, social and cultural experiences of students” as per the DSA mission. An executive leadership team comprised of the Vice President for Student Affairs, who serves on the President’s Cabinet, supported by one Associate and one Assistant Vice President collaborate to manage four key areas within the division: student success, enrollment services, health wellness & recreation, and student involvement & leadership. These four areas of focus are sustained by 17 departments that provide services and support to students individually and in collaborations across the DSA and academic/community partnerships. To further support and advance the division’s success, the Vice President’s and staff manage 7 program coordinators working in the areas of: student conduct, retention, Gear-Up, development, marketing, business services, and IT.

The division, and the professionals working within, are committed to best practices in realizing institutional goals while managing resources effectively. The time division staff spend in support of students’ one-on one, in workshops/classes, and small groups is a testament to the value-added experience they provide. Several division- and university-wide committees engaged in various initiatives are staffed with members from this division. The following brief description of each department and web link is listed below, as an overview of the reach and scope of the DSA at Utah State.
STUDENT AFFAIRS DEPARTMENTS

Student Success

Academic Success Center | usu.edu/asc

The Academic Success Center (ASC) is staffed by learning specialists who have developed programs and services to help USU students achieve academic success. The office offers workshops that cover time management, test anxiety, procrastination, and critical thinking. The ASC manages a drop-in math and statistics tutoring center and provides Tutor Advertiser where students can find a private tutor in any subject.

Dennis Kohler, Director
TSC 305 // 435-797-1128

Career Services | career-services.usu.edu

Career Services supports the career exploration and employment goals of students and alumni over a lifetime. The dedicated staff supports students/alumni as they: explore academic majors and careers, obtain student employment, work study and internships, prepare for graduate school and testing, and succeed in their first career position.

Donna Crow, Executive Director
University Inn 102 // 435-797-7777

Student Support Services | usu.edu/sss/

Students who are first generation college students, come from a low income background, or have a documented disability can apply for Student Support Services, which provides extra moral and academic support for their tenure at USU. Student Support Services teaches special sections of some math and psychology classes and can offer early registration and grant opportunities for students.

Anthonie Nichols, Grant Project Director
University Inn 103 // 435-797-3372

Exploratory Advising | exploratory.usu.edu

The Exploratory Advising is especially for students who haven’t declared a major yet. Academic advisors will help students choose classes each semester, decide how many credits they should take, and find the major that best suits their goals for the future.

Stephanie Hamblin, Director
TSC 304 // 435-797-3373
Enrollment Services

Admissions | usu.edu/admissions/

The Undergraduate Admissions Office is responsible for all recruitment efforts, including tours, and communication with prospective students and their families, and processing new student admission applications. New student scholarships like the Western Undergraduate Exchange and the Alumni Nonresident Legacy Waiver are also processed through Admissions.

Katie Nielsen, Director
TSC 102 // 435-797-1079

Financial Aid | usu.edu/finaid

The Financial Aid Office coordinates all scholarships, loans and Pell Grants. Staff includes financial aid specialists and counselors, available by appointment.

Patti Kohler, Director
TSC 106 // 435-797-0173

Registrar’s Office | usu.edu/registrar/

The Registrar’s Office builds course schedules each semester and assists faculty with entering and changing grades. The Office also processes graduation applications, transcript requests, and student payments.

Fran Hopkin, Registrar
TSC 246 // 435-797-1116

Veteran’s Resource Office | usu.edu/registrar/htm/veterans

The Veterans Resource Office (VRO) was created to assist USU student veterans in their transition between the military and civilian environment. The VRO serves as the central switch board for the veterans who need information or assistance, whether it is regarding their VA benefits, USU related topics, or civilian matters. The VRO is also a place where the veterans can network with each other.

Tony Flores, Program Coordinator
TSC 314 // 435-797-7886

Student Orientation and Transition Services | usu.edu/soar

Student Orientation and Transition Services assists students and their parents in the transition to college through Student Orientation, Advising and Registration (SOAR), University Connections, Aggie Passport, A-Team Peer Mentors, and Parent and Family Programs. It also assists students who defer their admission or take a leave of absence from the university by providing information and keeping in close contact with students and their parents while they are away.

Lisa Hancock, Director
TSC 105 // 435-797-0283

Scholarships | scholarships.usu.edu

The Utah State University Scholarship Office is dedicated to assisting students throughout their col-
lege careers by identifying resources to assist with educational expenses, coordination of funding from various resources and providing the highest quality of service.

Taya Flores, Director
TSC Juniper Lounge // 435-797-1766
Health, Wellness & Recreation

Student Health & Wellness Services | usu.edu/health

The Student Health and Wellness Center offers basic health services and physical therapy by appointment, wellness education and workshops, nutrition programs, and confidential advocacy and counseling for sexual assault through SAAVI.

Jim Davis, Director
850 E 1200 N // 435-797-1660

Counseling and Psychological Services | usu.edu/counseling

Counseling and Psychological Services (CAPS) provides confidential mental health services to students enrolled in 6 or more credits on the Logan campus. Services include consultation, workshops, groups, individual and couples counseling, as well as crisis/emergency interventions.

Dave Bush, Director
TSC 306 // 435-797-1012

Campus Recreation | usu.edu/campusrec

The Campus Recreation department maintains gyms, workout facilities, playing fields, and pools in addition to organizing club sports, intramural sports, races and exercise classes for students. The Outdoor Recreation Program rents gear to students and organizes field trips and other activities to get students outside.

Chase Ellis, Director
ARC 218N // 435-797-5716

Disability Resource Center | usu.edu/drc

The mission of the Disability Resource Center (DRC) is to provide persons with disabilities equal access to University programs, services, and activities. This is accomplished by fostering an environment which supports the understanding and acceptance of persons with disabilities throughout the University community, and the provision of reasonable and appropriate accommodations. The DRC affirms the right of persons with disabilities to obtain access in a manner promoting dignity and independence.

David Pruden, Director
University Inn 101 // 435-797-2444
Student Involvement & Leadership

Access and Diversity Center | http://www.usu.edu/accesscenter/

The Access and Diversity Center promotes a vibrant student community at USU through programs, clubs, and events specially designed for LGBTQ, multicultural, and non-traditional students. The Access and Diversity Center makes sure that equality is a priority for all students at USU.

Michelle Bogdan-Holt, Director
TSC 318 // 435-797-0694

Center for Civic Engagement and Service-Learning | usu.edu/ucc/

The Civic Engagement and Service-Learning Office helps turn students into conservation leaders through its unique involvement programs: Aggie Blue Bikes, Education Outreach, Service-Learning, Student Sustainability Office, Utah Conservation Corps and Val R. Christensen Service Center.

Sean Damitz, Director
TSC 318 // 435-797-0694

USUSA - Student Involvement and Leadership Center | ususa.usu.edu

A visit to the Student Involvement and Leadership Office will show students how to get involved and make the most of their time at USU through student government (USU Student Association), Greek life, school spirit, service opportunities, student media, and clubs & organizations.

Linda Zimmerman, Director
TSC 326 // 435-797-2912
# Table of Contents

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SECTION 1: Mission and History

Mission

The Office of the Vice President for Student Affairs oversees a variety of student service units who share the goal of helping every Aggie become a successful student. Guided by our motto: “Let us do all we can to help the student be successful,” we pursue our mission of supporting students in a holistic manner. As the student gateway to Utah State, the Division of Student Affairs is central to the mission of the university as one of the nation’s premier student-centered, land-grant and space-grant universities. The Office of the Vice President for Student Affairs partners closely with the other members of the division to work enthusiastically with each Aggie and their family as they discover the wonders of a Utah State University education.

History

The Office of the Vice President for Student Affairs traces its origin back to the early history of Utah State University when the university designated the positions of Dean of Women and Dean of Men. Charlotte Dancy filled the position of Dean of Women from 1922-1930. Her counterpart, Jack Croft filled the Dean of Men position from 1938-1942. Eventually, the Dean of Men role was changed into the Dean of Students. The position of Dean of Students was designated as the Vice President for Student Services in 1970 and Dr. Claude Burtenshaw was the first person to assume that role with its new title. In 1977, the Dean of Women title was changed to the Assistant Vice President for Student Services. Helen Lundstrom was the last person to hold the title of Dean of Women. Dr. Val R. Christensen was the longest serving Vice President to-date, filling the role from 1980-1996. In 2015, the Division of Student Services was renamed the Division of Student Affairs to more accurately reflect the depth and breadth of issues, activities, events, programs, and services that the division oversees and/or provides to students. Dr. James D. Morales, current Vice President for Student Affairs, has served in this role from June 2009 to present.

While the work and organizational structure of the Office of the Vice President for Student Affairs retains its historical and traditional underpinnings, it has necessarily evolved over the years to ensure that it is properly positioned and staffed to meet the needs of the division, the university, and students. Currently, the office includes 12 staff and administrators including the Vice President, an Associate Vice President, an Assistant Vice President, a Development Officer, a Student Conduct Coordinator, a Business Services Financial Officer, a Systems Administrator, the Associate Director of the Taggart Student Center, and several Administrative and Staff Assistants. The Vice President, the Associate Vice President, and the Assistant Vice President serve the division as a Senior Leadership Team. In addition, the Office of the Vice President convenes a monthly meeting of the division’s Administrative Council that includes the chief administrative officer of each of the division’s seventeen areas. The Administrative Council also includes representatives from key partners throughout the university such as Regional Campuses, Housing and Residence Life, and the Office of Global Engagement.
SECTION 2: Goals

The overarching goal of the Office of the Vice President for Student Affairs is to support the directors and employees throughout the entire division in facilitating that every Aggie student has the opportunity to become a successful in their academic pursuits and beyond. Guided by our motto: “Let us do all we can to help the student be successful,” we pursue our mission of supporting students in a holistic manner. As the student gateway to Utah State, the Division of Student Affairs is central to the mission of the university as one of the nation’s premier student-centered, land-grant and space-grant universities. The members of the division work enthusiastically with each Aggie and their family as they discover the wonders of a Utah State University education.

In achieving our goal we are guided by our vision statement that identifies six areas of focus: 1) Access and diversity; 2) Student success; 3) Community-building; 4) Effective stewardship of resources; 5) Accountability and communication; and 6) Mentorship and inspiration.

SECTION 3: Programs and Services

Student Affairs offers multiple programs/services that assist in the overall mission of Student Affairs, “Let us do all we can to help the student be successful”.

1) Student Affairs  
2) Student Affairs - Information Technology  
3) Student Affairs - Development/Fundraising  
4) Student Affairs - Student Conduct  
5) Student Affairs – Portal and Marketing Specialist  
6) Student Affairs – Business Service

Student Affairs  
(James Morales, Eric Olsen, John Mortensen)

a) Providing vision-driven leadership to enable the division to fulfil its mission.  
b) Acting as a liaison to the University’s central administrative units and external stakeholders.  
c) All other duties assigned by the President of the University.

Student Affairs – Information Technology  
(Brent Colledge)

a) Technical support for 12 Departments/Programs within Student Affairs.  
b) Web page design & Maintenance for 6 different sites.  
c) Responsible for managing 250+ desktop, laptop, tablet computers.

Student Affairs – Development Fundraising  
(Michael Bowen)

a) Maintain relationships with the donors of over 100 Endowments within Student Affairs.  
b) Develop relationships with anybody involved with USU (Mostly Alumni) in an effort to highlight the many opportunities USU has to help students be successful.
c) Advisor for one of the largest student groups on campus—the Student Alumni Association

Student Affairs – Student Conduct
(Krystin Deschamps, Eric Olsen)

a) Enforce student conduct standards, coordinate, administer, and develop an effect disciplinary system, upholding student rights, and responding to student academic and discrimination grievances.
b) Work with students, faculty, and campus admin to develop, promote, and enforce policies related to academic integrity and support and sustain student learning in a safe and civil campus environment.
c) Coordinate services for students in crisis or distress, ensuring the coherent and effective integration and deployment of services that constitute USU’s “student of concern” response system.

Student Affairs – Portal and Marketing Specialist
(John Brooksby)

a) Manage MyUSU Student Portal—developing the portal to give personalized and relevant information to improve the student experience.
b) Make sure students, staff, and faculty are aware of the resources provided through Student Affairs.
c) Act as liaison to the Student Marketing and Communications team.

Student Affairs – Business Service
(Taya Flores and team)

a) Provides traditional business functions of accounting and budgeting.
b) Business Services facilitates the procurement and contracting process in addition to tracking sponsored program fiscal management
c) Provides business support and financial management to all departments within the division of Student Affairs.
 SECTION 4: Staffing and Training/Development

Staffing

Student Affairs reports to the President of Utah State University. The VP’s staff consists of 11 full time staff members. The department’s internal reporting structure is outlined in the Organizational Chart. The staff works in teams with broad areas of focus: Student Affairs, Student Conduct, enrollment, alumni relations, development, Business Services, IT and MyUSU.

Family Educational Rights and Privacy Act (FERPA)

All staff members within Student Affairs must complete FERPA training to understand what student data may be released and to whom. This training is organized by the Registrar’s office.

http://www.usu.edu/registrar/htm/faculty_staff/ferpa

Training

Sexual Harassment Prevention:

All new employees and student employees of Utah State University must attend a Sexual Harassment Prevention session through the Affirmative Action and Equal Opportunity office to understand differences, understanding our own biases, and to identify skills in removing cultural and gender barriers.

Additional division-wide trainings and development programs are offered each semester, see list below:

Students of Concern  
SAAVI  
Violence in the Workplace  
Veterans  
Media Relations/Social Media  
Suicide Prevention (QPR) Training  
Contracts Agreement  
Procurement Policies  
ServiceNow  
Town Hall Meetings  
Online Trainings

Staff Development  
Conferences  
State, Regional & National Associations  
Banner  
CERT  
Emergency Preparedness  
P-card training  
Active Shooter Training  
Vehicle Certification (if needed)  
7 Habit
SECTION 5: Budget Narrative

The Office of the Vice President for Student Affairs manages $158,382,724.14 of the University's $643,364,223 overall budget, 2015 Utah State University Annual Financial Report. The breakdown of expenditures is as follows:

Budget Narrative 2015

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Benefits</td>
<td>448,798.78</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>104,032,662.00</td>
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<tr>
<td>Operating</td>
<td>1,080,347.91</td>
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<tr>
<td>Salaries</td>
<td>1,014,402.44</td>
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<tr>
<td>Scholarships</td>
<td>40,000,220.25</td>
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<tr>
<td>Student Wages</td>
<td>37,182.44</td>
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<tr>
<td>TOTAL</td>
<td>146,613,613.82</td>
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</tbody>
</table>

2015 Budget Narrative

- Benefits: 448,798.78, 0%
- Financial Aid: 104,032,662.00, 71%
- Operating: 1,080,347.91, 1%
- Salaries: 1,014,402.44, 1%
- Scholarships: 40,000,220.25, 27%
- Student Wages: 37,182.44, 0%

- Total: 146,613,613.82
SECTION 6: Facilities and Technology/Equipment

Facilities
The office of the Vice President for Student Affairs is located in the Taggart Student Center, room 220. The staff located there includes The Vice President, Associate Vice President, Student Conduct Coordinator, and Development with associated Administrative staff. Additional staff attached to the office are located in the Juniper Lounge (Business Services), 319 & 321 (IT), 246 (Assistant VP for Enrollment Services & Retention) and DE 413 (Portal Coordinator / Marketing Specialist). The 220 suite includes a small waiting area for visitors and a conference room. Office space is limited as evidenced by the Business Services staff being located in partitioned space in the Juniper Lounge.

Technology
The office website URL is http://www.studentaffairs.usu.edu and includes contact information, organization chart, department lists/links, mission and vision statements, Business Services and scholarship information. There is also a site for Student Conduct at http://www.studentconduct.usu.edu that includes Goals, Governing Values, Student Code, resources to help students in distress, reporting forms for students of concern and academic integrity violations.

The 220 office suite conference room has audio/visual telecommunication resources for video conferencing, interviewing etc.

Equipment List:
30+ computers, including desktops, laptops, tablets, iPads
1 Projector
4 Printers
1 IT resource file server
Assorted parts (video & network cards, keyboards, mice, cables…) for IT support
4 loaner computers and multiple monitors for emergencies when repairs or other work needs to be done for staff.
SECTION 7: Ethical Considerations and Professional Practices

As noted in Section 1, the office of the Vice President for Student Affairs pursues a mission of supporting students in a holistic manner. To that end, our office is staffed by professionals with diverse responsibilities to assist students with their development and success.

Central to the goal of holistic student support is an ethical framework. As a profession, student affairs is grounded by principles created by Dr. Karen Kitchener (1985). These principles are: respecting autonomy, doing no harm, benefitting others, being just, being faithful, and veracity. Our office—and the division as a whole—is guided by this ethical framework.

In addition to this framework, as members of NASPA, the Student Affairs Administrators in Higher Education association, also adhere to the Council for the Advancement of Standards (CAS) in Higher Education Statement of Shared Ethical Principles. These CAS principles build on Dr. Kitchener’s model, and include the principle of affiliation. See https://www.naspa.org/images/uploads/main/CASethicsstatement.pdf

In this office, collectively and individually, we respect the autonomy of our students by giving them information, and allowing them to make choices based on that information. We do no harm to students by being consistent in our guidance and support, and by striving to improve our practice. We benefit others by managing scholarships, giving support, and treating others respectfully. We are just by promoting student dignity, and by supporting equality and fairness for our students in matters of student conduct, scholarships, hardship monies, and when considering student welfare and when making policy decisions. We are faithful to our students and to Utah State University by exercising the best judgment we can in policy development, student/faculty/and staff interactions, and in using our resources. We are truthful with our students and our constituents. And we promote affiliation, both to the university, and to our students, by having students serve on our committees, and by being good university colleagues and citizens.

In addition to these ethical considerations, we have professional practices to which we adhere, and we have professional organizations to which we belong. They include NASPA and ACPA primarily, and they have a joint document on “Professional Competency Areas for Student Affairs Educators.”

http://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_Final.pdf. Additionally, individually, we are members of the Society of Research Administrators (http://srainternational.org/), the National Association of College and University Business Officers (http://www.nacubo.org/), the National Scholarship Providers Association (http://www.scholarshipproviders.org/), the Association of Student Conduct Administrators (http://www.theasca.org/), and the Association of College Unions International (http://www.acui.org/). We are also guided by state and national laws.
SECTION 8: Completion/Retention

The Division of Student Affairs directly contributes to successful retention and completion of students through a variety of efforts. Each department and employee has a responsibility to assist with student success. Often, the largest impact is made through the individual outreach of staff during their one-on-one interactions with students.

In addition to these significant individual successes, the division has a Director of Student Retention and Completion. The role of this director is to provide campus-wide leadership and coordination of retention and completion efforts through the following: programs, scholarships, and data/assessment.

Programs

- **USU 1010: Connections** – an academic course designed to assist with the successful transition of students into intentional learners.
- **Aggies 4 Aggies Mentor Program** – a comprehensive, 4-year mentor program created to assist with the transition, retention, and completion of first-generation students.
- **Leave of Absence Program** – this allows students to take an official leave from the university, which in turn, allows USU to stay in touch and assist students with reentry to the university. It also allows for more accurate data collection.

Scholarships

- **Scott & Dorothy Watkins Scholarship** – provides retention and completion scholarships for students with proven financial need. ($34,500 awarded in 2015-16)
- **Charles J. Perkins Scholarship** – provides retention and completion scholarships for students with high academic achievement. ($30,000 awarded in 2015-16)
- **Herschel Bullen, Jr. Scholarship** – provides retention and completion scholarships for students with high academic achievement and a commitment to leadership. ($9,500 awarded in 2015-16)
- **USU Retention Fund** – provides an opportunity to assist students in need of financial support in order to persist and complete their four-year degree. ($23,000 awarded in 2015-16).

Data/Assessment

- **Retention Dashboard** – created in conjunction with AAA, this dashboard provides on-demand cohort retention data to the colleges.
- **Transcript Orders** – weekly report provided to the Associate Deans and Advisors to inform them of students who have requested a transcript for the purpose of transferring.
- **Predictive Analytics/Early Alert** – in 2016, USU completed a 9-month RFP process and contracted with Civitas to partner in developing predictive analytics to assist faculty, advisors, and administrators.
- **Surveys** – through a USHE grant, the division has contracted with research professors to perform an assessment of USU 1010 and SOAR.
- **Exit Interviews** – during AY2016-17, exit interviews will be conducted with students who have permanently left the university. This data will inform retention efforts moving forward.
## SECTION 9: Assessment and Evaluation

The Office of Student Affairs Assessment is responsible for coordinating the assessment efforts within the Division of Student Affairs.

Using both quantitative and qualitative methodologies, student affairs assessment projects are designed to:

- Identify student needs
- Measure student satisfaction
- Plan for student development
- Assess outcomes
- Assess student learning outside the classroom
- Monitor campus climate

The student data that we regularly collect, analyze and report, serves as a resource for many Utah State University departments, faculty and staff.

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SECTION 10: Conclusion

The Office of the Vice President for Student Affairs is the beneficiary of a rich legacy of dedicated, passionate, and fully-committed student affairs professionals. The office seeks daily to build upon the solid foundation established by those who shaped the division as Deans of Men and Women, Deans of Students and Vice, Associate, and Assistant Vice Presidents. No less important than these more visible leadership roles are the supporting roles of other key individuals within the office who go to enormously great lengths each day to support the success of USU’s students. It is with an unwavering commitment to the success and well-being of our students that the Office of the Vice President for Student Affairs continues to help shape the future of the university and at the same time, the lives of countless young people as they prepare for and seek to embark upon fulfilling personal and professional lives.

Sources


Academic Success Center
Self Study Report

2015-2016

USU ASC
Staff of the ASC
Mission and History

Mission

The mission of the USU Academic Success Center is to develop programs and services to support Utah State University students in the exploration of intellectual potential toward the pursuit of achieving academic success. The ASC supports classroom instruction by providing opportunity for students to engage intellectually through the application of individualized strategies and belief models in ASC coordinated programs and guided self-study. The ASC furthers its mission of college readiness and access through its support of grant funded initiatives by supervising the federally funded TRIO Student Support Services Grant and USU Division of Student Affairs Contribution to two federally funded GEARUP grants.

History

The USU ASC (formerly USU Academic Resource Center) has been a part of USU Student Affairs Division (formerly USU Division of Student Services) for the last 25 years.

Goals

Department Goals

• To provide quality innovative and effective programs to support students in the pursuit of academic success.
• To grow, within space and budget limitations, program offerings and provide students with additional access to service across varied content areas.
• To initiate and guide programs – in collaboration with faculty, staff and students – which provide timely, targeted and effective intervention to students across all abilities, cultural backgrounds, and academic readiness.
• To engage in the constant assessment and analysis of effectiveness of programs.

Program Goals

• To increase student learning and growth.
• To help students gain study strategies and techniques for practical classroom use.
• To increase retention by increasing student success.
• To provide paraprofessional training and opportunity for high performing students.

Programs/Services

ASC Learning Assistance Center

Supplemental Instruction(SI)

Supplemental Instruction at USU began in 1988 with one pilot course. Today, SI serves an average of 30 classes each semester. The mission of SI is to help students master material in difficult courses while increasing learning strategies and study skills. SI targets “high risk” courses. SI supports professors in the maintenance of high standards and expectations for courses while helping increase student success. SI leaders are chosen from high-performing students with A or A- grades in courses for which they support. Weekly training meetings are held to improve class management and instructional techniques.
Math and Statistics Tutoring

The Math and Statistics Tutoring Center provides drop-in tutoring with two locations in TSC 225A and The Junction. Drop-in tutoring supports students enrolled in MATH 0995 through MATH 2280 and STAT 1040 through STAT 3000. The center is staffed by approximately 25-30 CRLA certified tutors and open 58 hours every week during the academic year.

USU 1730

USU 1730 “Strategies for Academic Success” is a learning skills and theory course coordinated by ASC. Courses are instructed by 4 ASC full time Staff, 1 SSS FT staff and 3 Graduate Interns. It is a 7 week, 3 credit course offered during 2 sessions each semester. Lab Teaching Fellows (LTFs) fulfill credit bearing internships to conduct weekly labs. Course topics include “time management, motivation, note-taking, textbook annotation, critical thinking, and test strategies.” Course enrollment is capped between 25-30 students. The majority of students who take the course are FTFE freshmen or Non-Traditional students with a gap in education. Some students are referred directly into the course to fulfill learning contracts.

Workshops

ASC provides a variety of workshops for open attendance and select groups. The workshops are offered online or in person.

Online

ASC offers online workshops that address psychological issues that impact academic success. Topics include: Perfectionism and Procrastination, Test Anxiety, and Math Anxiety. (http://www.usu.edu/asc/workshops/)

In-person Quick-Shops

ASC offers 30-35 weekly workshops throughout the academic year. Recent topics include:


Educational Opportunity Tutoring

ASC supports tutoring for USUs Educational Opportunity program for students who have been identified as educationally disadvantaged. Recipients must meet the following criteria:

1. Students must be enrolled at Utah State University
2. Students must be identified as belonging to any of the following groups
   a. Financial Need (EFC qualifies students as Pell eligible)
   b. Ethnic Minority (determined by self-reported ethnicity in Banner)
   c. Veteran of the armed forces (determined by VRC flag in Banner)
   d. Non-traditional/Re-entry student (determined by identification through Banner report)
   e. First Generation (determined by identification through Banner report)
Online Tutor Advertiser

The online tutor advertiser located at https://www01.usu.edu/tutoradvertiser/, is a service provided by ASC for the purpose of connecting students who need tutoring in areas not traditionally supported through ASC programs, with students who are interested in tutoring. ASC validates qualifications of tutors through transcript search. Tutor Advertiser lists up to 40 tutors per semester who tutor in a broad variety of courses.

USU ASC Web Presence

Each program in the ASC has a web presence which acts as a landing place for our services. All ASC web content focuses student attention on necessary processes, or provides assistance for help with ASC service goals.

Table 1: Web hits for pages under ASC control.

<table>
<thead>
<tr>
<th>Website</th>
<th>Hits</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.usu.edu/asc">www.usu.edu/asc</a></td>
<td>45,353</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.usu.edu/arc">www.usu.edu/arc</a></td>
<td>58,511</td>
<td></td>
</tr>
<tr>
<td>Total ASC/ARC</td>
<td>103,864</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.usu.edu/sss">www.usu.edu/sss</a></td>
<td>15,366</td>
<td></td>
</tr>
<tr>
<td>utahstars.usu.edu/student-affairs/</td>
<td>436</td>
<td></td>
</tr>
<tr>
<td>Total Department</td>
<td>119,666</td>
<td></td>
</tr>
</tbody>
</table>

Note: Due to the USU ASC name change, this table includes hits on www.usu.edu/arc. This page was decommissioned midyear.

Study Smart Starter Kit

The Study Smart Starter Kit is a visual, self-guided/self-paced work with on demand academic strategy and attitude intervention. Because academic success requires interaction between essential college study strategies and self-management behaviors, the model asks students to identify all aspects of learning success with the intention of performing better listening, note taking, reading, test prep, time management, test taking strategies, stress management and test analysis.

Program Participation

All non-credit bearing programs offered by ASC are free to students. Table 2 shows participation in USU LAC programs through time. Participation in grant funded programs is listed in each related subsection,
Table 2: An overview of ASC-LAC program specific participation for AY11-16

<table>
<thead>
<tr>
<th>Math and Statistics Tutoring</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AY 11-12</strong></td>
<td><strong>AY 12-13</strong></td>
<td><strong>AY 13-14</strong></td>
<td><strong>AY 14-15</strong></td>
<td><strong>AY 15-16</strong></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>16767</td>
<td>1487.5</td>
<td>2252</td>
<td>14452</td>
<td>1620</td>
</tr>
<tr>
<td>Sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Supplemental Instruction**

<table>
<thead>
<tr>
<th><strong>Section</strong></th>
<th><strong>Enrolled</strong></th>
<th><strong>SCH Taught</strong></th>
<th><strong>Attendees</strong></th>
<th><strong>SCH</strong></th>
<th><strong>Enrolled</strong></th>
<th><strong>SCH Taught</strong></th>
<th><strong>Attendees</strong></th>
<th><strong>SCH</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>USU 1730 F2F and Broadcast</td>
<td>34</td>
<td>858</td>
<td>3072</td>
<td>13509</td>
<td>55</td>
<td>1628</td>
<td>6733</td>
<td>23151</td>
</tr>
<tr>
<td>USU 1730 Online</td>
<td>20</td>
<td>421</td>
<td>16209</td>
<td>21</td>
<td>440</td>
<td>16940</td>
<td>22</td>
<td>469</td>
</tr>
<tr>
<td>USU 1730 Coordinated But Not Funded</td>
<td>3</td>
<td>56</td>
<td>3</td>
<td>71</td>
<td>3</td>
<td>164</td>
<td>4818</td>
<td>3</td>
</tr>
<tr>
<td>Educational Opportunity Tutoring</td>
<td>2</td>
<td>28</td>
<td>1078</td>
<td>4</td>
<td>38</td>
<td>1463</td>
<td>4</td>
<td>84</td>
</tr>
</tbody>
</table>

**NOTES:** ¹1730 Canvas hours not tracked until 2014 ²ED OP started in AY12.
Student Support Services (ASC-SSS)

Student Support Services is a federally funded TRIO program designed to provide specific activities and services for 196 bachelor degree seeking students. These students are in need of academic support and meet at least one, if not more, of the following criteria: 1) low income, 2) first generation, and/or 3) have a documented disability. USU Student Support Services is an exemplary TRIO program for its best practices in serving disadvantaged students by providing "holistic and integrated services" at Utah State University, the state of Utah, and the region.

SSS Mission

Student Support Services seeks to support disadvantaged students who have potential to meet the challenges of higher education by strengthening and developing their academic and self-management skills. Its focus is to insure that participants in the program have a realistic chance to persist in school and graduate from Utah State University. To accomplish these objectives Student Support Services provides services to enhance students' academic success, personal skills, and social skills.

SSS Goals

- Recruit eligible students who meet federal low income, disability, and/or first generation guidelines.
- Increase the retention of disadvantaged students in the University.
- Increase the academic success of eligible students by increasing their GPA.
- Increase the number and percent of disadvantaged students who graduate from the University.
- Increase the number and percent of disadvantaged students who pursue graduate or professional schooling.

Table 3: Five Year Summary for SSS participation.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>Total Contact Hours (CH)</th>
<th>Total Number Contacts</th>
<th>Avg Contacts / Student</th>
<th>Avg CH / Student</th>
<th>Avg Hours / Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>190</td>
<td>4744.82</td>
<td>9691</td>
<td>51.01</td>
<td>24.97</td>
<td>0.49</td>
</tr>
<tr>
<td>2014-2015</td>
<td>190</td>
<td>5454.18</td>
<td>9724</td>
<td>51.18</td>
<td>28.71</td>
<td>0.56</td>
</tr>
<tr>
<td>2013-2014</td>
<td>181</td>
<td>5481.82</td>
<td>12734</td>
<td>70.35</td>
<td>30.29</td>
<td>0.43</td>
</tr>
<tr>
<td>2012-2013</td>
<td>199</td>
<td>4779.17</td>
<td>9974</td>
<td>50.12</td>
<td>24.02</td>
<td>0.48</td>
</tr>
<tr>
<td>2011-2012</td>
<td>212</td>
<td>7218.43</td>
<td>13797</td>
<td>65.08</td>
<td>34.05</td>
<td>0.52</td>
</tr>
</tbody>
</table>

NOTE: Due to changes in data collection methods data presented in years prior to 2015-2016 is mathematically adjusted based on 2015 attendance averages.

ASC DoSA GEARUP (ASC-GU)

ASC coordinates The Division of Student Affairs (DoSA) contribution to the USUStars! GEAR UP under direction of USU School of Teacher Education and Leadership. USU DoSA provides services vary from tailoring campus visits, traveling to school sites to implementing and designing workshops and presentations, planning and implementing summer camps and assisting USU STARS! schools in meeting GEAR UP goals and objectives. USU DoSA provides higher education resources to 3,000+ students within 29 partner schools.

ASC DoSA GEARUP Goals and Objectives (National GU, USU Stars! GEARUP, and ASC-GU)

- Increase the academic performance and preparation for postsecondary education for GEAR UP students.
- Increase the rates of high school graduation and enrollment in postsecondary education for GEAR UP students.
- Increase GEAR UP students’ and their families’ knowledge of postsecondary education options, preparation, and financing.
- Increase knowledge of financial aid information to students and parents for postsecondary education.
- Encourage student enrollment in rigorous and challenging curricula to reduce remedial coursework at the postsecondary level.
- Improve the number of students who obtain a high school diploma and enroll in postsecondary education.

Table 4: Visits for GEARUP Visits July 1st 2015 – June 30th 2016

<table>
<thead>
<tr>
<th>School Visits</th>
<th>Schools</th>
<th>Visits</th>
<th>Students</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggie Summit Summer Camp</td>
<td>8</td>
<td>1</td>
<td>170</td>
<td>5822</td>
</tr>
<tr>
<td>APP Camp</td>
<td>3</td>
<td>1</td>
<td>13</td>
<td>806</td>
</tr>
<tr>
<td>Engineering Camps</td>
<td>9</td>
<td>2</td>
<td>60</td>
<td>3420</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>20</td>
<td>404</td>
<td>10736</td>
</tr>
</tbody>
</table>

Staffing and Training/Development

The USU ASC is comprised of three sub offices USU ASC Learning Assistance Center (ASC-LAC), USU ASC Student Support Services (ASC-SSS), and USU ASC Division of Student Affairs GEARUP (ASC-GU). The office employees 13 Full time employees, over 100 student employees, and supervises up to 4 Graduate and 10 undergraduate internships per year. Chart 1 describes departmental structure.
Development and Training

Each program under ASC adheres to nationally recognized training curriculum, university course guidelines and internal controls for quality. Each member of ASC staff is encouraged to promote professional development through the use of conference attendance, web based training, university, state and federal training opportunities.

Budget Narrative

ASC is funded through university budgets as follows:

Table 5: Summary of ASC university funding for FY15.

<table>
<thead>
<tr>
<th>Funding Amount</th>
<th>Salary</th>
<th>Wages</th>
<th>Benefits</th>
<th>Operating</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$294,848.62</td>
<td>$144,910.61</td>
<td>$125,773.13</td>
<td>$64,454.75</td>
<td>$629,987.11</td>
</tr>
</tbody>
</table>

ASC-SSS Budget Note

USU Student Support Services Project is 86% federally funded at $292,340 annually.

ASC-GU Budget Note

ASC DoSA GU receives funding for operations as allotted through the central USU Stars! GEARUP grants. This budget pays salaries for full time staff and interns as well as operating expenses for USU ASC GEARUP activities.

Educational Opportunity Budget Note

Between the start of the program and 2014, ASC received $2,500.00 from central ED OP funding to provide services. This was increased to $6,000.00 in AY 14-15 and again to $12,000 in AY 15-16. This amount is supplemented with ASC funds.

USU 1730 Budget Note

A $13 class fee is assessed for each enrolled student. This funding is used to directly support USU 1730 program development and management, classroom support and instruction.

Outside Funding Budget Note

USU ASC has agreements to provide some services to other university entities which include tutoring for USU Residence Life, tutoring for USU Educational Opportunity Program, and USU 1730 online instruction for USU E-Learning.

Facilities, Technology/Equipment

The USU ASC is housed in four physical locations:

- The Learning Assistance Center is located in the Taggart Student Center 305 in an 862 square foot office complex consisting of a general reception area and four offices.
- Student Support Services is located on the first floor of The University Inn in a 1,461 square foot office space with offices for Grant Director, Advisor, Learning Specialist Math Specialist and a general reception area. This space includes a small tutoring/testing room and a shared mediated conference/tutoring with other offices located in the university Inn.
- The Student Affairs GEAR UP staff is housed within a 193 Square foot section of the USU Access and Diversity Center in TSC 311, with a shared office for two staff assistants and an office for the Program Coordinator.
• The Math and Statistics Tutoring Center is located in a 1481 square foot location in the Taggart Student Center 225A. It seats 70 students at any given time. The Junction center is located in a ~300 square foot classroom in the basement of The Junction.

• USU 1730 uses around 10-12 classrooms per semester. Each classroom is equipped with a projector, computer, whiteboard, and some have document cameras and smartboards. Each instructor utilizes CANVAS to interact with the students.

Technology

Each member of the ASC professional staff is furnished with appropriate technology which includes a PC or Mac Workstation or Laptop, or a combination of these. The department when appropriate provides tablet computers and Kindle readers (to instructional staff with research requirements)

The department holds shared laptops, projectors and LCD televisions with dedicated computers to promote instructional and outreach activities.

Table 6: Equipment

<table>
<thead>
<tr>
<th></th>
<th>PC</th>
<th>Phone</th>
<th>I-pad</th>
<th>Laptop</th>
<th>Tablet</th>
<th>Kindle</th>
<th>Scanner</th>
<th>Copier</th>
<th>Projector</th>
<th>TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASC</td>
<td>12</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>GEAR-UP*</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSS*</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>23</td>
<td>13</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

*NOTE: In cases where federal grant funds are utilized some equipment is owned by the federal government. In these cases, sub-department inventories indicate funding source.

Ethical Considerations and Professional Practices

The ASC staff are members of many professional organizations including CRLA, COE, ASPIRE.

All members of the department adhere to Utah State University policy and guidelines and all regulation and legislation of the State of Utah and Federal Government.

Periodic training over a variety of ethical and professional practices occur within the department, these trainings for all staff include. FERPA, Sexual Harassment Prevention, USU Policy Updates. Individual sections undergo training at annual national and regional conferences.

Individual Programs adhere to the best practices and guidelines of national and international bodies including:

1. The International Center for Supplemental Instruction – http://info.umkc.edu/si/
2. College Reading and Learning Association International Tutor Training Program Certification (ITTPC) – http://www.crla.net/index.php/certifications/ittpc-international-tutor-training-program

Completion/Retention

The USU ASC is highly focused on completion and retention. All of our programs provide services that move students toward better understanding of the work and effort necessary for successful university
participation and completion. Whenever possible, ASC staff participates in USU and State of Utah initiatives in support of retention and completion. This effort is guided by program assessment as follows

**Program Assessment**
Assessments are developed by ASC to determine outcomes of programs and services and to inform Center decisions regarding development and maintenance of current and future programs. The instruments and techniques used to conduct Center assessments are based on the unique characteristics and goals of each program or service.

**Graduate Research**
A master's thesis study, *The Impact of Study Skills Courses on Academic Self-Efficacy in College Students*, was conducted during 2009-10 to identify the effect of PSY/USU 1730 Strategies for Academic Success on academic self-efficacy. This study determined that PSY/USU 1730 had a significant influence on increasing academic self-efficacy and identified strong correlations between measures of academic self-efficacy and measures of study skill levels.

**USU 1730 and USU 2160 Training/Certification**
Course instruction is evaluated through the use of USU Teacher/Course evaluations combined with in-class instructional assessments. USU 1730 instructors meet bi-weekly to discuss curriculum and implement course modifications.

**Math and Statistics Tutoring**
Drop-in tutoring is assessed through new tutor observation and evaluation and individual feedback sessions and returning tutor observation and assessment as needed.

**Supplemental Instruction**
Student evaluations of SI leaders are completed each semester for every SI leader. A variety of informal classroom assessments are conducted in training each week to assess effectiveness of training and SI leader satisfaction with training and program resources. Similar assessments are conducted with SI leaders for assessing coordinator effectiveness. Faculty are regularly contacted as needed for feedback on program performance.

**Grant Funded Programs**
All grant funded programs are subject to assessment in annual reviews mandated by the US Department of Education. Each program conducts internal assessments of programs and research of efficacy of programs. Furthermore these programs undergo State of Utah audits.
References

College Reading and Learning Association International Tutor Training Program Certification (ITTPC) – http://www.crla.net/index.php/certifications/ittpc-international-tutor-training-program


Council for the Advancement of Standards – http://www.cas.edu/

The International Center for Supplemental Instruction – http://info.umkc.edu/si/

Departmental Self-Study Report
2015-2016
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“My career coach was my cheerleader, my encourager, and my difference maker. My coach always let me know that I was a hot commodity, and that was something that resonated in my interviews. I ended up accepting an offer with an amazing company I never thought was in me potential. If I could go back and change one thing about my experience, I’d visit Career Services sooner!”

Elizabeth Morrell, BS Math/Statistics
I. Mission & History

Mission Statement

Career Services (CS), a division of Students Affairs, strengthens the mission and goals of Utah State University (USU) by supporting the career exploration and employment success of students and alumni over a lifetime. This is accomplished through a balanced, high-tech, high-touch environment with highly trained professionals and student career peers.

To help students succeed, CS has created customized, intentional programming to support students’ career goals. The staff encourage students/alumni to visit early and often to:

- explore majors & careers
- obtain student employment & internships
- take tests & prepare for graduate school
- secure & succeed in their careers

History

Career Services was designed to be in the ground level of the newly built University Inn in 1981 and is still located there today. At the time it opened, Career Services was co-located with the gift/clothing bookstore where Student Support Services and the Disability Resource Center are today.

Starting with the Personal Development Center followed by Testing Services, Federal Work-Study/Student Employment, and Health Professions Advising*, Career Services has merged those functions to become a robust center reaching across campus, the state, and region to support student/alumni’ with career exploration and employment.

John Burton, Aviation-Maintenance Management

"Because of the help I received from Career Services with writing my resume to preparing for my interviews, I was able to put my best foot forward and present myself professionally. I am not the lucky recipient of a job offer from Southwest Airlines as the Technical Operations Maintenance Program Specialist Intern.

*Health Professions advising joined Exploratory Advising when University Advising was reorganized, May 1, 2016
II. Goals

The team at CS works hard to be as responsive to the career development and success of students and the employers who hire them. Additionally, collaborations across campus, the state, and region allow us to build key relationships culminating in successful internships and careers for students and alumni.

Goals for 2016-2017:

1. Revisit and update components of Career Aggie including required fields for students to fill in, prompting students to update their profiles, and cleaning up the list of students to send mass emails to.
2. Increase assessment of students to:
   - gather satisfaction data using system check-in on regular basis
   - identify what drives them to Career Aggie or apply/not apply for opportunities
   - learn what companies they would like to see on campus
   - hold a focus group on how to get more students to apply to jobs in Career Aggie
3. Revisit student messaging timing and content.
4. Request all SOAR students to take entire Focus assessment— not just 1 component.
5. Incorporate Strengths Quest into Career Exploration.
6. Increase recruiting on campus by 5%.
7. Prepare to end paper and pencil testing (ACT) and transition to different scoring time frame.

Goals for 2018-2021:

1. Survey and update mass email process.
2. Revisit exploratory advising and career exploration. Recommend Career Exploration for students at a certain credit level as undeclared.
3. Create a yearly theme and have a monthly message go out to students with content/articles related to the theme.

Blake Harms, Communication Studies

“PSY 1220 has really helped me look at college in a new way...After taking the class I realized that more than what I learn, I need to develop how I learn. PSY 1220 helped me to see that college should also be about creating opportunities to grow, and show growth that I’ve had to future employers.”
III. Programs/Services

Programs

Career Services provides a variety of programs to help students grow their “career strategy tool kit” throughout their experience at USU and as they transition to graduate school or begin their careers. These programs are delivered one-on-one, in small groups sessions, and in classes to students on the main and regional campuses.

Explore Majors & Careers

Students learn more about majors and career options that fit their skills, values, interests, personality, and realities of the current job market. They can access Focus II for online career exploration and have the results interpreted by a Career Coach. The USU 1220 course, Career and Life Planning, assists students in deeper exploration of interests as they relate to major, career, and life choices.

Obtain Student Employment & Internships

Students can explore both on-and off-campus student employment opportunities, including Work-Study, via Career AGGIE. Additionally, they can gain career-related experience with internships. Earning academic credit through an internship is an option for students to explore with over 60% of students receiving full-time job offers from their internship employers across the nation.

Take Tests & Prepare for Grad School

Select testing on the Career Services website to schedule a time-slot, view tests offered, and additional information. If graduate school is in the student’s future, the Career Coaches can help in reviewing options and applications/personal statements. Additional help in selecting a program to suite students’ goals is also provided.

Succeed in Your Career

Students can meet one-on-one with their Career Coach to:
• Discuss internship and career search strategies;
• Build their network of alumni and employers;
• Develop an effective LinkedIn profile and personal brand;
• Create customized resumes and cover letters;
• Participate in mock interviews;
• Negotiate job/salary offers; and
• Review graduate school applications.

Students can interview at Career Services with employers for internships and career employment. They can attend employer Information Sessions to: learn about positions and corporate culture, receive tips for application success, and meet recruiters.

Access Career AGGIE, Career Services' online job posting and networking system to:
• Apply for student employment, Work-Study, internship, and career positions;
• Create a customized “Search Agent” to receive email alerts for jobs/internships;
• Network with over 12,700 employer contacts; and
• Schedule on-campus interviews.
IV. Staffing & Training/Development

Career Services reports to the Assistant Vice President of Enrollment Services & Retention within Student Affairs. The CS staff consists of 12 full time staff, three part-time staff and 18 student career peers. The department’s internal reporting structure is outlined in the Organizational Chart located in Appendix A. The staff works in teams with broad areas of focus: career coaching, career exploration, test administration, job posting and EPAFs, career fairs and on campus recruiting. Additionally, the staff wears several ‘small business’ hats to include: marketing and strategic planning, data information management, employer relations, instruction, student/employer communication, and promotion.

Training is provided at the University, Division, and departmental level and the majority of those content areas are outlined below. Additional opportunities for conferences, online training, and departmental specific training is also provided.

<table>
<thead>
<tr>
<th>Student Affairs Trainings</th>
<th>Personal/Professional Training &amp; Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of Concern</td>
<td>Town Hall Meetings</td>
</tr>
<tr>
<td>SAAVI</td>
<td>Online Trainings (including Academic</td>
</tr>
<tr>
<td>Violence in the Workplace</td>
<td>Impressions, Webinars)</td>
</tr>
<tr>
<td>Veterans</td>
<td>Departmental Staff Meetings</td>
</tr>
<tr>
<td>Media Relations/Social Media</td>
<td>Conferences</td>
</tr>
<tr>
<td>Americans with Disabilities</td>
<td>Bike Program</td>
</tr>
<tr>
<td>Suicide Prevention (QPR) Training</td>
<td>Be Well Program</td>
</tr>
<tr>
<td>Institutional Review Board</td>
<td>State, Regional, &amp; National Associations</td>
</tr>
<tr>
<td>Contracts Agreements</td>
<td>Leadership roles in your field</td>
</tr>
<tr>
<td>Procurement Policies</td>
<td>Student Affairs non-exempt training</td>
</tr>
<tr>
<td>Family Educational Rights</td>
<td>Performance Appraisal Training for Supervisors</td>
</tr>
<tr>
<td>&amp; Privacy Act (online)</td>
<td></td>
</tr>
<tr>
<td>Sexual Harassment Prevention Training (online)</td>
<td></td>
</tr>
</tbody>
</table>
V. Budget Narrative

The E&G CS budget allocates $518,158 is for salaries and $49,319 for wages to part time and student staff with an additional $23,000 for operating budget. Over the years, CS has worked to generate revenue through testing and career fairs. Indeed, testing funds one full-time staff member’s salary and benefits in that area. Given Career Services hosts campus-wide career fairs that employers pay to attend, CS earns the majority of their operating budget each year while building a non E&G account of funds (savings) for lean years in which the economy does not support employer fair attendance. CS uses approximately $80,000 of these monies each year to operate and another $50,000 in salary and benefits. While this practice has supported the growth of an impactful Career Center, it is a risk to be acknowledged while providing variable funding depending upon the economy. It is difficult to introduce programs and services, which we do regularly to stay current and provide a value-added experience for our students, without the reality about the tenuous nature of these funds and resulting programming.

VI. Facilities & Technology/Equipment

Facilities

The Career Services office, located in the University Inn, room 102, provides an office for each coach and most staff members, student work stations/printer, testing rooms, and interview rooms for employers. Students seeking accommodations for academic testing through the Disability Resource Center also use this space. Additionally, there are two seating areas for students to wait for their appointments and drop-ins. On many days during the Fall and Spring, the front waiting area is very busy. A conference room is shared with other departments on the main level of the University Inn.

Our staff facilitates presentations in classrooms across campus, meeting the students “where they are” with the right content at the right time. During the 2015-2016 academic year, the staff reached 9,771 students in customized presentations. Several staff hold office hours in their assigned colleges and use technology to stay connected and share on-line resources with students on the main and regional campuses.

Workspace for staff is becoming limited due to enrollment growth, demand for services, and the integration of CS programming across campus. We are operating at maximum space capacity and have made two interview rooms into staff offices, limiting the areas that employers can utilize for interviews. Additionally, three offices have been built to create spaces for staff members, removing a conference room and space for students to utilize. CS is bursting at the seams and could expand programs with more space.

Facilities & Technology/Equipment, continued

Hope Braithwaite, Wildlife Sciences

“Career Services provided me with support, encouragement and amazing advice on my CV, statement of purpose, and letter of intent, helping me with formatting, grammar, and other valuable edits. I was accepted into the Master of Science in Environmental Education Program and received a great graduate assistantship that I didn’t even apply for!”
**Technology**

- Computers: 51
- Laptops: 16
- Printers: 5
- Projectors: 2
- Tablets: 6

Career Services adheres to the Information Security policy found at http://it.usu.edu/policies/htm/information-security

The testing area of Career Services adheres to the best practices provided by the National College Testing Association (NCTA). http://www.ncta-testing.org/index.php

**Website:** Our new website had over 930,000 page views of visitors this year and is maintained by the Information Manager. https://career-services.usu.edu

**Job/Networking Database:** Career AGGIE is used by students, alumni, community members, employers, faculty, advisors, and the Career Services staff. There were 14,914 jobs posted to the system the 2015-2016 academic year.

**Focus 2:** Focus 2 is one of the key assessments used to guide students through the career exploration process. This assessment is purchased by CS in order to provide it free of charge to students including those at the Regional Campuses. Students are guided through five assessments, providing career path and major matches for students to further explore. This system allows for linking right to the majors available at USU.

**Social Media:** CS utilizes Facebook, Twitter, LinkedIn, and YouTube to share information with constituents and to promote events and opportunities. CS adheres to the Social Media Guidelines outlined by Public Relations and Marketing. https://www.usu.edu/prm/identity/socialmedia.cfm

**VII. Ethical Considerations & Professional Practices**

Career Services adheres to our own policy and procedure manual and to the guidelines identified by the National Association of Colleges and Employers (NACE). As such, CS has adopted those Principles for Professional Practices as guidelines for interactions with students, faculty, staff, employers, alumni, and community members. NACE’s three basic precepts are listed below:

- Maintain an open and free selection of employment and experiential learning opportunities in an atmosphere conducive to objective thought, where job candidates can choose to optimize their talents and meet their personal objectives;
- Maintain a recruitment process that is fair and equitable;
- Support informed and responsible decision making by candidates.

http://www.naceweb.org/principles/

As a department in Student Affairs, CS also adheres to the professional competencies as laid forth by the National Association of Student Personnel Administrators (NASPA). CS uses these as ethical guidelines. http://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_.pdf
VIII. Completion/Retention

Career Services’ Career Coaches and staff help students set attainable goals in one-on-one to catalyze them towards success depending upon their needs. Starting with admissions testing, the testing area of CS adds test dates in the fall to accommodate all potential incoming students taking admissions exams—often re-taking the ACT to obtain a scholarship to Utah State University.

By helping students connect their major and interests to a career path, students are able to find more meaning in their experiences, engage more intentionally, and reach graduation. *With early career knowledge leading to opportunities on- and off-campus, the staff and coaches help students achieve academic and career success.*

Career Services helps students obtain jobs and internships that offset the cost of tuition and living expenses while attending school. One of the main reasons students do not persist in school is the cost that is associated with a college degree. We help students find meaningful solutions to allow them to continue with their college education.

For some students, graduate school is the next step in their career path. CS helps prepare students for graduate school by administering entrance exams, assisting with personal statements, and engaging in researching potential school programs.
IX. Assessment & Evaluation

The team at CS is committed to continuous improvement of services offered, and comprehensive program of assessment and evaluation is ongoing. Each major program/event is evaluated and discussed. Career Services also surveys graduates twice, post-graduation, to assess employment and continuing education plans. Assessment and evaluation data is reviewed by the staff to make improvements to programming and services offered and changes are immediately implemented or added to next year’s events plans.

The staff at CS is actively involved in state, regional, and national associations, in addition to benchmarking with other centers to assess trends. Each CS staff member maintains relationships with key constituent groups both on- and off-campus including all academic colleges, departments in Student Affairs, employers, and professional organizations. Lastly, many serve as volunteers on committees/boards across Utah and in the region.

X. Conclusion

CS is adapting to the changing needs of the marketplace while working to fund robust student, alumni, and employer events and programs. Last year the CS staff reached an audience of 38,092* students, alumni, employers, and faculty while guiding the career exploration and employment of Utah State University students.

Over the last several years, CS staff have expanded their services to better prepare students/alumni for career success by expanded programming including: additional customized career fairs, career exploration tools/presentations at new student orientations, online chats with regional campus students, and state- and region-wide benchmarking. The staff at the center prides themselves on staying on the cutting edge of career programming in order to effectively support the career exploration and employment success of students and alumni over a lifetime—as is our mission.

*includes repeat visits

April Hoyt, Speech Pathology

“I have used the USU Career Services on multiple occasions. Career Services was very helpful and instrumental in helping me complete a resume when I graduated with my bachelor’s. I have been successfully working in my desired field for the last four years. When I decided to continue to graduate school, I knew exactly where to go for support.”
Sources


Utah State University Career Services, (2015). Retrieved April 16, 2016 from Utah State University: https://career-services.usu.edu

Utah State University FERPA for Faculty and Staff, (2010). Retrieved April 16, 2016 from Utah State University: http://www.usu.edu/registrar/htm/faculty_staff/ferpa


Appendix B: Career Services Financial Report

<table>
<thead>
<tr>
<th></th>
<th>1 Salary</th>
<th>2 Wages</th>
<th>3 Benefits</th>
<th>4 Operating</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>229325.37</td>
<td>237003.27*</td>
<td>1033805.08</td>
</tr>
</tbody>
</table>

*Combines several accounts that are non-E&G, and classifies them as operating. This implies a much larger operating budget than is used annually.

Available in Alternate Formats
Produced by: Donna Crow & Jillian Morley, Career Services
Adapted from: Weber State and SLCC Program Review Self-Study
Mission and History

Mission Statement

Exploratory Advising (EA), a division of Student Affairs, assists students in actively exploring and identifying majors to match their career interests. EA strives to help facilitate a smooth transition to the appropriate Departmental Advising Office. This is accomplished through assistance in major/career exploration, individual and group advising sessions and workshops as well as with assistance from our highly skilled student Advising Aides.

To assist in the success of students academic and career goals, EA provides:

* facilitate the exploration of general education courses
* aid for exposing students to the tools available for major/career exploration
* an introduction to exploratory courses within the major
* referral services for students including those struggling academically

History

What is now referred to as Exploratory Advising has assumed several names and has included many responsibilities since its founding. EA, formerly known as University Advising and Transition Services and then University Advising was designed to be housed on the third floor of the Taggart Student Center. The historical intent of our office was to advice undecided students into a major. Undecided students were previously advised through the College of Humanities and Social Sciences. Fall 2004 EA opened its doors. This was made possible by funding through TierO2 tuition. EA is responsible for serving several distinct student populations at USU, including: Exploratory, Exploratory Business, Allied Health Professionals, Professional admits, students interested in earning their Associate Degree and those students returning to USU in less than good standing. Prior to the creation of a separate central advising office in Fall 2015, EA was responsible for the dissemination of information and facilitation of collaborative efforts among the greater Utah State Advising community and overseeing the Peer Advising Program. A new University Advising Center was created under the director of the Provost’s Office with some of these broad duties reassigned to the new center. This change provided the opportunity for EA advisors to focus more specifically on program development, online training, and workshops for our exploratory students. Effective May 1, 2016 Heath Professions advising was moved from Career Services to EA.
Goals

2016-17
- Reduce the number of students with 75+ credits in EA
- Offer bi-monthly workshops for students on semester warning, academic warning
- Re-define the Aggie Prep program to aid in retention and awarding of AS Degrees
- Collaborate more effectively with departmental advisors on major exploration/major exposure opportunities for students
- Review the “referral to the major process” with particular regard to ITDS/GENS

3-5 years
- Further develop opportunities for presentation, research, and publication
- Major Exploration Workshops
- Analyze persistence and retention data to decrease the time it takes a student to declare a major

Program/Services

Programs
Exploratory Advising provides a variety of opportunities to help students attending the Logan Campus, Logan on-line and broadcast and out-of-state with major exploration. These services range from state and regional recruitment to initial group registration at student orientation, then on to more in-depth one-on-one appointments with an academic advisor. The EA Center is home to two innovative student-support programs; the “Aggie Prep Program” which assist underprepared incoming freshman, and the “Contract Program” which assists those who are either returning Aggies or high-credit transfer students currently ineligible for successful major entry into their desired program. EA hosts the Annual Major Fair which brings together all of the departmental majors for students to have the opportunity to talk with a variety of advisors in a central location.

Exploratory and Exploratory Business Advising

From August 1, 2015 to August 1, 2016, EA tallied 7,242 advising meetings with students with a combination of scheduled appointments and walk in advising. Approximately 32% of these advising meetings took place during walk in advising that EA offers during the first week of the semester and during priority registration week. This number includes first time student appointments as well as follow up advising appointments. It is the responsibility of advisors to aid in course selection, major exploration, appropriate referral and division collaboration.
**Aggie Prep**

The Aggie Prep Program is for students seeking to pursue higher education but may lack some of the criteria required for admission as a four-year degree candidate. This may include students who are underprepared for higher education, students from underrepresented populations, and students that need an opportunity to establish themselves academically at the university. The program provides outstanding academic support and incorporates required courses and a minimum GPA to ensure student readiness in general education requirements to move into a program of study or achieve an Associate Degree in General Studies. EA is responsible for the administration and implementation of this program and the requirements, as well as the academic advising for Aggie Prep students attending in Logan or participating through out of state online courses.

**Contract Program**

The EA Contract Program is an inclusive academic program structured to assist past and present Utah Aggies achieve success in any field of study. This program supports student and advising efforts throughout the State of Utah.

- Total Number of USU Campus Sites Participating in Program: 14
  - USU Main Campus, USU Tooele, USU Out of State Sites, USU Uintah Basin, USU Orem, USU Salt Lake, USU Southwest, USU Price, USU Moab, USU Brigham City, USU Delta Center, USU Kaysville, USU San Juan, USU Ephraim
- Total Number of Advisors Facilitating Contracts: 30
- Program Resources Distributed to Advisors and Campus Sites throughout semester
- Program trainings and IVC meetings throughout semester

**Student Affairs Advising Aides (formerly known as Peer Advisors)**

The Peer Advising Program at Utah State University has been in existence since the early 1990's as a complement and support to advisors in several academic and student services departments. XX number of students served as Peer Advisors for the 2015O16 year.

The mission of the Peer Advising Program is to be of value and support to:

- Participating Departments at Utah State.
- Students utilizing the services of a Peer Advisor.
- The growth of the Peer Advisors.
Major Fair

EA hosts the Annual Major Fair which brings together all of the departmental majors for students to have the opportunity to talk with a variety of advisors in a central location. Fall of 2015 we had a minimum of 525 students attend, however it is estimated that an additional 10% students attended but did not formally check-in. Our target audience is specifically freshman and sophomore students although upper classmen are also welcome. This year we took the opportunity to partner with Career Services as they hosed the Grad Fair during the same day and time.

<table>
<thead>
<tr>
<th>Class Rank</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior</td>
<td>6%</td>
</tr>
<tr>
<td>Junior</td>
<td>13%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>28%</td>
</tr>
<tr>
<td>Freshman</td>
<td>53%</td>
</tr>
</tbody>
</table>

Staffing and Training/Development

Exploratory Advising reports to the assistant Vice President of Enrollment Services & Retention within the Division of Student Affairs. The EA staff consists of nine full time staff, one 75% time staff member, four Student Affairs Advising Aides and two student employees. Refer to Appendix A for the department’s Organizational Chart. Three advisors advise student specific populations, i.e.: Aggie Prep and Exploratory Business, while the remaining seven advise by zones according to student last name. Average advisor load ranges from 450 – 600 depending on additional duties and responsibilities. Cross training is essential in order to collaborate and advise the different student populations in EA.

Training opportunities are provided at the University, Division, and Center level. Below is a list of the majority of these content areas. EA also budgets for and supports the opportunity for conference, online webinar, and departmental specific training throughout the year. The staff are strongly encouraged to participate in state, regional, and national association conferences as presenters, readers, and in leadership positions. EA also developed and provides online New Advisor Training for on-boarding advisors.
Family Educational Rights and Privacy Act (FERPA):
All staff members within Student Affairs must complete FERPA training to understand what student data may be released and to whom. This training is organized by the Registrar’s office. http://www.usu.edu/registrar/htm/faculty_staff/ferpa

Sexual Harassment Prevention:
All new employees of Utah State University must attend a sexual harassment prevention session organized through the Affirmative Action and Equal Opportunity office to understand differences, understand our own biases, and to identify skills in removing cultural and gender barriers. http://aaeo.usu.edu/htm/programsOandOtrainings

Additional division-wide trainings and development programs are offered each semester with a list below.

<table>
<thead>
<tr>
<th>Student Affairs Trainings</th>
<th>Personal/Professional Training &amp; Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of Concern</td>
<td>Town Hall Meetings</td>
</tr>
<tr>
<td>SAAVI</td>
<td>Online Trainings (including Academic Impressions and Webinars)</td>
</tr>
<tr>
<td>Violence in the Workplace</td>
<td>Departmental Staff Meetings</td>
</tr>
<tr>
<td>Veterans</td>
<td>Campus/State/Regional/National Professional Development and Conference Training</td>
</tr>
<tr>
<td>Media Relations/Social Media</td>
<td>Bike Program</td>
</tr>
<tr>
<td>Americans with Disabilities</td>
<td>Be Well Program</td>
</tr>
<tr>
<td>Americans with Disabilities</td>
<td>Advising Forum</td>
</tr>
<tr>
<td>Suicide Prevention Training</td>
<td>Performance Appraisal Training for Supervisors</td>
</tr>
</tbody>
</table>

**Budget Narrative**

The EA budget allocates $699661.44 for salaries, wages and benefits for EA staff and the Peer Advising Program. An additional $43763.42 is available for operating expenses. These amounts include Regional Campus funding support. Effective July 1, 2016 the Peer Advising budget was split between EA/Student Affairs and University Advising. It is imperative to note that while EA has been charged with oversight of new programs and program development we have received limited resources for increased operating expenses and competitive salary increases.
Facilities and Technology/Equipment

Facilities
Exploratory Advising is located in the Taggart Student Center, room 304. This office space provides for five temporary offices and five permanent walled offices, two Student Affairs Advising Aide work stations, and a printer/fax station. Workspace and office space is quite limited. We are in violation of FERPA regulations by having temporary walls for advisors. Scheduling our Advising Aides and student employees proves challenging each semester as we try to accommodate the needs of our student aides class schedule with office availability. It is imperative that we soon move to an office space with adequate walled offices and preferably a shared conference/break room. There is an open seating area for students to wait for their advising appointment. During peak advising times, the waiting area is standing room only. At this time, we do not have a conference room available within the office. We do have the opportunity to schedule meeting rooms throughout the building on an as needed basis and as they are available.

Technology

<table>
<thead>
<tr>
<th>Computers: 15</th>
<th>Laptops: 3</th>
<th>Personal Printers: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tablets: 11</td>
<td>Projectors: 1</td>
<td>Printer/Scanner/Fax: 1</td>
</tr>
</tbody>
</table>

Exploratory Advising adheres to the Information Security policy found at Http://it.usu.edu/policies/htm/informationOsecurity

Website:
Our new website is maintained by the division webmaster. advising.usu.edu/exploratory

Social Media:
EA is relatively new to social media as we have not had an individual assigned this role. Spring 2016 with the new hire of an academic advisor our Facebook and Twitter accounts have begun to get noticed. Facebook has 331 likes and growing, Twitter has 198 followers. EA utilizes Facebook and Twitter to share information with all students and to promote campus and departmental events. It is also useful to share dates and deadlines with regard to registration. EA adheres to the Social Media Guidelines outlined by Public Relations and Marketing. https://www.usu.edu/prm/identity/socialmedia.cfm
Appointment Manager:

EA implemented an online appointment scheduling software system in August 2015 to enhance the ability of students to easily schedule appointments with their advisor. This software also streamlined walk-in advising offered at peak times of the year. Furthermore tracking of the reason for a student’s appointment, how long the appointment was, and a past history of appointments is accessible.

Ethical Considerations and Professional Practices

Exploratory Advising adheres to the guidelines identified by the National Academic Advising Association (NACADA). As such, EA has endorsed the core values of responsible academic advising. The six core values are displayed in the graphic below.

As a department within Student Affairs, EA also abides by the professional competencies established by the National Association of Student Personnel Administrators (NASPA).


Completion/Retention

Exploratory Advising Advisors help students set and work to achieve realistic and attainable goals. For some students this is a letter of completion, for some it is an Associate’s Degree and for others it is declaration of their major. For still others, it is aiding them in and providing for an opportunity to attend one or more semesters at the university level.

In addition to academic advising appointments, Advisors have the opportunity to teach USU1010 University Connections, a course that introduces students to life as a college student.
Advisors also have the opportunity to serve on a variety of university committees to voice and represent the interests of their fellow advisors, and students.

As a department, EA is excited about the new position filled in the Registrar’s Office by Heidi B. Kessler, Director of Student Retention and Completion. Due to staffing shortages, staff turnover and the lack of accurate/timely data reporting EA has not to date kept or tracked sufficient meaningful data on our students after they transition into a declared major. It is anticipated with further development of both the Aggie Prep Program and the Contract Program as well as more accurate student coding we will have a better understanding of the factors that define academic success for student populations served by EA.

<table>
<thead>
<tr>
<th>Majors Transitions Into/Out of Exploratory Advising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Changing Into EA Majors</td>
</tr>
<tr>
<td>Program</td>
</tr>
<tr>
<td>Exploratory</td>
</tr>
<tr>
<td>Exploratory Business</td>
</tr>
<tr>
<td>Students Changing Out of EA Majors</td>
</tr>
<tr>
<td>Program</td>
</tr>
<tr>
<td>Aggie Prep Program</td>
</tr>
<tr>
<td>Exploratory</td>
</tr>
<tr>
<td>Exploratory Business</td>
</tr>
</tbody>
</table>

Assessment & Evaluation

Spring (2016) a new advisor survey was developed and implemented for students.

Students have the opportunity in this survey to answer six questions related to their most recent advising appointment. These surveys are reviewed by individual advisors and with the director to make improvements to the overall student advising experience.

In addition to the advisor survey students receive after each advising appointment, upon filing for graduation, students have the opportunity to complete a section of the graduation survey with regard to their advising experience.
Conclusion

This is an exciting time to be an advisor at Utah State University and particularly in EA. With current programs being refined and new programs being developed advisors have the opportunity to make a difference in the lives of the students they serve. For the first time in many years EA is fully staffed with capable, energetic, and student-oriented Advisors as well as a great team of Student Affairs Advising Aides, student employees and a full-time Office Manager. EA is fortunate to be housed under the Division of Student Affairs. This facilitates a strong working relationship between our colleagues in the Division. Ultimately our students are the biggest benefactors!

Sources:


Utah State University Exploratory Advising, (2016). Retrieved August 8, 2016 from Utah State University: exploratory.usu.edu/advising

Utah State University FERPA for Faculty and Staff, (2010). Retrieved August 8, 2016 from Utah State University: http://www.usu.edu/registrar/htm/faculty_staff/ferpa


Appendices

Appendix A
Exploratory Advising Organizational Chart

Appendix B Student Success Quotes
Appendix B: Student Success Quotes

“My advisor was always willing to meet and used the time we had to really focus on how I could improve my goals. She answered all of the questions I had and turned me to helpful resources when she didn’t know. We were able to figure out a plan that worked for me.”

“Thanks so much for having this student success course available! It’s great to have these resources all available in one place where they’re easy to get to. Because of these workshops I was able to finally come up with a career/degree plan.”

“I have always felt like she was personally invested in me as a student and wants me to succeed. I don’t feel like she treats me as a job, and that she really cares about me personally as a student. She responds to my emails in a timely manner, and I trust her to be a part of my process of continuing my education. ‘She is very knowledgeable with any questions I have in regards to programs and classes I am wanting and have had to take. She has taken into account the classes I need to take so I don’t have to take classes I don’t need.”

“My advisor has helped me tremendously and given me much support on my journey to medical school. The office has the Pre-health Committee process specifically for premedical students. The process helped me to obtain a strong letter of recommendation and get a head start on my medical school application. The Pre-Health Advising Office also frequently invites health professionals for presentations about medical school experiences and specific medical specialties, which give premedical students excellent opportunities to learn more about the medical field.”

“The Aggie Prep Program gave me the opportunity to learn and discover what I wanted to major in. Coming in to college there are so many different opportunities that it can be very overwhelming and stressful. The Aggie Prep Program helped me lower the stress and find the majors I am now pursuing.”
I. **Admissions Office Mission & History**

**Mission:** Our mission is to recruit, admit, and enroll students who are the best fit for Utah State University; to maintain the livelihood of the university through programs and services; and achieve annual enrollment goals by keeping the individual student as our focus. We delight in serving as the front door to Utah State University and setting the tone for the unique experience awaiting our future and returning students. GO AGGIES!!!

**History:** The Admissions Office has always been responsible for processing admissions applications for prospective students. In 2002, the High School College Relations Office merged with the Admissions Office. At that time HSCR was responsible for all recruitment efforts. Since 2002, enrollment has been a priority at USU so staff and operating efforts have increased dramatically. In the past three years, the Admissions Office has also had the added responsibility of international recruitment and coordination of recruitment across the USU System (to include USU Eastern and Regional Campuses).

II. **Goals**

**Admissions Office Goals**
Provide superior service and knowledgeable staff.  
Help our customers feel welcome and direct their paths in every way.  
Facilitate prospective students' transition through timely and accurate information, personal advising, and Aggie pride.  
Develop and maintain relationships with students, parents, counselors, campus personnel, and the community.  
Secure the integrity of the University by providing equal opportunity and access for students, preserving fair requirements, and making just decisions.  
Encourage campus involvement in recruitment activities and coordinate the overall enrollment strategies for new students.  
Educate our audiences regarding the University's mission and the benefits of an Aggie experience.  
Support and strengthen all efforts to promote and market Utah State University.  
Adhere to and carry the goals of University leadership.  
Keep the best interests, learning, and development of our students central to all we do.

**Enrollment Numbers**
Below are enrollment numbers for Fall 2016 as of August 2, 2016. A comparison is listed for Fall 2015 and Fall 2014 as a reference. Goals for Fall 2017 are still being adjusted based on scholarship changes and enrollment expectations.
<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
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<th>Domestic Non-Resident</th>
<th>International</th>
<th>Transfer</th>
<th>Domestic Resident</th>
<th>Domestic Non-Resident</th>
<th>International</th>
<th>Returning</th>
<th>TOTALS</th>
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<td></td>
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</tr>
<tr>
<td>Current</td>
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<td>13607</td>
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<td></td>
</tr>
<tr>
<td>Third Week</td>
<td>8491</td>
<td>7917</td>
<td>2540</td>
<td>9000</td>
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<td>2592</td>
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<td>7046</td>
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<tr>
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<td>1190</td>
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<td><strong>Fall 2014</strong></td>
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<td>276</td>
<td>166</td>
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<td>218</td>
<td>423</td>
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<tr>
<td><strong>Eastern (Price)</strong></td>
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<tr>
<td>Returning</td>
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<td></td>
<td></td>
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<tr>
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<td>266</td>
<td>301</td>
<td>215</td>
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<td>32</td>
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<td>Transfer</td>
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<tr>
<td>Returning</td>
<td>42</td>
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<td>17</td>
<td>108</td>
<td>63</td>
<td>51</td>
<td>63</td>
</tr>
</tbody>
</table>
III. **Programs/Services** - The Admissions Office is comprised of the following responsibilities: Admissions, Recruitment, Scholarships, Campus Tours, Marketing/Events and Ambassadors.

**Admissions**
Online application [www.applynow.usu.edu](http://www.applynow.usu.edu)
Applications processed by an Admissions officer alphabetically by last name

**Recruitment**

- **In State**
  Focus on Local and primary market schools
  Maintain face time in high schools: High School Tour, follow up visits by recruiters and ambassadors.
  Communication with students: direct mail post card series, events, and poster campaign.
  Counselor communication: Ice cream run to schools throughout Wasatch front, Counselor Conference, bimonthly emails with admitted students and scholarship lists.

- **Out of State**
  Regional recruiters covering the areas of Denver (CO), Las Vegas (NV), Phoenix/Mesa (AZ), Southern California (CA), Portland/Vancouver (OR/WA), and Reno/Sacrament (NV/CA).
  Out of State Days and Receptions/Open Houses are held to help these students gather specific information about programs, involvement, scholarships, admissions, etc.

- **Transfer**
  The transfer recruiter works with junior college and four year transfers. Hosts transfer days, leadership conferences and transfer open houses for prospective students

- **International**
  International recruiters cover specific countries and regions of the world
  College Week Live coordinates virtual student fairs in partnership with the EducationUSA network and schools around the world. The interface allows for video or text chat.
Scholarships

All available scholarships are listed on the admissions scholarship website. Academic scholarships are awarded to eligible incoming freshman based on their ACT and GPA index score, as well as transfer students. Ambassador: Separate application and interview process. Involvement: Essay based scholarship based on involvement in school and community. Need-Based: Based on financial need and estimated family contribution to the student education.

Campus Tours

Online registration for tour of Logan, Price, or Blanding campus. University Ambassador guided walking tour of campus. Offered M-F at 10:15am and 1:45pm. Option to have a meeting scheduled with an academic representative and go on a housing tour.

Marketing

The viewbook is a guide for incoming students containing information about the university, academic programs, research, admissions, scholarships, tuition, and student life. New student guide outlining “next steps” once a student is admitted. Scholarship, major sheets, student affairs publications along with event invites, emails and phone calling campaigns.

Events/Programming

Open houses- Open houses are held to generate applications, award scholarships earlier, and to “bring” campus to that area for one night. 29 open houses are held each year. A-Day-Admitted Student Day- Held every March to encourage admitted students to enroll at USU. USULC-Utah State University Leadership Conference- provides leadership training for 900 student government high school students. Scholars Day- Designed for high-ability students to see research opportunities at USU.
Ambassadors
The Ambassadors are current USU students that are liaisons between prospective students from various high schools and colleges, and Utah State University. They are responsible for a specific high school/area, including visits, phone calls and email communication

IV. Staffing & Training/Development

Office Organization- The Admissions Office is responsible for recruitment, admissions, and scholarships for prospective students (freshmen and transfers) for the USU System (Logan, Regional Campuses, and Eastern Campuses). The office is grouped in four areas:

1. Admissions Processing- the Admissions Officers process approximately 18,000 applications each fall semester.
2. Recruitment- Territory Managers/Recruiters are responsible for a territory of prospective students: Transfers, Resident Freshmen and Nonresident Freshmen. These recruiters travel to 29 USU Open Houses, college fairs and high school visits. 120 Student Ambassadors represent schools, give campus tours, etc.
3. Scholarship and Events- Campus Tours, Residency, Admissions Marketing, Prospective student events (on and off campus).
4. International Recruitment- International travel and communication, partnership with Global Engagement.

Employees
Full Time: 34 Total
- Salary paid by Admissions: 26
- Salary paid by RC: 3
- Salary paid by Eastern: 4
- Salary paid by Alumni: 1

Part Time: 7 Total
Student Workers: 8-10 per year
Ambassadors: 120 Total
- Logan: 100 students
- Eastern: 20 students
Training/Development
Full Staff Training- January of each year.

Recruitment Staff Training- one week August each year. During this week all regional campus recruiters and out-of-state recruiters come in for the week to learn updated information on the USU System.

Training Website- Our staff has created a training website used for new staff. It sets up the necessary training for the new staff as well as resources for the staff to learn.
Student Affairs Training on p-cards, travel, human resources and all student affairs training.

Organizational Chart- appendix A

V. Budgets

Budget Narrative
The Admissions Office is responsible for a recruitment budget of almost $1 million and a scholarship budget of almost $30 million. The recruitment budget includes salaries and recruitment efforts for the USU System, which includes all costs for the Price and Blanding Campuses.

Accounts
The Admissions Office collects a $50 application fee. 80% of the application fee goes to central administration to fund university efforts. 20% of the application fee stays in the admissions office.

Funding is split between an E&G budget and an ESO (Recruitment) Budget. There is also a separate budget for International Recruitment as there was a three year commitment from the President’s Office for those recruitment efforts.

Financial report- appendix B
VI. **Facilities & Technology/Equipment**

**Physical space**
- Offices: 10
- Cubicles: 17
- Hospitality Room: Holds up to 60 students
- Student Worker Office: 8 work stations
- Ambassador Office: 5 work stations
- Shared Financial Aid Conference Room

**Technology**
- Desktop computers: 34
- Laptop computers: 16
- Printers: 25
- Copiers: 2
- Apple TVs: 13
- Projectors: 13
- iPads: 35
- Motorpool Cars: 7 cars rented per semester
- Website: usu.edu/admissions

VII. **Ethical Considerations and/or Professional Practices**

USU Admissions follows the ethical guidelines and practices provided by Utah State University. It also follows jurisdiction from UACRAO - Utah Association of Collegiate Registrars and Admissions Officers where a code of ethics is signed by every recruitment staff member.

VIII. **Completion/Retention**

The Admissions Office is mainly responsible for recruiting new students to Utah State University, but look at recruitment more as an enrollment management effort that goes from recruitment through graduation. The Admissions Office works closely with SOAR, Registration, Financial Aid and Advising to look at enrollment management efforts.

The Admissions Office coordinates recruitment efforts through a Campus Recruitment Committee. This committee looks at open houses, on campus events, marketing and communications to all prospective students. At some of these open houses, there is more than one hundred USU staff throughout the colleges and Student Affairs division.
IX. **Assessment & Evaluation**

CRM- The Recruiter CRM is a Banner product used for admissions and recruitment communication and tracking. All applications, events, marketing, etc is collected in the CRM and then transferred into the Banner system.

Recruitment Plan- The Office of Admissions develops a yearly Recruitment Plan evaluating the previous year’s efforts and the next year’s goals. While Enrollment Management focuses on recruiting, retaining, and graduating students, much of this report deals with the details of recruitment.

Enrollment Numbers- Enrollment numbers are tracked in every aspect of recruiting. Goals are set for each recruiter’s territory and tracked through the CRM and information provided by USHE and the AAA’s third week numbers.

X. **Conclusion**

Enrollment has increased from 2,050 incoming freshmen in 2005, to 3,800 incoming freshmen in 2015. Recruitment staffing and efforts have expanded dramatically the last five years. The Admissions Office coordinates all system-wide recruitment efforts for Logan, Regional Campuses, and USU Eastern. Goals for future growth is predicted to be moderate at about a 2% increase per year, while trying to increase net tuition revenue.

Opportunities for growth include enrollment growth, out-of-state recruitment efforts, marketing collaboration with the SMAC Office and system-wide progress. Challenges include staffing workload and burnout.
Appendix A: Organizational Chart

Vice President for Student Affairs – James Morales
Assistant Vice President for Student Affairs- John Mortensen

Office of Admissions
Director – Katie Jo Nielsen
Admit Asst/Student Workers- Amy Chesley
Admin Asst/Student Workers- Lindsey Cazier

Associate Director of Recruitment – Corey Mikkelsen
Recruiter- Fota Rasmussen
Recruiter- Erin Cowles
Recruiter- Melissa Brent
Recruiter- Julian Brown
Recruiter- Brandon Woodward
Recruiter- Dustin Peterson
Recruiter (Price)- Bree Smith
Recruiter (Blanding)- Russell Keith
Recruiter- Tad Sorensen
Recruiter - Charley Riddle
Regional Recruiter- Camille Gledhill (OR/WA)
Regional Recruiter- TBD (CO)
Regional Recruiter- Emily Brown (NV)
Regional Recruiter- Demarie Wilson (AZ)
Regional recruiter- Jamilin Hepworth (So CA)
Regional Recruiter- Amanda Pippen (NV/No CA)

Associate Director of Enrollment –Craig Whyte
Marketing Coordinator- Lance Leatham
Campus Host- Vannessa Howes
Program Coordinator- Lauralee Lyons
Residency Officer/Legacy- Shelby Frauen
Program Coordinator (Eastern)- Krista Hepworth
Welcome Center Host- TBD

Associate Director of Admissions- Jeff Sorensen
Data Analyst- Marie Hicks
Admissions Officer- Jennifer Caines
Admissions Officer- Patty Ross
Admissions Officer- Tonya Sorenson
Admissions Officer- Karla Urie
Admissions Officer- Katelyn Reese
Admissions Officer (RC)- Kaylee Cardon
Admissions Officer (Eastern)- Amanda Stadel

Director of Admissions- Katie Nielsen
International Recruiter- Ben Wilkey
International Recruiter-Sonina Hernandez
International Recruiter- Chris Peltier
## Appendix B: Financial Report

<table>
<thead>
<tr>
<th>Amounts</th>
<th>Salary</th>
<th>Wages</th>
<th>Benefits</th>
<th>Operating</th>
<th>Scholarships</th>
<th>Grand Total</th>
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Financial Aid Office
Self Study Report
2015-2016
Mission and History

Mission
The Financial Aid Office (FAO) makes a degree financially possible for every qualified USU student. Financial resources are awarded to students based on federal law, state law, and university priorities in accordance with its land-grant mission to promote access to higher education. Services include:

- Administering Federal and State Grant and Loan Programs
- Coordination of Work-Study through the Career Services Department
- Coordination of Scholarships through the Scholarship Office
- Helping Raise Awareness of Financial Aid Programs
- Financial Counseling for USU Students

In order to fulfill its mission, policies and procedures must be continually evaluated to ensure prompt, efficient service in compliance with law.

History
The USU Financial Aid Office has been a key part of USU Student Affairs Division (formerly USU Division of Student Services) for decades. As an integral part of enrollment management, the FAO is a key player in student’s decisions on whether higher education is an affordable choice. In addition, the FAO coordinates work-study and scholarships, which are both handled by other offices in the division.

Goals

Immediate Goal, year 2016/17

CampusLogic Implementation
The USU Financial Aid Office recently implemented an electronic means of form collection, which also allows for electronic signatures for all documents. This implementation occurred in Spring 2016; with this recent implementation, the goals for the upcoming year surround this implementation:

- Continuation of service at or above the level prior to implementation
- Quick and efficient service to students, staff and faculty
- Accuracy at or above the level prior to implementation
- Evaluation of staff requirements to be completed by Spring 2017; purpose of evaluation is to see whether staffing levels and/or duties can be switched due to the CampusLogic implementation.

Long Term Goals, 3-5 years

Staffing Needs and Increased Enrollment
Document and predict staffing needs based upon increased enrollment. Enrollment projections continue to point upwards, and our staffing needs remain constant. Yearly evaluations of workloads assigned to staff, and the change in workflow processes with the new CampusLogic program will occur.

Reevaluate FAO processes at USU Eastern
Currently, the FAO has 2 FTE at USU Eastern Price and 1 FTE at USU Eastern Blanding. Evaluation of processes and demands to occur over the next 3-5 years to view our needs at these remote locations.
Federal Work Study evaluation
In conjunction with Career Services, evaluate the Federal Work Study program and set out goals. In addition, currently, the Federal Work Study (FWS) program is handled primarily through Career Services. Prior to 2011, Student Employment and FWS were a part of the FAO. The split occurred, and the current organization has FWS being handled through Career Services. An evaluation of the current organization structure is needed to review efficiency, accuracy, and work load.

Scholarship Office evaluation
In 2011, the Scholarship Office was created, and the processes of the Scholarship Office were moved from the FAO to the newly formed Scholarship Office. An evaluation of the current organization structure needs to occur to review efficiency, accuracy, and work load.

Summer Enrollment Initiatives
Work with the Enrollment Management Team on initiatives surrounding Summer enrollment, increased enrollment overall, retention, and outreach.

Programs/Services
The mission of the USU FAO is to help make a degree financially possible for every qualified USU student. However, federal financial aid is just one part of a payment strategy that should include money saved by the family and student for attending school as well as scholarships and waivers. Grants, student loans, parent loans, and work-study funds are offered to students who qualify to help increase access to higher education. The FAO is the primary destination for students to apply for financial aid through the Free Application for Federal Student Aid (FAFSA) www.fafsa.gov.

Services
Services include:
- Administering Federal and State Grant and Loan Programs
- Work-Study Eligibility on a student level
- Helping Raise Awareness of Financial Aid Programs
- Financial Counseling for USU Students

Programs
The USU Financial Aid Office coordinates all Title IV Aid administered through the Higher Education Act of 1965, as amended. The following two tables demonstrates the volume of aid that is distributed through the FAO.

Table 1: Overview of Financial Aid paid in the most recent 5 year period

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Pell Grant</th>
<th>Loans</th>
<th>FSEOG</th>
<th>Work Study</th>
<th>Perkins Loan</th>
<th>UHEAA Grant</th>
<th>HESSP Grant</th>
<th>TEACH Grant</th>
<th>Total</th>
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<tbody>
<tr>
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<td>33,284,590</td>
<td>51,626,889</td>
<td>826,261</td>
<td>1,091,096</td>
<td>2,150,000</td>
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<td></td>
<td></td>
<td>332,145</td>
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<tr>
<td>2011/12</td>
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<td>1,864,220</td>
<td>35,963</td>
<td>23,600</td>
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<td>2014/15</td>
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<td>61,847,720</td>
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<td>1,394,947</td>
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<td>280,549</td>
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</table>
Note: the 2015/16 year data is not included, as it will not be finalized until September 2016.

Table 2: Overview of Students served in the most recent 5 year period

<table>
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<tr>
<th>YEAR</th>
<th>Pell Grant Amount</th>
<th>Students Served</th>
<th>Direct Loans Amount</th>
<th>Students Served</th>
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<td>8,816</td>
<td>51,626,889</td>
<td>9,096</td>
</tr>
<tr>
<td>2011/12</td>
<td>36,913,317</td>
<td>10,528</td>
<td>61,982,898</td>
<td>10,704</td>
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<td>2012/13</td>
<td>37,608,539</td>
<td>10,402</td>
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<tr>
<td>2013/14</td>
<td>37,054,870</td>
<td>10,187</td>
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<tr>
<td>2014/15</td>
<td>38,009,508</td>
<td>10,239</td>
<td>61,847,720</td>
<td>10,085</td>
</tr>
</tbody>
</table>

Note: the 2015/16 year data is not included, as it will not be finalized until September 2016.

Federal Work Study and Career Services

The Federal Work Study program is partially managed by Career Services, and partially managed by the Financial Aid Office. Career Services handles posting of jobs, collecting student paperwork, awarding of individual students and ensuring eligibility on a student level. The Financial Aid Office handles most banner processes that integrate with the Financial Aid Module, reporting to the Department of Education, the allocations of funding levels, and the determination of funding levels between our federal and state sources. In addition, the Financial Aid Office works with Career Services on a biweekly basis to ensure that student's accounts in the Financial Aid module of banner accurately reflect their earnings.

Scholarship Office

The Scholarship Office, while a separate office that reports to the Office of Budget & Planning, utilizes the Financial Aid Module of Banner. In addition, most students and parents view financial aid as entire package, to include federal aid, scholarships and work study. To this end, the Financial Aid Module programmer/analyst, as well as other staff within the Financial Aid Office work together with the Scholarship Office to ensure that processes are done accurately and timely. The 2014/15 year saw $62,840,807 in scholarships being processed through the Financial Aid module of banner.

2014/15 Academic Year final numbers

At the end of the 2014/15 academic year, the Financial Aid module handled the processing of $166,873,469 in student financial assistance. This number does not include 3rd party resources or Veterans payments.

Staffing and Training/Development

The USU Financial Aid Office reports to the Assistant Vice President of Enrollment Service & Retention within the Division of Student Affairs. The FAO consists of 22 full time employees; this includes 19 full time staff in the Logan Office, 2 full time staff in Price, and 1 full time staff in Blanding. The department’s organization chart is located in Appendix A.

Training is done at the local, state, regional and national level. The FAO utilizes the National Association of Student Financial Aid Administrators training guide to thoroughly train all new employees upon hire.
Additional training opportunities are done through online sources, webinars, and/or conferences. Staff is encouraged to take part in the state organization, as well as opportunities that arise within the university.

**Budget Narrative**

**Federal Aid Budgets**

Each year the Financial Aid Office is allotted funds by both federal and state government. The Financial Aid Office oversees the awarding and disbursement of federally funded programs including Pell, Teach, Perkins, and Direct Loans. Annually, over 100 million dollars are disbursed to USU students through these federal programs. Specifics were discussed above in the “Programs” section. Additionally, funds are allocated on a state level to be used for Grants, Work Study and Scholarship funding. These funds are based on availability and number of students attending the university. The Financial Aid Office manages several of these federal and state accounts, with over 2.5 million dollars allotted each year. The office works to allocate these funds to as many students as possible, to assist them financially during their educational pursuits.

**Operating Budgets**

The Financial Aid Office receives E&G budget of approximately $850,000 that covers 85% of the office salaries (this amount in FY17 has increased to $900,000 with the addition of another employee). Operating costs are accumulated through the collection of administration fees from the federal government. As managers of the federal and state funding, we are allotted a certain percentage of the funds, that is calculated based on the number of students receiving these funds. These fees are used to cover daily office operations, travel, and training. In addition, a portion of the administrative fees collected is used to supplement the 15% of salaries not covered by E&G funding. The office works to maintain one years’ worth of operating budget in reserve. Thus, administrative fees that are collected during the current year, are used to cover operating and salary costs for the following year. On average, $155,000 is collected yearly from administrative fees, however, this amount can fluctuate from year to year. Additionally, we expect this amount to decrease, as a significant portion of our administrative fees are collected from the Perkins program, which is a limited fund that will be discontinued in the near future.

Exact budget numbers for FY15:

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<th></th>
<th>Salary</th>
<th>Benefits</th>
<th>Operating</th>
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</tr>
</tbody>
</table>

As stated above, the sources for covering the costs above are split between E&G, and our Administrative Cost Allowance fees collected from the Department of Education.

**Facilities, Technology/Equipment**

**Facilities**

The USU FAO is housed in three physical locations
The Logan Main Office is located in Logan, Utah in the Taggart Student Center, Room 106 on the Logan USU Campus. 19 FTE employees work from this location, along with a varying work force of student work study employees.

USU Eastern, Price Office, is located in Price, Utah at the Jennifer Leavitt Student Center, 2nd Floor. 2 FTE employees work from this location, along with a varying work force of student work study employees.

USU Eastern, Blanding Office, is located in Blanding, Utah at the USU Eastern Blanding Building, main floor. 1 FTE employee works from this location.

In addition, the USU FAO shares a conference room space with Admissions, located also in the Taggart Student Center, Room 106.

Technology

Each member of the FAO professional staff is furnished with appropriate technology which includes a PC or Mac Workstation or Laptop, or a combination of these. The department holds shared laptops, projectors and LCD televisions with dedicated computers to promote instructional and outreach activities. In the shared conference room there is an IVC unit to connect with our staff at remote locations.

Website Information

The USU Financial Aid Office’s website is www.usu.edu/finaid. The Department of Education requires that institutions participating in the Title IV aid program publish specific information; most of this information is for transparency for students as well as consumer information.

Our website on a yearly basis has approximately 371,000 pageviews. The volume of pageviews is consistent with the traditional academic year cycle, with highs in April, August and January.

Ethical Considerations and Professional Practices

The Financial Aid staff adhere to a Financial Aid Code of Conduct (http://www.usu.edu/finaid/conduct/). In addition, all members of the department adhere to Utah State University Policy and Guidelines and all Regulation and Legislation of the State of Utah and Federal Governments.

Periodic training over a variety of ethical and professional practices occur within the department, these trainings for all staff include. FERPA, Sexual Harassment Prevention, USU Policy Updates. Additionally, individual sections undergo training at annual national, regional, and state conferences.

The USU FAO adheres to the best practices and guidelines of national bodies including:

1. Federal Student Aid (FSA), https://studentaid.ed.gov/sa/. FSA is the department within the Department of Education that regulates the financial aid industry.

Completion/Retention

The Financial Aid Office’s mission is to help make a degree financially possible for every qualified USU student. Within this context, the FAO is part of a plan for students to succeed academically.
The FAO works tirelessly with students, departments on campus, and outside entities to ensure that completion of a degree is achieved.

In order to fulfill its mission, policies and procedures must be part of daily operations. Within the framework of financial aid, students must meet basic satisfactory academic progress in order to remain utilizing federal aid as a payment strategy. The FAO fully utilizes counselors and online tools to educate and ensure that the students of USU are fully aware of the policies and procedures, and the options available to all students.

**Assessment & Evaluation**

**Assessment**

**Objective #1 Provide accurate, timely service to students.**

Measurement: A random-sample survey of students is conducted biannually to assess overall satisfaction with FA services. Exception reports are run at least weekly, usually daily to monitor timeliness of student awards and disbursement of aid. The office conducts daily awarding of financial aid to provide timely service.

**Objective #2: Maintain compliance with federal law.**

Measurement: In the office’s quality control program, student files are reviewed for accuracy and compliance with regulation. Annual compliance audits are conducted by the State. The last two audits had no findings of non-compliance. Independent consultants are hired periodically to give a “friendly” view of compliance. The National Association of Student Financial Aid Administrators (NASFAA), was hired in 2015 to conduct a Standards of Excellence Review. All recommendations were evaluated on a scale of priority, and either completed or reviewed.

**Objective #3: Train staff to meet changing demands.**

Measurement: Staff participates in open weekly staff meetings and weekly functional group meetings. Paperwork is checked for accuracy with quality control program. Students are invited to appeal decisions of staff, and provide feedback. Staff are encouraged to participate in webinars, conferences, and online assessments done by FSA.

**Past/Ongoing Assessments:**

1. State of Utah audits
2. USU audits
3. Federal Program Review
4. Biannual Student Satisfaction Survey
5. Verification forms (assess clarity of forms and instructions)
6. Quality Control program (evaluate accuracy of staff)
7. Staff feedback from daily interaction with students

**Translating Assessment Data into Action**

Input from various forms of assessment are discussed in weekly staff meetings, training sessions, and annual retreats. Changes are proposed and endorsed by the staff in these meetings.
**Resulting Changes from Assessment**

1. Allotment of office resources in response to feedback and assessment. Counselors handle specific portions of the alphabet to give continuity in service to students.
2. Forms have been changed to an electronic process.
3. Supplemental applications have clearer instructions.
4. Financial Aid information is available to students on the FAO website.

Results from the past 6 Student Satisfaction Surveys are located on the FAO website: [http://www.usu.edu/finaid/assessment/](http://www.usu.edu/finaid/assessment/).

**Conclusion**

The Financial Aid Office strives to be a dynamic office, focusing in depth on customer service and the overall goal of helping students achieve their academic goals. The FAO continues to be aware of changes, on a micro and macro level, to ensure that delivery of service is consistent and accurate.
References


Division of Student Affairs

Departmental Self-Study Report
2015-2016
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I. Mission & History

Mission and Core Values:
As Registrar’s Office personnel we will treat everyone who contacts our office with respect. We commit to listen attentively to requests and issues, and try to resolve them with empathy and compassion. We believe in one-stop services, whenever possible – otherwise we assist by providing accurate information and direction. Our Core Values are to:

- Communicate effectively with co-workers
- Encourage a positive campus environment
- Show empathy and compassion
- Maintain an open door policy
- Create office success by helping each other and working as a team
- Promote training and education
- Recognize hard work, perseverance, and dependability.
- Commit to honesty and excellence

History:
The Registrar’s Office has been located in the Taggart Student Center since 1984. Previously the Registrar’s Office had been located in Old Main. The Registrar’s Office at Utah State University is unique in that it is responsible for tuition and fee payment, which is traditionally housed in the campus Cashier’s or Bursar’s Office at other universities. In 2008 the Registrar’s Office underwent an extensive remodel which greatly improved the overall look and feel and made it easier for students to visit the office for services. Within the last 10 years, enormous efforts have gone into online services, including greatly improved registration and payment options, to reduce the need for students to visit the office for services. These streamlining efforts lead to drastically reduced lines for service. Lines which at one point would go into the international lounge are now rarely long enough to fill the serpentine setup to keep an organized line.

II. Goals

No office goals were set for 2015-2016.

Next Year (2016-2017):
- Total revamp of graduation and degree awarding
- Digitize all vault transcripts
- Automate processes and procedures including:
  - Change of Matriculation
  - Request for Refund and Academic Record Adjustment
  - NCAA Certifications
III. Programs/Services

Services:
The Registrar’s Office is primarily responsible for maintaining accurate records and ensuring compliance with curricular requirements. Registrar staff are able to track record and registration data and use it effectively to guide student registration practices and advising; help faculty understand implications of curricular decisions; help interpret and implement policy and suggest changes that better meet the intent of the educational philosophy of Utah State University. The Registrar’s Office plays a strategic part of institutional efforts to manage enrollment.

Registration
- Registration support for students, faculty, and advisors
- Point of contact for registration statewide
- Dates and deadlines, waitlisting, registration priority, and access control

Tuition and Payment
- Assessment and collection of tuition and fees
- Informational and technical support for students and parents
- Student registration purge for non-payment
- Employee, spousal, and dependent tuition waiver processing
- 1098-T Tuition Statement to students and the IRS

Records and Graduation
- Record maintenance and retention including changes to majors/minors, concentrations, grades and other student related information
- Transcripts, student enrollment and degree verification
- Degree audit system (DegreeWorks) for students and advisors
- Application for graduation and awarding of degrees including printing and mailing diplomas

Transfer Articulation
- Transfer credit awarding for academic work completed at other academic institutions
- USU equivalencies awarding for credit by exam such as AP, CLEP, DANTES, & IB
- Credit awarding for Military JST transcripts based upon the American Council on Education (ACE) recommendations

Veterans Resource Office
- Assist veterans, dependents, and service members utilize GI Bill, scholarships, and other resources as necessary.
• Provide a one-stop resource center, assisting students with gaining accommodations for physical and mental health concerns, academic deficiencies, short term housing, financial, childcare, and family issues.
• Responsible for all state and federal reporting, oversight, application, and re-approval for veteran/military programs for the Utah State system.
• Ensuring we meet all requirements and provide data for Veterans Administration Education program approvals and continuation, Department of Defense Voluntary Education Partnership MOU, President’s Executive Order - Principles of Excellence, and the State COBI report and other requested data.

• Create a one-stop center working closely with all Student Affairs units and regional campuses to ensure students can achieve their academic and career goals with minimal distraction. Which includes assisting students with gaining accommodations for physical and mental health concerns, academic deficiencies, short term housing, financial, childcare, and family issues.
• Responsible for all state and federal reporting, oversight, application, and re-approval for veteran/military programs for the Utah State system. Ensuring we meet all requirements and provide data for Veterans Administration Education program approvals and continuation, Department of Defense Voluntary Education Partnership MOU, President’s Executive Order - Principles of Excellence, and the State COBI report and other requested data.

IV. Staffing & Training/Development

The Registrar’s Office along with the Veterans Resource Office is a division of Student Affairs with reporting to the Assistant Vice President of Enrollment Services & Retention. The staff of the office consists of 23 full-time staff, one part-time staff and three student workers. An organizational chart is located in Appendix A.

Training/Development:
Professional development is a focus for the staff of the Registrar’s Office. Weekly staff meetings are held to keep staff up-to-date on any changes or developments to policy and procedures. In addition to their departmental trainings, staff participate in University and Division-wide trainings. Staff are encouraged to take active and or leadership roles in their state, regional, and national associations along with various professional organizations at the University:

• AACRAO
• PACRAO
• UACRAO
• UBUG
Additional training provided by the Division includes:

- **Family Educational Rights and Privacy Act (FERPA):**
  - Staff members within Student Affairs must complete FERPA training upon being hired. This can be found online at:
    [http://www.usu.edu/registrar/htm/faculty_staff/ferpa](http://www.usu.edu/registrar/htm/faculty_staff/ferpa)

- **Sexual Harassment Prevention:**
  - All new employees of Student Affairs must attend a sexual harassment prevention training provided by the Affirmative Action and Equal Opportunity Office.

- **Student Affairs Trainings:**
  - Student of Concern
  - SAAVI
  - Violence in the Workplace
  - Veterans
  - Media Relations/Social Media
  - Americans with Disabilities
  - Suicide Prevention (QPR) Training
  - Institutional Review Board
  - Contracts Agreements
  - Procurement Policies

- **Personal/Professional Training & Development:**
  - Division wide Town Hall Meetings
  - Online Trainings
  - Departmental Staff Meetings
  - Conferences
  - Bike Program
  - Be Well Program
  - State, Regional, & National Associations Leadership roles in your field
  - Student Affairs non-exempt training
  - Performance Appraisal Training for Supervisors
V. Budget Narrative

The Registrar’s overall budget is comprised of two main accounts; one account for the Registrar’s Office (VRO) and one for the Veterans Resource Office.

The Registrar’s E&G budget allocates $838,669.37 for salaries with an additional $33,803.23 for wages. The operating budget is $268,300.11. The VRO budget allocates $70,404.81 for salaries with an additional $3,877.95 for wages. The operating budget for VRO is $38,027.49.

While the budget is in generally good condition, there is a growing concern with the costs related to diplomas. These expenses include the diplomas, specialized mailing envelopes, diploma covers and postage. Historically, there has not been a budget increase to compensate for the rising costs associate with printing and shipping diplomas. There are two main factors for the rising costs; we are issuing more diplomas each year due to awarding more degrees and the price of material/mailing is constantly increasing. Each year the registrar’s office has had to find ways internally to make up the difference for the ever increasing costs. There is a definite necessity for support based on growing student needs.

VI. Facilities & Technology/Equipment

The Registrar’s Office occupies the southeast corner of the second floor of the Taggart Student Center (Room 246).

<table>
<thead>
<tr>
<th>Individual Offices</th>
<th>7</th>
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<tbody>
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<td>Cubicle Workspaces</td>
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<tr>
<td>All-in-One PCs</td>
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<td>Copy Machines</td>
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<tr>
<td>Printers</td>
<td>16</td>
</tr>
<tr>
<td>Televisions</td>
<td>1</td>
</tr>
</tbody>
</table>

The Registrar’s Office adheres to the Information Security policy found at http://it.usu.edu/policies/htm/information-security
VII. Ethical Considerations and Professional Practices

The Registrar’s Office follows the guidelines and procedures as outlined by The American Association of Collegiate Registrars and Admissions Officers (AACRAO). The mission of AACRAO is “to serve and advance higher education by providing leadership in academic and enrollment services.” The values of AACRAO are: Accountability, Collaboration, Inclusiveness, Innovation, Inquiry, Integrity, and Learning.

The Registrar’s Office also strictly follows the policies and procedures of The Family Educational Rights and Privacy Act (FERPA). This is a federal law that sets forth mandates regarding the “release of and access to student educational records.”

VIII. Completion/Retention

The Registrar’s Office heads the committee, consisting of representatives within the Division of Student Affairs, that meets weekly to review Academic Record Adjustment, Request for Refund, and Late Drop requests. There are several reasons that students may submit a petition, including, but not limited to, having a severe medical or psychological condition, death in the immediate family, jury duty or other extenuating circumstances that have caused the student to miss two weeks of classes. This is also a process that can be suggested by the Academic Appeals Committee in order to see if a student has the possibility to raise their GPA enough to be readmitted. By granting the appeals when appropriate, the Registrar’s Office is helping to retain students who may otherwise drop out or leave.

The Registrar’s Office also plays a role in processing the Leave of Absence requests which grants students the ability to temporarily take a leave of absence from their academic career when appropriate and give them the ability to seamless return once their leave is up.

Accurate and prompt articulation of transfer courses, which are processed through the Registrar’s Office, helps to ensure that students remain on a reasonable and timely path toward completion of their degree. DegreeWorks provides a platform for a four-year student plan. This helps the student visually track their progress toward degree completion.

The Veterans Resource Office works closely with students to assist them with degree completion. If a student withdraws from school or does not meet academic standards the VRO will contact them regarding any needed assistance. The VRO will work as a liaison with other Student Affairs and academic units to advocate for the student and help them to remove barriers for completion.
IX. Assessment & Evaluation

Customers are encouraged to evaluate the staff members of the Registrar’s Office based on their interactions over the phone, via email, or in person. Feedback forms are available on our website and the results of these evaluations are valuable in improving customer service and policy management.

Staff members have great working relationships with key constituent groups both at USU and other institutions in the region including academic colleges and departments, the division of Student Affairs, and professional organizations.

X. Conclusion

The role of our office is to maintain the accuracy and security of academic records and to ensure we meet institutional, state, and national regulations in reporting those records. Registrar Offices nation-wide are in a state of transition in moving from paper to automated processes, by leveraging technology to better serve students, faculty, and staff. The Registrar’s Office endeavors to stay up-to-date with current technologies and innovations that will better serve our ever evolving student population. Staying up-to-date brings its own set of opportunities and challenges. Our goals are centered around the opportunity to implement some of these changes to help serve our students. With new leadership in the Registrar’s Office we are able to approach these challenges and opportunities with a fresh perspective.
Sources:


Utah State University FERPA for Faculty and Staff, (2016). Retrieved July 25, 2016 from Utah State University: http://www.usu.edu/registrar/htm/faculty_staff/ferpa


Appendices:

Appendix A
Registrar’s Office Organizational Chart

Appendix B
Financial Report

Appendix A: Registrar’s Office Organizational Chart
## Appendix B: Financial Report

<table>
<thead>
<tr>
<th>Department</th>
<th>Salary</th>
<th>Wages</th>
<th>Benefits</th>
<th>Operating</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>$838,669.37</td>
<td>$33,803.23</td>
<td>$373,626.12</td>
<td>$268,300.11</td>
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<tr>
<td>Veteran Resource</td>
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<td>$404,628.03</td>
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Available in Alternate Formats Produced by: Fran Hopkin, USU Registrar

Adapted from: Weber State and SLCC Program Review Self-Study
Utah State University
STUDENT ORIENTATION AND TRANSITION SERVICES
Division of Student Affairs

Departmental Self-Study Report
2015-2016
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I. Mission & History

Mission Statement
The mission of Student Orientation and Transition Services is to assist students and parents with the transition to college, and to help students navigate breaks in their education by facilitating a smooth leave of absence. Specifically, the office seeks to educate students about educational opportunities and student responsibilities, and to integrate students into the intellectual, cultural, and social atmosphere of Utah State University.

History
Student Orientation and Transition Services was created in 2013, merging existing new student orientation and parent programs with a newly created position designed to assist students taking a leave from the university. This new position was created, in part, to accommodate the increased numbers of LDS students taking deferrals and leaves of absence due to missions being available at ages 18 and 19 for men and women, respectively.

In summer of 2014 the SOTS office took over the administration of new student orientation for international students, and added a position to oversee the specific orientation needs of those students.

In fall of 2015 the SOTS office began partnering with USU Eastern-Price campus to create a SOAR program, facilitated by an A-Team, on their campus. SOTS has also partnered with USU Eastern-Blanding and regional campus sites to create online orientations specific to their students.

II. Goals

Next Year 2016-2017:
- Implementation of an overall online orientation software that will spread orientation over the course of five modules, and deliver specific information to new students at times when it is relevant to them.
- Revamping of the orientation process to separate orientation and registration functions, placing greater emphasis on necessary orientation programming.
- Development of videos and modules that will help new students, and parents acting as delegates, register for classes without the use of the course cluster website.

3-5 Years:
- Refine and finalize the online orientation program to deliver relevant content to students at regional campuses, USU Eastern campuses, and to students taking only online courses.
• Increase the profile and attendance of the USU 1010 Connections course, and grow attendance to more than 70% of incoming freshmen.
• Increase the national visibility of orientation and deferral programs by presenting at national conferences and submitting nominations for relevant NODA and FYE awards.
• Maintain a high level of performance internationally in providing high quality orientation and transition services to international students, as measured by the International Student Barometer (ISB).

III. Programs/Services

Programs

• Student Orientation and Registration (SOAR)- a mandatory program for all incoming students that provides relevant information about the transition to USU. This program is offered in person or online to both domestic and international populations.
• USU 1010 University Connections- an optional two-credit academic course designed to ease the transition to USU for incoming students. This is offered fall and spring semesters, with the majority of sections taking place the week prior to fall semester.
• Parent Programs- an optional parent orientation that runs concurrent to the SOAR program to give parents and guests relevant information about helping their student succeed at USU while fostering student independence. SOTS also partners with several departments to offer an annual Parent and Family Weekend each fall.
• Aggie Passport- an incentive program that encourages students to attend events on campus and in the community in return for awards and recognition by top administrators.
• A-Team- a group of highly trained and competitively hired students who facilitate the orientation process for incoming students. The A-Team is trained through a two-credit course and series of retreats. The 42-person A-Team facilitates SOAR, and also acts as peer mentors to incoming students in the USU 1010 course.
• Connections Peer Mentors- The A-Team, along with approximately 40 additional peer mentors, are hired to be teaching assistants for the USU 1010 course. They are responsible for mentoring the entirety of the USU 1010 course enrolment, by attending all class periods, sending weekly emails, and holding office hours for their students.
• International Arrival- Each semester, SOTS coordinates with the Office of Global Engagement to receive and welcome international students as they transition to the United States. This includes greeting them at various locations on campus and throughout the city of Logan to ensure their needs are attended to and to provide assistance as they overcome initial and continuing challenges.
IV. Staffing & Training/Development

Student Orientation and Transition Services reports to the Assistant Vice President of Enrollment Services and Retention within Student Affairs. The SOTS staff consists of 4 full-time staff, along with a part-time staff assistant, and 4-6 part-time student workers. In addition, SOTS employs approximately 80 seasonal student workers through the A-Team and peer mentor programs.

Training is provided at the university, division, and departmental level. Professional staff members in SOTS participate in all training and development programs offered by the Division of Student Affairs, including those listed below.

A-Team members complete a two-credit training course that emphasizes student transition theory, leadership development, and logistical training related to new student orientation. Peer mentors complete the Canvas portion of this course during the summer.

Division- and university-wide trainings:

Family Educational Rights and Privacy Act (FERPA):
All staff members within Student Affairs must complete FERPA training to understand what student data may be released and to whom. This training is organized by the Registrar’s office. http://www.usu.edu/registrar/htm/faculty_staff/ferpa

Sexual Harassment Prevention:
All new employees of Utah State University must attend a sexual harassment prevention session organized through the Affirmative Action and Equal Opportunity office to understand differences, understand our own biases, and to identify skills in removing cultural and gender barriers. http://aaeo.usu.edu/htm/programs-and-trainings

Additional division-wide trainings and development programs are offered each semester:

- **Student Affairs Trainings**
  - Students of Concern
  - SAAVI
  - Violence in the Workplace
  - Veterans
  - Media Relations/Social Media
  - Americans with Disabilities
  - Suicide Prevention (QPR) Training
  - Institutional Review Board
  - Contracts Agreements
  - Procurement Policies

- **Personal/Professional Training & Development**
  - Town Hall Meetings
  - Online Trainings (including Academic Impressions, Webinars)
  - Departmental Staff Meetings
  - Conferences
  - Bike Program
  - Be Well Program
  - State, Regional, & National Associations
  - Leadership roles in your field
  - Student Affairs non-exempt training
  - Performance Appraisal Training for Supervisors
V. Budget Narrative

The SOTS E&G budget allocates $321,198 for salaries and benefits. An operating budget of approximately $714,000 comes mainly from student fees collected from SOAR participants and students in the USU 1010 course. The fees collected cover SOAR and Connections are currently both $50 per student.

With the implementation of new guidelines for course fees, several expenses that had been paid out of the revenue account for the USU 1010 course were not approved, and will now be paid out of the E&G operating budget. These include items such as printing and software for the Connections course. In the coming year, the SOTS office will carefully catalog expenses related to the course, and will examine the impact of this change on the operations of the office.

VI. Facilities & Technology/Equipment

Facilities
The SOTS office is located in room 105 of the Taggart Student Center. The office includes working space for four professionals, and several computer workstations for student workers. The staff assistant for the office is physically located in the Office of the Vice President of Student Affairs. Office space is currently sufficient for the staffing of the office.

The office contains a large conference table that is frequently used by student workers and for office meetings. Additional conference rooms throughout the division are used for meetings throughout the year.

The SOTS office utilizes space across campus for the implementation of SOAR and Connections. The Connections course uses nearly every available air-conditioned classroom during the pre-semester course in August, and has recently outgrown the Kent Concert Hall, leaving the Smith Spectrum as the only building that will accommodate the group as a whole.

Technology
The SOTS office maintains approximately 14 desktop computers, two printers, and approximately 8 laptops. Technical assistance is provided by the division.

Websites: Currently the SOTS professional staff members maintain their own websites, using Adobe Dreamweaver.

Visual Zen Orientation: SOAR registrations for Logan and Price campuses are handled through VZ Orientation, a software that is specifically designed to filter orientation dates based on major, send customized confirmation emails, and deliver reporting functions for advisors and staff.
Touchnet U-Pay: The new student deposit of $100 ($40 for Price Campus) is collected through VZ Orientation and an instance of Touchnet U-Pay. The USU IT department created the instance of U-Pay, and provides technical support when needed. The SOTS office pays the credit card collection fees associated with the deposit, and the funds are disbursed to student accounts by the director of SOTS in a manual batch upload to Banner several times per year. Currently students can pay the deposit via credit card and e-check.

Online Orientation: Currently, the Online SOAR program and the online transfer student orientation are handled through a home-grown website. The online orientations for Blanding and RC campuses are handled through Qualtrics. An RFP is in progress to put a professional solution in place, and to create consistency and stability in the online orientation process.

Social Media: The SOTS office partners with Admissions to maintain the incoming class facebook page on an annual basis, and each incoming class page has approximately 1,700 participants each year. Student workers and professional staff monitor the sites to answer questions and mediate when necessary. The SOTS office partners with the university-wide public relations office to promote the official USU social media accounts on all other platforms (twitter, Instagram, snapchat, etc.). The focus is to connect students with the main social media accounts, rather than an orientation account that will only engage them for a few months.

VII. Ethical Considerations and Professional Practices

SOTS adheres to all university policies and procedures, as well as the professional competencies and ethical standards laid forth by the Council for Academic Standards. CAS specifically states that orientation professionals must:

- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

[http://standards.cas.edu/getpdf.cfm?PDF=E86E214E-E432-4BBA-8BCB03626D2495BD]
VIII. Completion/Retention

The SOTS office facilitates student completion and retention by integrating students into the intellectual, cultural, and social atmosphere of Utah State University.

In the past several years, specific emphasis has been given to helping students understand the “why” of higher education. Through SOAR and Connections, greater emphasis has been put on helping students understand why they are pursuing higher education in the first place, and in helping them understand how the structure of a university can help them become more employable. Each student participating in SOAR or Connections is given a *Becoming a Learner* book by Dr. Matthew Sanders, and is engaged in a conversation about the purpose of higher education.

Specific attention is also given to the social integration of incoming students—particularly in Connections during the first crucial weeks of the first semester. Studies show that students need a variety of physical spaces and planned activities that allow them to interact and meet new people, otherwise homesickness and lack of social connection can overpower the will to persist (Wilcox, Winn, and Fyvie-Gauld). In the 2015 Connections survey, 88.3% of students indicated that making friends was an important reason for enrolling in the course. Student comments indicate that is an important outcome of the course for many who take it, as indicated in these example of comments made on 2015 evaluations:

“I really feel like Connections helped me to get a jump start here at Utah State. It helped me to find friends who have similar interests and to build a learning community. I also feel like it really helped me to realize all of the resources that are available here on campus. That has helped me a ton.”

“Connections is honestly the best class i have taken here, it helped me SO much, i came to college alone and i live 12 hours away from here. Taking this class helped me make new friends and understand campus here. It was very effective.”

IX. Assessment & Evaluation

SOTS participates in a number of evaluative procedures to assess the effectiveness of orientation and transition programs.
• The SOAR program is evaluated through a formal survey administered at the end of each session. Results of the survey can be found on the SOAR website: http://www.usu.edu/soar/images/15EvaluationSummary.pdf.
• The USU 1010 Connections program is evaluated through the USU Analysis, Assessment, and Accreditation office. Results are compiled through Tableau and are available at their website: http://www.usu.edu/aaa/frontpage/tableau_index.cfm.
• Parent Orientation programs are evaluated through a paper survey collected after each event. Results and comments from the evaluations are on file in the SOTS office.
• SOTS is currently participating in research in partnership with the department of Languages, Philosophy, and Communication Studies to assess the effectiveness of the *Becoming a Learner* book and concept, as well as the effectiveness of the USU 1010 course. These research projects are funded in part by grants, and results are forthcoming.

SOTS is also a founding member of the Utah First-Year Experience Consortium, a forum where FYE professionals in Utah collaborate and discuss best practices for our specific population of students. Utah schools serve a population of students that is unique in several ways, and this presents both challenges and opportunities that colleagues throughout the state understand. In 2016 the FYE consortium encouraged universities to attend other orientations throughout the state, and this collaboration has already yielded valuable partnerships that will continue.

**X. Conclusion**

Student Orientation and Transition Services is poised to grow the orientation program in scope and depth, reaching more students through regional and Eastern campuses, as well as delivering more in-depth information at relevant times during the transition process. We will also continue to expand outreach to students taking leave of absence, and to assist them and their delegates as they reenter the university.

**Sources:**


Appendices:

Appendix A
SOTS Organizational Chart

Appendix B
Financial Report

Appendix C
SOTS Dashboard and Visualizations
SOTS Financial Report (prepared by Business Services)

Student Orientation and Transition Services
FY15  Includes all indexes assigned to your department

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Section 1 Mission and History

The Mission of the Student Health Service is to provide basic medical care with outpatient, primary care, pharmacy, laboratory and health education services to the students at Utah State University in a convenient environment.

The Student Health Center at Utah State University has been providing services since before any of the current employees were hired. The Health Center began under the direction and staffing of two registered nurses, Marge Hoffman and Ruby Jensen, assisted by a part-time physician who would commute from Wyoming three days a week. The nurses would evaluate students and usually refer them to community physicians for care and medical procedures. Later, Dr. John Carlisle, a Logan pediatrician shifted his practice to work with the nurses as the first full-time Health Center physician. The first known location of the Health Center was the Southwest corner of the lower level of the Taggart Student Center. In April of 1977, Judy Baldwin, LPN joined the nursing staff and recalls the development of additional provider staff. Dr. Carlisle was joined by Dr. Steve Taylor, a family physician who worked part-time in the Logan Regional Hospital Emergency Department, and later by Dr. Richard Wuthrich, a Logan dermatologist. The Health center moved from their TSC location to Lundstrom Hall, back to the TSC, then to Mountain view Tower, then back to the TSC, gaining a little space with each move and renovation. In the mid-1980s, the first female physician, Dr. Kathy Knapp, M.D., joined the staff. Upon her departure, an agreement with Logan Regional Hospital was struck which provided three physicians from the hospital ER on a part time basis to share the open provider position. This is when the current Director, Dr. Jim Davis, M.D. joined the staff. Subsequent growth in student patient volume led to the gradual expansion of the staff, adding first, a single, and then multiple nurse practitioners, and a health educator. As demands expanded, ancillary services were added, including a medical laboratory with a medical technologist and a registered dietitian. The Health Center also accepted responsibility for administration of the Student Health Insurance Plan during this time.

As the staff and services continued to grow and space demands increased within the TSC, an opportunity arose for expansion of the space and services of the Health Center, with the acquisition of the Western Surgical Center Building which was located north of the (then, Romney) Maverik Stadium. The building was serving the campus as a surgical center and athletic weight room, owned and operated by a private medical group through a contractual agreement with the University administration. The orthopedic group had expanded and moved to an off-campus location, leaving the medical half of the building vacant for some time. The southern half continued to be occupied by the Athletics weight room. At the time of the acquisition of the building (by a special student fee) and move, The Health Services expanded its services, utilizing the existing x-ray suite and adding an x-ray technician and out-sourced physical therapy services along the way. At the same time, the campus Wellness Center moved into the renovated Health Center, with its separate staff and Director, Joann Autry. This resulted in the present facility, University’s Health and Wellness Center. Subsequent attrition and budgetary constrictions resulted in the current functional configuration of Health and Wellness, with a single administrator providing oversight for health and wellness, including general medical care, women’s health, x-ray, laboratory, dietitian, psychotherapists (supervised grad students) and a psychiatrist, as well as wellness and prevention services consisting of SAAVI, alcohol, tobacco and other drug prevention, dietetics, and health education.

Section 2 Goals

The over-all goal through all of this growth and change has been to develop a vibrant, dynamic Center that addresses and meets the physical and emotional health and wellness needs of the students in a cost-effective manner. As this was accomplished there also occurred a shift from physician-only providers to a beneficial mix of primary care physicians, specialists, and competently trained mid-level providers (nurse practitioners and physician assistants), and
supportive ancillary staff. We would, in general, like to increase strategic measurements related to our services and respond to needs for service improvements as they become identified within those measurements.

**Specific short-term (1-3 years) goals will include:**

1. Implementation of on-line scheduling for students to make their own appointments for acute problems. This feature is already available within our electronic medical record (EMR), with a compliant electronic portal that needs to be activated and then monitored for success in utilization.

2. Regular use of an after-appointment satisfaction survey. An appropriate survey instrument needs to be developed, added to the EMR portal and then patients can be requested to complete an exit survey by electronic communications.

3. Improvement of through-put for mental health problems (shorter wait times, quicker referrals)
   Baseline metrics have been obtained regarding patient volume, appointment wait times and referral wait times for these appointment types. We have developed some streamlining procedures and have increased therapy capacity over this summer, which should improve our through-put during the next academic year. After an appropriate implementation period, we will re-measure the relevant parameters to measure improvement.

4. Implementation of wireless access to medical records. This will require some infrastructure changes which should be completed over the summer of 2016 by our campus IT department. Once the bandwidth is available, the Health Center staff should be able to access medical records system wirelessly, which will allow faster access to read or edit medical records as well as allow us to implement some additional features of our EMR, such as embedding photos within the EMR and point-of-care signatures and self-check in.

5. Refinement of the medical insurance billing process. We have been engaged in the billing of third-party insurance companies for approximately 1 year. Over the next year, we will add “in-network” status to more of our major insurance providers by enrolling and credentialing our providers with the larger and more commonly-used providers. We need to refine our process for receiving payments via electronic payment of claims. This has been delayed due to the inability of the University to ensure proper automatic distribution and deposit of receivables due to a common institutional Tax ID Number.

**Specific Long-term goals (3-5 years) include:**

1. Identification of space and design needs for designing and constructing a new Health Center within a new Student Center on campus.

2. Matching personnel and equipment to a growing student body.

3. Development and implementation of physical and mental health services for regional campuses. This will include evaluation of the feasibility of on-line services, telemedicine and coordination of shadow services at regional campus locations.

**Section 3 Programs / Services**

The **Student Health and Wellness Center** provides a broad range of common medical services, including evaluation of illness or injury, ordering and interpreting diagnostic testing and imaging, formulation of a differential diagnosis, treatment plan and prescribing appropriate medications or treatments. The Health Center is available for all students and their dependents, upon registration or payment of the Spouse Health Fee. Faculty and Staff of the University are able to receive limited services as well (see below). The scope of services includes all common illness and injury as well as psychiatric consultation, minor surgical procedures and women’s health services, including a comprehensive range of contraceptive counseling. Some broad-ranging, specialized services commonly requested by students are available, such as transgender medical care, chemotherapy, immunizations, travel medicine advising, osteopathic manipulative medicine and sports-clearance or service mission examinations.
During the 2015-2016 academic year, the Health Center saw 16,798 appointments made and a total of 14,819 visits by students. The Health Center treats a variety of primary care problems, with the top 10 shown here.

The Health Center has a pharmacy which dispenses (by prescription) a full range of commonly-used medicines for college health. During the most recent year, the pharmacy filled 2013 prescriptions which included 240 different medications which were prescribed by 69 different physicians, both on- and off-campus. The majority of medications dispensed consist of antibiotics, antidepressants, ADHD medications, contraceptives, anti-inflammatories and medications for asthma.

The Student Health Center has digital x-ray equipment that produced 463 X-ray studies during the past academic year. The providers here ordered 568 studies, with the remainder being obtained at outside facilities. The Health Center provides radiographic services for varsity athletics on football game days.

**Student Health Insurance Plan**
Health and Wellness administers the Student Health Insurance Plan, (SHIP) which is mandatory for some graduate students (for whom the University provides an 80% premium subsidy) and international students. The plan is voluntary for all other graduates, undergraduates and their families. The SHIP insured 1249 students in the fall of 2015 and 1086 students for the Spring/Summer of 2016. This generated premiums of $1,902,586. The SHIP is fully compliant with the Affordable Care Act (Obamacare) and is underwritten by United Healthcare.

**Insurance Billing**
The Student Health and Wellness Center began billing insurance plans for the care provided to students in the spring of 2015. Initially this was a contracted individual and later transitioned to a contracted billing service associated with the EMR used within the Center. Billing requires the credentialing of providers, which is a lengthy process. Some providers were already credentialed, having practiced at other sites where billing was taking place and some had to start from the beginning. This process is working more smoothly now and billing for services, labs, supplies and medications now occurs within one or two days of the visit. This has greatly reduced receivable amounts and ages of receivables. The SHWC Billing Services were able to collect a little over $98,000 this past year from third-party payers on behalf of insured students and their parents. This will likely increase as the SHWC becomes more experienced and efficient at the insurance billing process.

**Laboratory**
The Health Center has a medical laboratory that provides diagnostic and therapeutic laboratory results to assist with the care rendered by the medical providers of the Health and Wellness Center. Some laboratory testing is rendered on-site and some tests have the specimens obtained in our lab and then sent out for analysis by a reference lab. The medical laboratory assists, from time to time, with on-campus research projects and Faculty/Staff Wellness Program requests for medical testing. The clinical laboratory is fully certified as an intermediate complexity lab by under the Comprehensive Laboratory Improvement Act (CLIA) and is certified by a state inspector every two years. The laboratory also assists or consults from time to time on faculty sponsored human research and provides phlebotomy services.
Physical therapy services are contractually obtained from Intermountain Healthcare’s Logan Regional Hospital. This service is cooperatively operated with another P.T. site housed within the Athletics Department. A physical therapist and two P.T. Aids provide daily services to students within the Health and Wellness Center. There were 1997 student visits to the Health Center physical therapy clinic during the past year, with another 2,105 visits to the athletics department service site. The PT services are fully certified by the Joint Commission on Accreditation of Health Care Facilities.

SAAVI
A full-time program director provides services for prevention, evaluation, counseling and advocacy for those who have experienced or may experience sexual assault and interpersonal violence. These services are available for students, as well as faculty and staff. During the past year, 57 new clients were entered into the assault/violence evaluation process and services were continued for clients from prior years.

ATOD Prevention and Intervention
The Student Wellness program offers health education and Alcohol, Tobacco and Drug prevention to all Utah State University students. The Wellness Center strives to provide education, awareness and prevention services regarding responsible student decision-making towards health, wellness and safety. This past year the Wellness center has helped over 200 students with alcohol or drug charges to complete prevention education courses. Many classes have been taught to incoming freshman, fraternities, sororities and student athletes. 25 new Student Athlete Mentors have been trained to help provide support and peer leadership within Athletics. Over 3,600 letters are sent out before the school year starts to the Parents of incoming freshmen. This letter gives parents the resources needed to talk to their students about alcohol and drugs before they send them off to school. Our mission is to assist students, staff and faculty in the development of life skills necessary to enhance their personal wellness and ability to be successful in the five areas of life which are: Physical; Mental/Emotional; Social; Economical, and Spiritual.

Other Services
A registered dietitian is available on a part-time basis to help students with understanding their dietary needs, setting up specialized diets, dealing with eating disorders, dietary supplements, and gaining or losing weight. A total of 264 dietitian visits occurred during the most recent academic year.

Two nurse practitioners provide the majority of services to our Women’s Health clinic. These services include annual exams, contraceptive counseling and treatments, and office procedures such as PAP smears, IUDs and other implantable contraceptive devices, sexually transmitted illness risk assessment, counseling and treatments. These services accounted for 1200 visits during the current year.

The SHWC offers services to USU faculty and staff for acute or urgent care needs and wellness evaluations. These services are available in cooperation with the faculty/staff health plan and faculty/staff wellness to minimize costs and out-of-pocket expenses. Staff members may have selected laboratory testing completed for the “Know Your Numbers” program within faculty/staff wellness at no cost to them and may be seen for any acute problem within the clinic for a $25 co-pay.

Staff members of the SHWC are frequently asked to give guest lectures to classes in various departments. Most often, these course lectures are directly related to medical issues or topics and are delivered to courses offered by the HPER, Education, Social work, and other departments. Staff members assist in the University community by giving relevant talks to clubs and organizations such as Greek houses, the pre-health club, Women in Medicine Club, and others.
Health Center staff and providers are available to advise the University administration on such matters as communicable illnesses, public health threats, immunizations, workplace injuries, travel medicine, and faculty/staff wellness. Staff members provide sideline medical coverage for some campus recreational and club sports, varsity athletic events, athletics practices and selected off-campus events such as retreats.

Section 4 Staffing and Training / Development

The office has a director and an administrative nurse who oversee the daily operations. The staff are organized according to the organizational chart attached as Appendix A. The staff is comprised of seventeen full-time employees, five part-time employees, four work-study students, five voluntary interns and three graduate assistant student therapists and two graduate assistant social workers. Providers work in teams, consisting of a provider and his/her assistant. The front desk staff work cooperatively with all provider teams for reception and telephone support. Other supportive medical services are provided by a medical laboratory technologist, an x-ray technologist, a dietitian and specialists in health education, sexual assault and drug and alcohol prevention.

Each medical provider has obtained and maintains current licensure in their area of expertise. The doctors, nurse practitioners, physician assistant, medical assistants, lab and x-ray staff, and nurses have all obtained certification and licensure from the Utah Department of Professional Licensure (DOPL) as well as their individual specialty organizations, such as the American College Health Association, where applicable. Medical specialties of Family Practice, Emergency Medicine, and Psychiatry are represented, as are advanced degrees of L.P.N., R.N., PAc., F.N.P., D.O., and M.D. have been obtained by the respective providers. Additional specialty certifications have been obtained, such as fellowship recognition by the American College of Emergency Physicians (FACEP) and Diplomat status with the American Board of Family Practice. Each of these licenses and certifications requires renewal at regular intervals and the maintenance of continuing medical education (CME) requirements for both the State of Utah and the national certifying organizations. This CME credit may be obtained by self-study written and online programs or by attendance at specific regional and national meetings. Additionally, prescribers (MDs, DOs, NPs, and PAs) and our pharmacy must acquire and maintain certification by the federal Drug Enforcement Agency (DEA) of a controlled substance prescribing certification. Our lab, pharmacy, and radiology suite are individually certified and licensed by the State of Utah.

All staff members undergo additional certification training which includes CPR and Basic Life Support recertification every two years, annual division wide trainings for operating vehicles, maintaining FERPA records, recognizing depression and suicidality, proper financial transactions, and contracting with outside vendors. As a department, our staff receives training in HIPAA regulations, Blood-borne pathogen safety, and training in updates to the electronic medical records system. We hold an annual “back-to-school” training workshop to train and review on office best-practices and update ourselves on state-of-the-art procedures in health care.
**Section 5 Budget Narrative**

The Student Health and Wellness Center’s budget is derived from three sources: the Student Health Fee, payments made at the time of service (TOS), which are fees for supplies, testing, and services rendered during a health care visit, and money allocated by the Utah legislature through the Education and General (E&G) funding. During FY 2015 received $1,511,570 in revenues and had $116,430 in Labor and $190,260 in operating expenses. The majority of funding is from the Student Health Fee which is approved and regulated by the Student Fee Committee, according to campus policy and procedure. The E&G funding is wholly for use in providing prevention and education to the students, faculty and staff of the University and is not mixed with funding for medical services. Our major expenses are salaries and operating supplies. Individual accounts are maintained for revenues and expenses for the following categories: general medical, laboratory, radiology, pharmacy, building operations, wellness/prevention and SAAVI. The summary report for 2014-2015 fiscal year is attached as Appendix B.

**Section 6 Facilities and Technology / Equipment**

The Health and Wellness Center is housed in the northern half of a building that was originally built as the Western Surgical Center and is adjacent to Maverik Stadium on campus. Acquired by purchase and extensively remodeled in 2001, the Health Center occupies 9850 square feet of space in the building that also contains 8,650 square feet of Athletics Department office space. Within the Health and Wellness portion, there are two entrances with two reception areas, eleven provider or administrator offices, ten medical examination rooms, a minor surgery room, a one-bed infirmary, a medical laboratory, an x-ray suite, a pharmacy, a meeting room, a uniform-changing and break area, a medical records room, waiting room areas, restroom facilities, and a physical therapy suite. The SHWC has 12 designated parking spaces, rented from campus parking services on an annual contract. The building is protected by a video camera system and a coded alarm system with fire and intrusion alarm circuits and separate circuits for health, wellness and pharmacy areas as required to meet state standards.
The building is served by campus Information Technology Services which provides wireless internet access to the building. The Health and Wellness Center also has a private secure network which holds the electronic medical record (EMR) software, the pharmacy management software and all related data. This EMR server and related technology is securely hosted and maintained by IT services in the SER building on the central campus and meets the necessary security levels required by the federally-mandated Health Insurance Portability and Privacy Act (HIPPA). Within the building, there are 35 EMR workstations and some mobile devices in use currently. There are nine networked printers located within the Health and Wellness Center, as well as a full-color copier/scanner/fax, a black and white copier/scanner/fax and a variety of barcode readers and document scanners for use with the medical records and pharmacy inventory systems.

Additionally the SHWC has several items of specialized medical equipment often found in offices of this size, including a Raytheon FCS-60 X-ray machine with a GX525 controller, a Konica-Minolta Regius Sigma-II digital x-ray processor, a Piccolo blood chemistry analyzer, an Emerald Cell Dyn Hematology analyzer, a Siemens Hemoglobin A1C analyzer, A Perkins-Crane Autoclave, a PSS 238 hyfrecator, and a Ritter power exam table. Each exam room is equipped with, various items of examination equipment typical of a medical office examination room such as Ritter exam tables and Welch-Allen diagnostic sets, blood pressure cuffs and other small, individual examination equipment.

Section 7 Ethical Considerations and/or Profession Practices

The student Health and Wellness Center adheres to guidelines provided by a variety of sources. We have our own internal policies and procedures but also adhere to the relevant guidelines put forth by the American College Health Association, which broadly discusses proper ethical practices. (http://www.acha.org/documents/resources/guidelines/ACHA_General_Statement_Ethical_Principles_May2010.pdf) The SHWC must adhere to the provisions of the Health Insurance Portability and Privacy Act (HIPPA), the Federal Educational Records Privacy Act, (FERPA) and the provisions of the Patient Protection and Affordable Care Act (Obamacare). These federal regulations govern issues of payment, billings, privacy (the sharing of medical records and protected health information), and verbal, electronic or written communications. Our staff maintains the required continuing medical education contact hours, where we learn and implement national best professional practices and our staff regularly meets to discuss our own professional practices. Any research done within the SHWC is approved by the Institutional Review Board and is in compliance with recognized standard practices for human research. The nature of the prepaid, capitated financial model for College Health eliminates much of the financial and ethical confusion associated with the practice of fee-for-service medicine. Some ethical considerations are still important, however, particularly related to the issues of substance abuse, gender identity, contraception, and being uninsured or underinsured.
Section 8 Completion / Retention

Student Health and Wellness services are essential to retaining students. It is well-recognized that physical and emotional health are crucial prerequisites to attendance, focus and learning processes in higher education. Studies have shown a correlation between classroom attendance, scholastic retention and grade point average to utilization of college health services. Whether it be prevention of substance abuse and interpersonal violence, obtaining and maintaining optimum physical and mental health, or providing necessary interventions in any of these areas, the services provided by the SHWC are indispensable to student success. Our records demonstrate that approximately 1/3 of the student body has used the Health and Wellness Center during the past year, and that the Health and Wellness Center made 2168 unique/different medical diagnosis and 61 unique mental health diagnosis, while seeing 5,173 unique patients. In addition, our research shows that 52% of our students felt depressed and hopeless during the past year, 45% experienced depression to the point of non-functioning, and 10% of our students seriously considered suicide during that time period, a rate that is at or slightly lower than national rates. We assist students with life-changing and even life-threatening illnesses during their time at Utah State University. The bulk of our time is spent optimizing their physical and mental health so that they can effectively concentrate and meet the needs of their course of study.

Section 9 Assessment and Evaluation

The success and acceptance of our medical care is predominately evaluated by direct feedback from our patients. We obtain feedback through representative membership on our Student Health Advisory Committee (SHAC) which meets regularly through the academic year. We conduct individual surveys after visits and have conducted focus groups to obtain feedback about our services from groups of students. Our Wellness ATOD and SAAVI programming is evaluated by survey after presentations, events or programming are completed. We also receive an occasional complaint via paper or electronic communications and review those at staff meetings.

Section 10 Conclusion

The Student Health and Wellness Center at Utah State University is currently an active, dynamic provider of health and wellness services, medical procedures and educational opportunities. We strive to utilize national best practices and evidence-based medicine as our core sources for what we do in providing health care to students. We believe that we will continue to play an important role in the retention of our students and will likely expand into services to regional campuses through the addition of telemedicine services, direct consultation and additional staff members. We foresee our return to the “central campus” when a new and expanded student center building is designed and built, enabling collaboration with other Student Services departments and better access to our services by students.
References


Appendix A Organizational Chart

Appendix B Financial Report
Appendix A Organizational Chart

Assistant Vice President Student Affairs
Eric Olsen

Director
Dr. Jim Davis, M.D.

Insurance Coordinator
Katelyn Richins

ATOD Prevention Specialist
Ryan Barfuss

SAAVI Coordinator
Jenny Erazo, MSW

Receptionist / Assistant
Julia Bullock

Provider Staff
David Malouf, DO
Brian Merrill, DO
Beth Booton, FNP
Donalee Thomson, FNP
Tom Price, PAC

Receptionists
Dycie Leishmen (lead)
Kailee Kenner

Ancillary Services
Lab
Crystal Nelson-Miller
X-ray
Gary Lewis Brooke
Nutrition
Brooke Parker, RD
Pharmacy
Lamar Watts, RPh (Lead)
Richard Marlowe, RPh
Sydney Tew, RPh

Administrative Nurse
Judy Baldwin, LPN

Nursing Staff
Terri Jones, RN
Kami Elwood, MA
Ani Eccles, RN
Sherri Anderson, LPN
## Appendix 2

### FY 15 Financial Report Health and Wellness Center

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
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<th>Jan</th>
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<td><strong>Total Revenues</strong></td>
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<td>7829.46</td>
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<td><strong>Total Labor</strong></td>
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<td><strong>All Operating Expenses</strong></td>
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<td>15795.29</td>
<td>30632.47</td>
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<td>31917.38</td>
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<td>24870.91</td>
<td>52276.69</td>
<td>15544.54</td>
<td>330885.3</td>
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<td><strong>Labor + Expense + Transfers</strong></td>
<td>101388.6</td>
<td>105932.9</td>
<td>111328.1</td>
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<td>118822.4</td>
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<td><strong>Totals</strong></td>
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At USU CAPS we embrace a holistic approach to student development by removing psychological, emotional and behavioral barriers to learning and success. We work to enhance the university experience for students and promote a healthy environment on campus preparing students to be self-reliant contributors in the world.
History & Mission

More than 40 years ago, the Counseling Center was a small office in the basement of Old Main staffed by two psychologists who met with students individually and walked about campus consulting with colleagues. An informal, relaxed atmosphere permeated the Center and demand for service was reasonable. The Counseling Center moved from Old Main to the TSC in 1986 and its name was changed to Counseling and Psychological Services (CAPS) in 2010.

Utah State has more than doubled in size and now CAPS maintains eight staff psychologists serving more than 1,000 students a year in an attempt to address young adult development. While the mission of the University is to provide post-secondary education, CAPS mission is to facilitate the social and emotional growth needed to compliment intellectual success and career preparation.

Over the past five years, the severity of presenting concerns (depression, anxiety, relationship challenges, eating issues and substance abuse) has resulted in a spike in suicide attempts and now the focus has shifted to post traumatic growth, resilience and emotional interdependence. Removing emotional barriers to success and providing effective coping skills has become a major thrust of CAPS services. Outreach to faculty and staff as well as student organizations has become a key function of counseling services.

Table I: USU CAPS clients compared to UCC Clients across the Nation.

<table>
<thead>
<tr>
<th>CCMH (2015) suggests the following about students seeking services at UCCs across the nation.</th>
<th>Students seeking services at USU CAPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>One out of two have previously been in counseling</td>
<td></td>
</tr>
<tr>
<td>One in three are on medication for mental health use</td>
<td></td>
</tr>
<tr>
<td>One in four have self-injured</td>
<td></td>
</tr>
<tr>
<td>One in three have seriously considered suicide</td>
<td></td>
</tr>
<tr>
<td>One in ten have made a suicide attempt</td>
<td></td>
</tr>
<tr>
<td>One in ten have been hospitalized for psychiatric reasons</td>
<td></td>
</tr>
<tr>
<td>One in five have experience sexual assault</td>
<td></td>
</tr>
<tr>
<td>One in three have experienced traumatic event</td>
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</table>

Both the Center for Collegiate Mental Health (CCMH) and USU CAPS information is based on data collected on Titanium clinical record keeping software for UCCs. (na=not assessed that year)

Goals

To facilitate degree completion and the transition to adulthood, all domains of young adult development are addressed, including identity formation, autonomy, emotional regulation, effective communication, interpersonal skill, determination and purpose. The focus is on promoting well rounded graduates likely to succeed and contribute in the world.

Where students are uncertain about their strengths and weaknesses, CAPS provides systematic investigation of their personal profiles to isolate learning and interpersonal strengths as well as disabilities so tailored interventions can be provided.
A fundamental goal is reaching out to every traditional, incoming freshman but also to an increasing number of non-traditional students, including veterans. In addition, cultural sensitivity is promoted in serving minority students from a host of backgrounds to promote diversity on campus. A growing concern is reaching students from around the state attending regional campuses.

Program & Services

All students maintaining at least nine credits are eligible for CAPS services free of charge. An initial thirty-minute consultation is scheduled to identify presenting concern and formulate an initial treatment plan. Approximately half of all students request individual therapy, but a number are better served through group process, skill development, workshops or even self-care.

Table 2: The top ten reasons students seek services nationwide/compared with USU students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Anxiety</td>
<td>1. Relationship Problems</td>
<td>1. Relationship Problems</td>
</tr>
<tr>
<td>2. Depression</td>
<td>2. Anxiety</td>
<td>2. Anxiety</td>
</tr>
<tr>
<td>5. Academic Concerns</td>
<td>5. Adjustment Issues</td>
<td>5. Depression/Grief</td>
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</table>

Over the past five years, utilization of CAPS Services has increased from 889 in 2010-2011 to 1,244 in 2014-2015. One in two have been in counseling before, one in three make use of medication to address their presenting psychological concerns and one in ten have made a suicide attempt. Almost one in three are dealing with significant past trauma.

The distribution of students seeking service is even (approximately 22-24% for each undergraduate class and almost 10% for graduate students). The vast majority are Caucasian (85%) with Hispanic (6%), Asian (3%), Black (2%) or multi-racial (3%) making up other student groups. Almost 60% of CAPS clients are single and 25% live on campus.

The majority of clients (744) are seeking individual therapy, but more than 230 participated in semester long group therapy and 22 sought couples work. Those seeking comprehensive psychoeducation evaluations (135) are referred primarily from the DRC to document disabilities.

This year, due to more effective advertising, workshops were well attended, ranging from stress management to lasting relationships. Other topics included depression, sleep hygiene,
effective communication and the art of happiness. A new focus the past two semesters was QPR training to address the issues of suicide prevention. Over 1,700 participants attended dozens of presentations and screening days provided by REACH Peers.

Staff spent over 900 hours last year doing presentations, workshops, and providing outreach consultation. Outreach consultation includes time spent in person or on the phone with faculty, staff, students, and members of community providing information on helping students of concern, mental health and wellness information, therapy and university resources, etc.; representing CAPS at university functions; and attending debriefings, meetings with liaisons, and committee meetings (BIT team, Registration adjustment, Diversity Council, dissertation/thesis committees, search committees, etc.)

Undergraduate REACH Peers provided skills development to 102 clients (293 sessions) closely supervised by staff and trainees. The average number of sessions provided to students was just under six and the average wait time for service between October and April was 3-4 weeks.

Table 3: Summary of CAPS Services provided

<table>
<thead>
<tr>
<th>Service Type</th>
<th>7/11-6/12</th>
<th>7/12-6-13</th>
<th>7/13-6-14</th>
<th>7/14-6/15</th>
<th>7/15-6/16</th>
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<td>Number of individuals who attended one of the clinical sessions below.</td>
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<td>975</td>
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<td>1244</td>
<td>1214</td>
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<tr>
<td>Number of clinical sessions provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Initial Consult (individual)</td>
<td>629</td>
<td>717</td>
<td>765</td>
<td>799</td>
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<td>Initial Consult (couple)</td>
<td>23</td>
<td>18</td>
<td>15</td>
<td>17</td>
<td>24</td>
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<tr>
<td>Crisis</td>
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<td>88</td>
<td>107</td>
<td>199</td>
<td>139</td>
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<tr>
<td>Priority Consult*</td>
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<td>n/a</td>
<td>n/a</td>
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<td>237</td>
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<tr>
<td>Follow-up Consult</td>
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<td>173</td>
<td>182</td>
<td>304</td>
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<td>Intakes</td>
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<td>480</td>
<td>515</td>
<td>589</td>
<td>565</td>
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<td>Individual Therapy</td>
<td>3316</td>
<td>3049</td>
<td>3202</td>
<td>2776</td>
<td>3224</td>
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<td>Couples Therapy</td>
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<td>69</td>
<td>46</td>
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<td>Group screen</td>
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<td>160</td>
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<td>Group Therapy</td>
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<td>Assessment</td>
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<td>REACH Peer Consult Appointments</td>
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<td>213</td>
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<tr>
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<td>139</td>
<td>117</td>
<td>135</td>
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<td>140</td>
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<td>Individual supervision appointments</td>
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<td>981</td>
<td>1028</td>
<td>844</td>
<td>807</td>
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Information based on Titanium records (with Diversity Groups and Assessment reports information added)

*Priority Consult Sessions started at CAPS Fall2014

See Appendix C for expanded information on services provided during 2015-2016.
Staffing & Training

Five full time staff focus 100% time at CAPS, one part-time staff member is 75% and two staff members have joint assignments. Currently, Regional Campus funds a full time staff member who spends part of the week in Logan and two afternoons at the Brigham City Campus. He is also consulting with faculty, staff and students state-wide. A second staff position is split with Veterinary Medicine and he spends halftime at CAPS and halftime at Vet Med. See Appendix A for organization chart, staff names, administrative assignments, and responsibilities chart.

CAPS is accredited by the International Association of Counseling Services and repeatedly they have criticized the insufficient staff to student ratio for USU. Assuming a student population of 17,000 students in Logan, a minimum of twelve full time staff would be standard. All eight psychologists on staff are licensed and maintain the standards of the Office of Professional Licensure in Utah including annual continuing education credits.

Minimum continuing education is maintained through an annual Utah Counseling Center Conference in the Fall and a CAPS Annual Conference in the Spring. Presenters of national and international reputation come each year, the past 25 years, for a full day presentation, including David Jobes (2016) on Suicide Assessment, Ronald Siegel (2015) on Mindfulness, Bessel VanderKolk (2014) on Trauma and the Brain, Scott Miller (2013) on Effective Practice, Sonja Lyubomirsky (2012) on Happiness and Jason Kilmer (2011) on Addictive Behaviors. Next year, the presentation will be on resilience.

Ethics training is required each year and CAPS staff routinely attend national conferences on group therapy, effective training and directing counseling services. The increasing cost of national conferences has required a boost in CAPS operating budget for professional development.

Four tiered training is available at USU CAPS from the undergraduate to the doctoral level. Ten to twelve exceptional undergraduate volunteers donate 5-6 hours a week to CAPS for outreach and skill development training. These Psychology, Social Work or Family and Human Development majors use their REACH Peer training as a culminating experience. It is rare for undergraduates to see individual clients, so USU's program is unique in the country.

In addition, 3-4 doctoral students from Psychology spend 10 hours a week at CAPS seeing 5 clients and participating in individual and group supervision. As third year students, this becomes a crucial part of their training prior to internship.

Most years, CAPS employs one to two doctoral students at Graduate Assistants to spend 20 hours a week providing individual service and often co-leading interpersonal process or skill groups. They may also select opportunity to provide assessment and are encouraged to design outreach presentations.

Four doctoral interns spend one year at CAPS working 40 hours a week and completing the capstone piece of their individual training. They are provided both primary and secondary
supervision, group supervision and seminars to insure all standards are met before they go out into the world as independent practitioners.

While the attention to training is significant, it sharpens staff, provides tremendous energy and allows USU CAPS to employ four interns at less than half the cost of full time staff. Interns also engage in outreach projects across campus, from Athletics to Access and Diversity, from Housing to the International Student Office and from the Disability Resource Center to the Veteran's Center.

Critical to CAPS operation are two staff assistants, one who serves as the office manager. In addition to greeting and scheduling students, they balance the demands of constant phone calls, inquires and students in need. They are trained to identify students in crisis who need immediate attention and those who need priority consults. They also manage the electronic data system, correspond with other offices on campus and agencies/institutions around the country and manage data storage. They are crucial in helping communicate CAPS programming through effective electronic marketing, maintaining the Webpage and updating announcements. They also help facilitate requests with the Business Service Center to maintain the operating budget, secure office supplies and track leave. They juggle office space, and assist staff in promoting a smooth, efficient and effective training program.

**Budget**

Underfunded for much of the past two decades, under present Student Affairs leadership, significant gains have been made to raise the base salary for a licensed psychologist from $40,000 annually to $60,000. While this is still well below national averages, it is within the low average range.

Likewise, with ever increasing demands for improvements in and the cost of technology, the former budget of $30,000 was insufficient for eight staff, sixteen to twenty trainees, two office personnel and undergraduate volunteers.

Meaningful gains in the budget have allowed for outdated computers to be replaced, professional development to be pursued to insure ongoing licensure, and additional server costs to host secure electronic record keeping. Additional funding is now being pursued via three funding mechanisms: the state legislature, the president's office and USUSA in the form of tier II tuition requests.

In 2015 CAPS altered the eligibility criteria for service because so many USU students are now enrolled in on-line as well as face to face courses. In past years, students had to be enrolled in 6 main campus credits (on-line courses did not count) but now they are required to be enrolled in 9 credits (on-line courses do count) to receive service. During the fall 2015 semester students seeking services at CAPS has registered for 7044 face to face credits and 793 online credits. Students paying for face to face courses are paying student services fees that assist in the funding of CAPS and other student service departments. On-line students are not paying fees that assist in funding of CAPS.
Facilities & Technology

Housed on the third floor of the TSC, CAPS has expanded to include two group rooms and a testing center for psychological assessment. Space is limited (13 offices) for eight staff, four interns, four to six doctoral students and ten to twelve undergraduate volunteers. Storage space is also an issue. Office juggling is required, testing the talent of the office managers who have to stagger appointments when part time staff are gone to fulfill other assignments. In addition, both group rooms are in use from morning until early evenings most days of the week.

A comfortable waiting room provides some privacy and space for student data entry. Our receptionists are kept busy from 8 AM to 5 PM, especially when students transition on the half hour, even though our office assistant is working only 75% time.

In the past, computers were replaced every five years, but more recent efforts have allowed computers to be replaced every three years as CAPS inherits castoffs (but upgrades) from other offices on campus. In addition to individual PC's in each office, there are three computers for data entry in the waiting room and a computer for testing in the testing room. There are two work stations for graduate students to complete notes in a small work space.

There is only one printer for all offices and it is very old and black and white. A proposal is being forwarded for a newer, laser printer with color function. The copy machine is also old but functions well. One staff member and the office assistant address technology needs including maintenance of the CAPS Website and interface with the division.

Recently, IPad Minis were acquired to allow for data entry in each office to track emotional function at the start of each session and satisfaction at the end of each session. Data is now being collected on therapist effectiveness and CAPS effectiveness.

Ethical Considerations

Three primary ethical concerns surface from year to year. First, confidentiality is problematic as parents, faculty and staff want to discuss students of concern. By law, no information can be shared without the student's written consent. Typically, students are willing to give consent when information needs to be shared.

Efforts are in place to encourage students of concern to sign releases when they come to the attention of BIT members. Further CAPS Clinical Director is a member of the team and can provide general information without violating confidence.

A second issue relates to dual relations. Often CAPS staff teach for Psychology, Social Work or Connections and students who are in class cannot be seen for therapy by their instructor. Such cases are discussed in staff meeting and assigned to a staff member who has no classroom relationship with the student, eliminating the conflict of interest.

Likewise, trainees requesting therapy services as students are not allowed to be seen in therapy
by someone who has or might provide supervision. Less common, but still a concern is duty to warn. Students are notified before they are assigned a therapist of the duty to warn when someone is a risk to self or others or in the case when they disclose minors at risk of abuse.

According to the annual survey of University and College Counseling Center Directors, the severity of psychological distress in college students coming to counseling centers across the nation has increased significantly over the last 10 years. In 2016, Dr. Jessica Lucero, USU professor, and master's social work students, surveyed 381 USU Regional Campus (RC) students. The survey included a measure to assess symptoms of psychological distress (CCAPS). Below is a chart showing the results for RC students that took the survey; USU CAPS clients during the 2015-2016 year; and the national averages for college students that received UCC services during that time in over 280 university and college counseling centers across the nation.

Table 4: Distress Levels of Students

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Nationwide</th>
<th>CAPS Clients</th>
<th>RC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression</td>
<td>1.53</td>
<td>1.99</td>
<td>2.29</td>
</tr>
<tr>
<td>Generalized Anxiety</td>
<td>1.81</td>
<td>2.16</td>
<td>2.65</td>
</tr>
<tr>
<td>Social Anxiety</td>
<td>1.77</td>
<td>2.37</td>
<td>2.67</td>
</tr>
<tr>
<td>Eating Concerns</td>
<td>0.99</td>
<td>1.14</td>
<td>2.50</td>
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<tr>
<td>Hostility</td>
<td>0.92</td>
<td>0.90</td>
<td>1.85</td>
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<tr>
<td>Substance/Alcohol Use</td>
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<td>0.29</td>
<td>1.32</td>
</tr>
<tr>
<td>Academic Distress</td>
<td>1.88</td>
<td>2.09</td>
<td>2.46</td>
</tr>
</tbody>
</table>

Note: Subscale scores range from 0 to 4, higher numbers indicating higher distress

Retirement & Completion

National data is clear, students who seek psychological services on campus are more likely to graduate, especially when they are dealing with major depression or severe anxiety. Currently, data is being collected to estimate the number of students at USU CAPS who stay in school, graduate or drop out.

One of the satisfaction survey items specially asks students the impact of CAPS services on academic success and the majority (over 80%) strongly agree with the assumption Counseling helped them not only stay in school but manage their coursework.

Assessment & Evaluation

Assessment is a critical component of CAPS from the moment a student walks in the door. They complete an initial measure (CCAPS) containing 54 questions about psychological well-being including scores of depression, anxiety, social anxiety, family problems, eating concerns, hostility, suicidal thoughts, academic distress and alcohol abuse. This measure is repeated each session as well as a four item-survey in the therapist's office.

Four basic questions related to personal well-being, close relationships, school and work relationships and overall well-being are posed and the client moves a cursor right (if doing well)
or left (if struggling). This subjective measure is very effective in tracking progress week to week.

At the end of the session four questions probe the therapeutic relationship (effective listening), the goals of the session, the approach of the session and the overall rating of the session. While scores tend to be inflated, they are still very helpful in measuring the connection between student and counselor.

In addition to clinical efficacy from week to week, once a semester, students are asked to completed a 15 minute client satisfaction survey to monitor how helpful CAPS services seem, how understood the student feels, and if they would recommend CAPS services. A subjective report of mood improvement, relationship improvement, problem solving, effective communication and decision making is obtained. A summary of 2015-2016 client satisfaction survey results are included in Appendix D.

In addition to brief assessment, comprehensive batteries are completed for students who suspect learning disabilities, attention deficit or traumatic brain injury. These evaluations take up to four hours to complete and are performed by three staff members and four interns (under careful supervision).

A typical battery consists of a measure of general cognitive ability and executive function, including working memory, processing speed, verbal comprehension and perceptual reasoning. Academic achievement is also included to determine reading levels, quantitative literacy, writing skills and overall academic performance. Applications and fluency are documented as well as basic skills. Five to ten page reports are generated for the students who pay for the evaluation ($200 which is a fraction of what they would pay in the community) and for the DRC.

**Conclusion**

As the severity of mental health concerns escalate around the county and as young adult stress increases, the provision of counseling service will remain a critical part of Student Affairs. Working closely with the VP’s office, the DRC, Student Success, Access and Diversity and a host of others, USU faculty and staff will better address young adult development.

While additional resources may help, more importantly, USU CAPS is working to develop a more efficient and effective model to facilitate maturation and resilience. Insuring emotional well-being and healthy relations increases the odds of student success.
Sources


Appendices

Appendix A
CAPS Staff, Organizational Chart, Position Responsibilities Chart

Appendix B
Financial Report

Appendix C
Summary of Services Provided 2015-2016

Appendix D
Summary of Client Satisfaction Surveys 2015-2016
Appendix A
USU Counseling and Psychological Services (CAPS) Staff
2016-2017

Professional Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>David W. Bush, Ph.D.</td>
<td>Director, Research Coordinator, Staff Psychologist</td>
</tr>
<tr>
<td>LuAnn S. Helms, Ph.D.</td>
<td>Assistant Director, Director of Training, Staff Psychologist</td>
</tr>
<tr>
<td>Mark Nafziger, Ph.D.</td>
<td>Clinical Director, Staff Psychologist</td>
</tr>
<tr>
<td>Amy Kleiner, Ph.D.</td>
<td>Practicum/GA Coordinator, Diversity Coordinator, Staff Psychologist</td>
</tr>
<tr>
<td>Eri Suzuki Bentley, Ph.D.</td>
<td>Internship Training Director, Group Coordinator, Staff Psychologist</td>
</tr>
<tr>
<td>Justin Barker, Psy.D.</td>
<td>Assessment Coordinator, Regional Campus Coordinator, Staff Psychologist</td>
</tr>
<tr>
<td>Steven Lucero, Ph.D.</td>
<td>Technology Coordinator, Veterinary Medicine Coordinator, Staff Psychologist</td>
</tr>
<tr>
<td>Charley Bentley, Ph.D.</td>
<td>Assistant Clinical Director, Staff Psychologist</td>
</tr>
<tr>
<td>(TBA), Ph.D.</td>
<td>Outreach Coordinator, REACH Peer Coordinator, Staff Psychologist</td>
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Support Staff

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<tr>
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<tr>
<td>Karen Caronna</td>
<td>Office Manager</td>
</tr>
<tr>
<td>Kimberly Noble</td>
<td>Staff Assistant</td>
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</tbody>
</table>

CAPS Organizational Chart based on USU HR position titles

Please also see CAPS Position Responsibilities Chart on following page
**CAPS Position Responsibilities Chart**

**Staff Psychologist**
Provides individual, group, and couple therapy, assessment, consultation, intake, and crisis intervention; outreach presentations and workshops; consultations with USU faculty, staff, and students; and supervision and training to CAPS trainees. Also, serves in one or more of the administrative positions listed below.

**Director**
Oversees all aspects of CAPS function (staff, services, budget, policies and procedures, etc.)

**Office Assistant**
Assists in the provision of CAPS services and training functions

**Office Manager**
Assists in the provision of services and training functions. Liaison to business services and responsible for office mtgs

**Assistant Director**
**Director of Training**
Oversees training functions and assists the Director in administrative functions

**Clinical Director**
Oversees clinical functions and assists Director in administrative functions

**Internship Training Director**
Directs, maintains, and further develops APA accredited doctoral internship program

**Practicum/GA Coordinator**
Directs, maintains, and further develops practicum program & GAs

- Four full-time Doctoral Interns
- Four to Six Doctoral Practicum Students/GAs

**REACH Peer/Outreach Coordinator**
Directs, maintains, and further develops the REACH peer program and Coordinates outreach

- Ten to Twelve Undergraduate REACH Peers

**Diversity Coordinator**
Coordinates diversity training efforts for staff and trainees

**Assistant Clinical Director**
Coordinates communication/referrals with SHC, CC, BHU and other entities and assists Clinical Director

**Group Coordinator**
Oversees group therapy services and development of staff and trainees group therapy skills

**Assessment Coordinator**
Oversees assessment services and development of staff and trainees assessment skills

**Research Coordinator**
Coordinates CAPS research efforts and assists staff and trainees in research projects

**Veterinary Medicine Coordinator**
Coordinates and provides services to Veterinary Medicine Program

**Technology Coordinator**
Oversees electronic record keeping, webpage, computer and other technology use.

**Regional Campus Coordinator**
Coordinates and provides services to Regional Campus/Distance Education
Appendix 8 Financial Report

Counseling and Psychological Services

In 

Sum of Amount

Column Labels

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<tr>
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<th>3-Benefits</th>
<th>2-Wages</th>
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Proposed Budget 2016-2017

DEPARTMENT: COUNSELING

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Appendix C  
Clinical Services Summary Worksheet  
2015-2016

Total number of individuals who sought services: **1214**

**Gender:**

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<thead>
<tr>
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<td>60%</td>
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<td>Percentage of males:</td>
<td>40%</td>
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<td>Percentage of Transgender:</td>
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<td>(4)</td>
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<tr>
<td>Percentage of Self-identify/other:</td>
<td>&lt;1%</td>
<td>(8)</td>
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**Student Status**

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<tr>
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<tbody>
<tr>
<td>Percentage of Freshman:</td>
<td>26%</td>
<td>(309)</td>
</tr>
<tr>
<td>Percentage of Sophomores:</td>
<td>24%</td>
<td>(289)</td>
</tr>
<tr>
<td>Percentage of Juniors:</td>
<td>25%</td>
<td>(298)</td>
</tr>
<tr>
<td>Percentage of Seniors:</td>
<td>18%</td>
<td>(216)</td>
</tr>
<tr>
<td>Percentage of Graduates:</td>
<td>7%</td>
<td>(83)</td>
</tr>
<tr>
<td>Percentage of N/A-Others:</td>
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<td>Percentage of Non-Student:</td>
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<tr>
<td>Percentage of Non-Degree Student:</td>
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**Ethnicity**

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<td>(1040)</td>
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<tr>
<td>Percentage of African American / Black:</td>
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<td>(13)</td>
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<td>Percentage of Hispanic /Latino/a:</td>
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<td>Percentage of Asian American / Asian:</td>
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<tr>
<td>Percentage of American Indian or Alaskan Native:</td>
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<td>(8)</td>
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<tr>
<td>Percentage of Multi-racial:</td>
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<td>(53)</td>
</tr>
<tr>
<td>Percentage of Native Hawaiian / Pacific Islander:</td>
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<td>(2)</td>
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<tr>
<td>Percentage of Other:</td>
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<td>(10)</td>
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**Marital Status**

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<td>(733)</td>
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<tr>
<td>Married</td>
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<td>(174)</td>
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<td>Civil Union / Domestic Partner</td>
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<td>(1)</td>
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<tr>
<td>Serious dating/Committed Relationship</td>
<td>23%</td>
<td>(274)</td>
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<tr>
<td>Separated</td>
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<td>(14)</td>
</tr>
<tr>
<td>Divorced</td>
<td>1%</td>
<td>(17)</td>
</tr>
<tr>
<td>Widowed</td>
<td>&lt;1%</td>
<td>(1)</td>
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**Housing**

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<td>On-campus residence hall/apartment</td>
<td>30%</td>
<td>(368)</td>
</tr>
<tr>
<td>Off-campus apartment house</td>
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<td>(750)</td>
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<tr>
<td>On/off campus fraternity/sorority house</td>
<td>1%</td>
<td>(11)</td>
</tr>
<tr>
<td>Other (please specify)</td>
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</tr>
<tr>
<td>No Response</td>
<td>&lt;1%</td>
<td>(1)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Living Alone</td>
<td>7%</td>
<td>(84)</td>
</tr>
<tr>
<td>Living with spouse/significant other</td>
<td>20%</td>
<td>(237)</td>
</tr>
<tr>
<td>Living with Roommates</td>
<td>68%</td>
<td>(822)</td>
</tr>
<tr>
<td>Living with Parent(s)/Guardian(s)</td>
<td>5%</td>
<td>(66)</td>
</tr>
<tr>
<td>Living with Other Family</td>
<td>5%</td>
<td>(64)</td>
</tr>
<tr>
<td>Living with Other</td>
<td>&lt;1%</td>
<td>(9)</td>
</tr>
<tr>
<td>No Response/Other</td>
<td>1%</td>
<td>(15)</td>
</tr>
</tbody>
</table>
Counseling Services: Based on 1203 clients that followed through with appointments

Crisis Consultation:
- Individual: 9% (113) 135 Appointments
- Couple: <1% (4) 4 Appointments

Priority Consults: 19% (232) 237 Appointments

Initial Consultation:
- Individual: 55% (659) 672 Appointments
- Couple: 2% (22) 24 Appointments

Follow-up Consultation:
- Individual: 18% (215) 355 Appointments
- Couples: <1% (4) 4 Appointments

Intakes:
- Individual: 45% (538) 549 Appointments
- Couples: 1% (12) 12 Appointments

Individual therapy: 47% (562) 3186 Appointments

Couples/Family therapy: 1% (12) 65 Appointments

Assessments: 10% (118) 242 Appointments

Off Site:
- Initial Consult/Individual <1% (5) 5 Appointments
- F/U Consult <1% (4) 7 Appointments
- Intakes <1% (4) 4 Appointments
- Individual <1% (10) 38 Appointments
- Assessment <1% (7) 11 Appointments
- Assessment Distance <1% (1) 1 Appointment

Groups: 198 Clients attended - 119 Group Screens

- IP=Understanding Self and Others 8% (101) 153 Sessions 935 Appointments
- Skills Training Groups 4% Stress (50) 50 Sessions 249 Appointments
- and Anxiety Management 1% Mindfulness (17) 18 Sessions 54 Appointments
- Based Stress Reduction 1% Men's Issues (12) 12 Sessions 30 Appointments
- Groups 1% (7) 13 Sessions 56 Appointments
- Women's Issues Groups 1% (11) 26 Sessions 148 Appointments

GLBTA Brown Bag/Support Group- 28 sessions, 41 Attendees

REACH Peer Appointments: 9% (102) 293 Appointments

No Shows: 561 (42%) Clients "No Showed" 1131 Appointments

Averages: Average Number of Appointments per Client overall- 6.22
Average Number of Appointments for ongoing Individual clients- 21+ Appt.-5.5% (66 Clients)
Waiting lists:

Wait list for therapist began- September 30th, 2015. There were 257 waitlist entries.
Average number of days on waitlist -12 days

Presenting Problems: (605)

- 55% Relationship difficulties (330)  
- 40% Depression and Grief (241)
- 41% Adjustment & Diversity Issues (249)
- 49% Self-Esteem Issues (296)
- 54% Anxiety (329)
- 35% Academic Concerns (214)
- 9% Career Uncertainty (52)
- 8% Existential Concerns (49)

- 6% Eating Disorder (36)  
- 4% Self-Injury or Self Harm (22)
- 4% Substance Abuse (25)
- 4% Physical/Sexual Abuse as an Adult (24)
- 10% Abuse as a Child (60)
- 2% Unusual Behavior (10)
- 0.2% Sexual Dysfunction (1)
- 3% Impulse-Control & Other Addictions (18)

Improvements Rates: (605)

- Marked Improvement: 22% (134)  
- Moderate Improvement: 26% (154)
- Slight Improvement: 23% (138)

- Unimproved: 10% (57)  
- Worse: 1% (5)
- Unknown: 19% (117)

Clients Reporting Medication for Mental Health Concerns:

23% - (283) of 1214 respondents are currently taking medications for Mental Health concerns

Outreach:

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<th>Appointments</th>
<th>Hours</th>
<th>Attendees</th>
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<td>18</td>
<td>57</td>
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<tr>
<td>Display Table</td>
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<td>55</td>
<td>764</td>
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<td>228</td>
<td>1132</td>
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<td>Meetings</td>
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<td>343</td>
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<tr>
<td>Presentations</td>
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<td>3060</td>
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<tr>
<td>Representative</td>
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<td>19</td>
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<tr>
<td>Workshops</td>
<td>45</td>
<td>60</td>
<td>546</td>
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</table>

983 Total 8551 Total

Supervision provided:

Provided by: 8 Licensed Psychologists; 4 Interns
Individual Supervision Given: 807 hours
Group Supervision Given: 433 hours
Provided for: 4 Interns; 4 Practicum; 12 REACH Peers.
### Appendix D
**Summary of CAPS Client Satisfaction Surveys**
2015-2016

CAPS clients usually complete the survey at their sixth individual therapy session. If a client terminates before the sixth session, they complete the survey at their last session or they are emailed a link to the survey. This is an abbreviated summary and does not include all questions.

\[ N = 133 \]

1. **My initial contact with CAPS was helpful.**
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Neutral</th>
<th>NA/NR</th>
</tr>
</thead>
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<tr>
<td>58%</td>
<td>4%</td>
<td>34%</td>
<td>0%</td>
<td>3%</td>
<td>1%</td>
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</table>

2. **The amount of wait time before I received services was reasonable.**
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Neutral</th>
<th>NA/NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>55%</td>
<td>5%</td>
<td>28%</td>
<td>3%</td>
<td>8%</td>
<td>1%</td>
</tr>
</tbody>
</table>

3. **I felt understood and respected by my therapist.**
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Neutral</th>
<th>NA/NR</th>
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</thead>
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<td>11%</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
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4. **My therapist and I agree on the problems I'm working on.**
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<thead>
<tr>
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<th>Disagree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
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<td>20%</td>
<td>0%</td>
<td>4%</td>
<td>3%</td>
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5. **My therapist was helpful and understanding.**
<table>
<thead>
<tr>
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<th>Disagree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
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6. **Overall, I am satisfied with my therapist.**
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
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<td>2%</td>
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7. **Counseling homework assignments were relevant and helpful.**
<table>
<thead>
<tr>
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<th>Disagree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Neutral</th>
<th>NA/NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>34%</td>
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<td>32%</td>
<td>0%</td>
<td>15%</td>
<td>18%</td>
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8. **I would recommend CAPS to other students.**
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Neutral</th>
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<td>14%</td>
<td>0%</td>
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9. **I am meeting my therapy goals.**
<table>
<thead>
<tr>
<th>Strongly Agree</th>
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<th>Agree</th>
<th>Strongly Disagree</th>
<th>Neutral</th>
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<tbody>
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<td>0%</td>
<td>12%</td>
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</tbody>
</table>
10a. As a result of CAPS services, I am more capable of developing satisfying, healthy relationships.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
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</tr>
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<tbody>
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<td>21%</td>
<td>1%</td>
<td>0%</td>
<td>8%</td>
</tr>
</tbody>
</table>

10b. As a result of CAPS services, I am better able to problem solve and cope.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
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</tr>
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<tbody>
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<td>Percentage</td>
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<td>11%</td>
<td>1%</td>
<td>0%</td>
<td>5%</td>
</tr>
</tbody>
</table>

10c. As a result of CAPS services I am practicing healthier habits (diet, exercise, sleep).

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
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<td>25%</td>
<td>5%</td>
<td>1%</td>
<td>23%</td>
</tr>
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</table>

10d. As a result of CAPS services, I am experiencing greater academic success (reduced stress, improved performance).

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
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<tbody>
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<td>Percentage</td>
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<td>29%</td>
<td>1%</td>
<td>1%</td>
<td>16%</td>
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</table>

10e. As a result of CAPS services, I am more aware of emotions and how to appropriately express them.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
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<th>NA/NR</th>
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<td>Percentage</td>
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<td>46%</td>
<td>12%</td>
<td>0%</td>
<td>1%</td>
<td>6%</td>
</tr>
</tbody>
</table>

10f. As a result of CAPS services, I am more capable of effective communication.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
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<th>NA/NR</th>
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<td>48%</td>
<td>21%</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
</tr>
</tbody>
</table>

10g. As a result of CAPS services, I am better able to make decisions.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA/NR</th>
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<tbody>
<tr>
<td>Percentage</td>
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<td>38%</td>
<td>20%</td>
<td>2%</td>
<td>0%</td>
<td>17%</td>
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</table>

10h. As a result of CAPS services, I am better able to describe clearly my life goals.

<table>
<thead>
<tr>
<th></th>
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<th>Agree</th>
<th>Neutral</th>
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<td>35%</td>
<td>20%</td>
<td>2%</td>
<td>1%</td>
<td>18%</td>
</tr>
</tbody>
</table>

10i. As a result of CAPS services, I am more likely to graduate from USU.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA/NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>24%</td>
<td>26%</td>
<td>29%</td>
<td>0%</td>
<td>1%</td>
<td>24%</td>
</tr>
</tbody>
</table>

NA/NR = Not applicable or no response
Please add comments or recommendations to help us improve:

I really enjoyed my sessions here, keep up the good work.

I really like the reminder emails.

You guys are great! Thank you so much!

More therapists! I know, you're trying. But a friend of mine really needs help and she's been on the waitlist for about a month now.

No major improvement necessary, this program has been extremely helpful for me and my struggles. Excellent job!

Decrease waiting period to receive help

I do not have recommendations for improvement at this time. As a comment, I would just like to express my gratitude for the availability of this service.

CAPS is a great asset to students in need because it helps to have someone to talk through issues and problems with. Even students who may not have major life problems can benefit from talking to a counselor, simply to keep their life in order.

I think everything is going good.

Eri is seriously the best! Helped me develop coping strategies that I could apply to situations with my past struggles that I didn't even need to share! She is really sweet, respectful, and understanding. And I am so glad she was the one for me!

I have loved working with LuAnn, and am so glad I came into CAPS! I have really benefited from therapy with LuAnn.

Steve has been great

Kayla is an amazing therapist. I have had a lot of therapists who didn't seem to understand, care, or think my problems were worth solving. She always listens to what I say and helps me work through things without feeling bad about myself.

Thank you. Only suggestion would be to advertise services to students more. I wasn't on campus during student orientation, so I don't know if you do this already, but if not, that would be a good place to make sure students know they are welcome to use CAPS to help work through issues affecting their academic success and happiness. You are a wonderful aspect of USU and students should know this is available to them.

I have enjoyed beginning to learn about mindfulness through working with Kayla and the Reach Peer program. I also have begun to think about distinguishing feelings, thoughts, and emotions. I think the combination of these two programs, along with holding sessions at a more frequent rate have allowed me to notice some improvement already.

Of all the external sources I was offered, the wheel listing different feelings was the most helpful. I am now able to be more specific when describing how I feel. And now that I can describe my feelings better, I am also able to communicate what annoys me. And therefore do my best to prevent those things from occurring.
100 Number of hours the ARC is open per week during the academic year.

ARC VISITS:

- *Fall: 23,568
- Spring: 121,795
- Total: 145,363

*ARC Grand Opening November 19, 2015

FIELDHOUSE VISITS:

- Fall: 78,458
- Spring: 43,644
- Total: 122,102

87 Number of hours the pools are open per week during the academic year.

LAP/OPEN SWIM GUEST PASSES:

- 2014-2015: 217 Guest Passes
- 2015-2016: 476 Guest Passes

Aquatic Visits: 49,780

14 Total Sport Clubs

“3.2” Average team GPA for traveling to nationals

430 Student Athletes

28% Females

72% Males
OUTDOOR PROGRAMS

GEAR ITEMS CHECKED OUT

- 2013-2014: 9,449 items
- 2014-2015: 10,242 items
- 2015-2016: 10,882 items

OUTDOOR TRIPS & PARTICIPANTS

- 2013-2014: 26 trips, 221 participants
- 2014-2015: 34 trips, 291 participants
- 2015-2016: 30 trips, 331 participants

NON-CREDIT COURSE ENROLLMENT

- 2013-2014: 111 participants
- 2014-2015: 89 participants
- 2015-2016: 154 participants

STAFFING

During the 2016 fiscal year, the Campus Recreation department hired

186 individual students
20 different positions
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<td>CONCLUSION:</td>
<td>11</td>
</tr>
<tr>
<td>APPENDIX:</td>
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</table>
Mission Statement and Vision:

Campus Recreation provides wellness and healthy lifestyle oriented programs, events, and services to Utah State University students and employees via five program areas: Aquatics, Fitness, Club Sports, Intramurals, Outdoor Recreation. Facility operations supplement the program area functions and provide seamless customer service to USU students, employees, and the community.

Mission Statement

Campus Recreation creates opportunities for student to enhance the college experience through play, wellness, and adventures!

Vision Statement

Campus Recreation is committed to being recognized as a leader on campus and in recreation within higher education across the country. We will continue to provide dynamic and diverse recreational experiences to engage students in a positive manner through learning and leadership opportunities. Campus Recreation is dedicated to creating excellent student and professional development.

Student Learning Outcomes/ Goals:

1. By participating in Campus Recreation programs and services, students will understand how physical activity will improve health.
2. By competing in Intramural and Club Sport programs, students will learn to work cooperatively as a team and resolve conflicts among team members.
3. Campus Recreation student leaders will experience leadership opportunities that result in improved communication, listening, time management skills, and more self-confidence.
4. By participating in Outdoor Programs, students will develop a greater understanding of sustainability and environmental issues.
5. By participating in Campus Recreation programs and services, students will recognize their connection to the campus community and build relationships with peers.
6. Through participation in Campus Recreation fitness activities, students will discover ways to achieve fitness goals and develop skills to manage weight and stress.
7. Campus Recreation student participants will establish respect for differences through diverse interactions.
8. Through participation in Campus Recreation programs and services, students will integrate knowledge and skills to improve personally and academically.

Program/Services:

- Informal Recreation - The Aggie Recreation Center, HPER Building and Fieldhouse are multipurpose facilities with several activity spaces, including: a weight room for strength training and cardiovascular conditioning, multi-purpose gymnasiums, an indoor jogging track, six racquetball courts, an indoor climbing wall and bouldering wall, group fitness rooms, locker
rooms, administrative offices and meeting spaces, and two pools.

- **Aquatic Programs** provide a safe and inviting environment supported by educated, enthusiastic, and professional American Red Cross certified Lifeguards and Water Safety Instructors. Aquatics provides a place for physical activity and leisure to individuals with different needs and goals as well as educate participants on water safety practices.

- **Fitness Programs** provide integrated programs, resources and services, in order to promote healthy lifestyles, create opportunities for positive behavior modification and enhance student academic success. Programs and services include Group Fitness classes, Personal Training services, weight management and nutrition consulting, Workshops, incentive programs and special events.

- **Intramural Sports** offer participants the opportunity play organized sports in a recreational but competitive atmosphere, learn new sports skills, and have fun with fellow friends and students. The Intramural Sports program offers a wide variety of team sports, team and individual tournaments, and special events.

- **Club Sports** provide opportunities to participate in competitive and recreational sports and also learn valuable life skills in organization, communication and leadership. Club Sports have been established to promote and develop the interests and skills of their members in a particular sport or recreational activity.

- **Outdoor Programs** provides opportunities for outdoor education and leadership experiences through the climbing and bouldering walls, adventure trips and workshops. Outdoor gear can also be checked out at the Aggie Recreation Center Rental Shop.

- The **Student Staff and Leadership** program includes training and supervising both undergraduate students (200+) and volunteers in facility and game management, teaching and educational sessions, program execution and evaluation, and risk management administration.
In this last year we have grown from 6 full time positions and 70-80 student hourly positions to being a staff of 16 full time and over 190 student hourly positions. The biggest change was bringing the Aggie Recreation Center online.
Training/ Development:

In Campus Recreation we have training modules for our student staff as well as our fulltime staff. Developing future and current leaders in recreation is an important arm of our department. We train staff (Fulltime and Student Staff) in the following modules:

- American Red Cross: First Aid/CPR, Lifeguarding, and Water Safety
- Trip leaders also participated in certification courses to further their professional development. These courses include avalanche education, swift water rescue and wilderness medicine.

Beyond certifications our staff participate in national and regional conferences associated with National Intramural and Recreation Sports Association. This participation helps our department keep a breast with national trends as well as bring new programs and certification back to benefit the students.

Budget Narrative:

<table>
<thead>
<tr>
<th>Campus Recreation FY15</th>
<th>Includes all indexes assigned to your department</th>
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<tbody>
<tr>
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<tr>
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<tr>
<td>3 Benefits</td>
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<tr>
<td>4 Operating</td>
<td>$603,445.54</td>
</tr>
<tr>
<td>Grand Total</td>
<td>$1,580,518.35</td>
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</table>

Our department is entirely funded by student fees. For the fiscal year 2015 our budget included staffing for 6 fulltime staff and roughly 70-90 student hourly positions. These individuals ran our Aquatics, Intramural, Club Sports, Outdoor Program as well as the HPER and Fieldhouse Service Desks. The operating budget serves everything from equipment replacement to student facilitated trips. You can see from the graphic at the front of this document the amount of students and services that we provide. We have created a yearly budget that will detail every expense so that the students will be able to see where their fees are being spent. Campus Recreation currently receives a $34 student fee that is for operations of the programs as well as a $75 fee that is for the bond, operation and maintenance of the new Aggie recreation Center. In the appendix you will find a detail of every expense that was charge to the Campus Recreation indexes for the fiscal year 2015.

Facilities:

Aggie Recreation Center

On November 19th, 2015 the Department of Campus Recreation proudly held the Grand Opening Ceremony for the new, $30 million Aggie Recreation Center (ARC). The opening of the state-of-the-art Aggie Recreation Center marked, undeniably, the most significant moment in the 26-year history of Utah State University’s Campus Recreation Department and helped bring modern, innovative, student-centered recreation opportunities to a growing campus community. Since November 19th 2015, the ARC has served approximately 12,372 distinct students across campus of which, have accessed the facility on multiple occasions totaling approximately 171,520 visits. The ARC is open 7 days a week for student access and serves an average of 1,003 students per day or an average of 1,194 students during the weekday.

The Aggie Recreation Center is also utilized as a recruitment and retention tool for the University. Led by the Student Involvement Office and members of the University’s A-Team, ARC Tours occur on a weekly basis to help shape a prospective student’s initial impression of the University and what it means to be an Aggie. Since
the grand opening, the ARC has served approximately 2,186 visitors to showcase the various recreational amenities available to current and prospective USU students.

George Nelson Fieldhouse

The Fieldhouse at Utah State University has been a University staple for nearly 80 years. Once the home to USU’s NCAA Basketball team, the Fieldhouse has transformed into a multi-purpose recreation center featuring several spaces designed for fitness and recreation. As in years past, the Fieldhouse remains a shared-use facility and has served a diverse population of University constituents including HPER Academic Classes, Athletics, Campus Recreation Programs, Employee Wellness Programs, Military Sciences, Access and Diversity Center, and other University Departments. Additionally, this past year the Department of Campus Recreation has partnered with the Employee Wellness Department to allow unrestricted weight room access to USU faculty and staff (previous years required a membership fee). In solely its capacity as a recreation center, the Fieldhouse has served approximately 9,133 distinct USU students, faculty, and staff totaling 155,537 various visits over the course of the 2015 – 2016 academic year. In addition to the 1,003 daily average of students visiting the ARC, the Fieldhouse hosts an average of 774 patrons per day.

Aggie Legacy Fields:

The Aggie Legacy Fields is an all turf complex that houses a host of activities that is directed by Campus Recreation programs and club sports. It is also rented and utilized by clubs and organizations across campus and is a very versatile surface that allow for play 8-9 months out of the year.

Blind Hallow Yurt:

Forest Service we are able to have a Mongolian style hut that we use for overnight backcountry ski and snowboard trips that create experiential learning trips for the students. At the yurt we also run certification courses for avalanche and wilderness first aid.

Ethical Considerations and Professional Practices:

Our department is structured under the guidelines provided by CAS (Council for the Advancement of Standards in Higher Education). In the appendix you will find a breakdown of all the standards and guidelines that our recreational sports programs follow. By adhering to these national standards we are ensuring that as a department we are creating the best program for student to not only recreate but grow and learn leadership qualities in their collegiate career.

Assessment and Evaluation:

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

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

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

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

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

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

Campus Recreation has in the past never had a plan in place for assessment and evaluation. During the 2015 year these evaluations were not completed. Our plan is in place and our Assessment will intentional measure the extent to which each program meets the intended learning outcomes and each program will be evaluated in the 2016 fiscal year.

**Conclusion:**

This year of 2015 was a year of lots of changes within the Campus Recreation with the change in leadership as well as the doubling of the full time staff and the opening of the Aggie Recreation Center. We have been excited with the input and participation that we have seen from the students as they embrace the new culture that we are creating. The programs have expanded the offerings tenfold and we have created more opportunities for growth. Campus Recreation is not just about having fun but is about helping students, staff and faculty develop physically, mentally and emotionally. We are looking forward to an even better year in 2016 as we look to fine tune the Aggie Recreation Center and open our offerings and programs to Aggies not only on the Logan campus but all over the state as well.
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Mission & History

Mission Statement

The mission of the Disability Resource Center is to facilitate equal access to all university programs, services, and activities by collaborating with the university community, promoting principles of Universal Design, celebrating disability as a natural aspect of diversity, and coordinating reasonable accommodations.

The Disability Resource Center (DRC) works with individuals, faculty, and staff to ensure that students with disabilities can fully participate in off of the University’s programs, services, and activities. We also work with a wide variety of university departments such as Facilities, Athletics, Information Technology, Academic Instructional Services (AIS), and others to make sure that the university is meeting its legal obligations under disability law.

History

The DRC at Utah State University began in 1968 under a federal grant that provided funds to establish and maintain services for blind and low vision students. Within a few years the office began offering services to Deaf and hard of hearing students using funds provided through the Utah State of Rehabilitation. Services expanded further following the passage of the Rehabilitation Act of 1973 which prohibited schools from discriminating against students with disabilities and required the provision of appropriate accommodations and auxiliary aids.

In the mid 1980’s an increasing number of students with learning disabilities began to attend institutions of higher education. USU’s DRC quickly found that this disability group became the largest consumer of services.

The passage of the Americans with Disabilities Act (ADA) in 1990 significantly expanded the Universities legal obligations towards individuals with disabilities. In keeping with the new ADA regulations, the DRC and facilities conducted a comprehensive audit of physical facilities on campus and, over time, began to make significant changes to the physical infrastructure of the university in order to comply with the new law.

Over the past decade there has been increasing emphasis on making digital environments accessible proactively, just like we do in physical buildings. This change has dramatically impacted the focus and work of the DRC. We now work intimately with Academic and
Instructional Services, especially the Center for Innovative Design and Instruction, to improve the University’s ability to make necessary changes to USU’s digital environment.

Over the past decade there has also been a significant increase in the number of students served by the DRC and the disability types of those students. This past year the DRC worked with over 1,800 students. The primary disability groups currently served are students with learning disabilities, ADHD, or psychiatric disabilities.

Goals

Last Year
This past year the DRC has been working to improve access to web and computing resources for students with disabilities. In order to facilitate this the DRC worked with AIS to hire an Electronic and Information Technology (EIT) Accessibility Coordinator. Once this person was hired in November a committee was formed under the direction of the Provost to write an EIT Accessibility Policy. This 300 level policy will set forth accessibility standards that will apply across the university system. The DRC also worked to get assistive technology, such as screen readers used by blind students, into all of USU’s open computer labs.

Next Year
In the coming year the DRC is working to make it easier for students and instructors who use our accommodated testing services. The goal is to create one system for administering tests, whether accommodated or not, in any USU testing center. Working with Kevin Shanley, Chris Dayley, and Lee Bartleme, in AIS, the DRC is developing a system for providing exam accommodations using the Universities Materials and Testing Materials System (MATS). This will allow students to request their testing accommodations and schedule tests online. Instructors will also be able to enter test related information and upload test materials into MATS. While the transition to this new system may require some adjustments in the short term the long term benefits to students and instructors will be significant.

2-5 Years
Over the next five years the DRC hopes to help improve the campuses ability to use principles of universal design for learning to promote the creation of accessible materials and courses during the design phase rather than relying on accommodations to retrofit accessibility on the back end.
The first target of this effort is the creation of course materials provided to students on Canvas. Currently students must make specific requests for the DRC to remediate inaccessible materials on Canvas. In the next few years the DRC and CIDI will be working to help instructors create accessible materials prior to loading them to Canvas. We are also looking at tools that will allow us to proactively remediate any accessible materials that already reside in active courses. This will be a significant effort as a recent audit found that only 24% of materials currently on Canvas are fully accessible and in any particular semester there are over 25,000 documents in active courses.

Programs/Services

All students who work with the DRC initially meet with an Accessibility Consultant who assesses the student’s eligibility for accommodations. All accommodations are determined on an individual basis. The majority of accommodations are provided to students through services offered by the DRC. The following are the main services provided by the DRC.

Accommodated Exam Services

For some students with disabilities, testing in the traditional classroom environment can limit their ability to demonstrate what they have learned in a class. Depending on a student’s particular needs, the DRC may provide a less distracting environment, additional time, assistive technology, or other accommodations for exams and quizzes.

This past year the DRC administered 3,750 exams here in Logan. We also worked with instructors to provide exam accommodations in online classes and with testing coordinators and classroom facilitators to provide accommodations for many broadcast classes.

Note Taking Services

Note taking can also be a barrier for students with disabilities that impact focus and attention, cognitive processing speed, writing, hearing, or visual acuity. When this is the case, the DRC identifies a qualified volunteer note taker in the class to provide scanned copies of their notes. This past year the DRC coordinated Note taking accommodations in 425 classes.

Alternative Format Services

Services Provided
2015-2016

- 3,750 Accommodated Exams
- 425 Classes with Note Takers
- 434 Books Made Accessible
- 1,478 Hours of Interpreting
- 844 Hours of Transcribing
- 46 Classes with Captioning
For students with vision and print related disabilities to have equal access to course materials, textbooks and documents that are uploaded to canvas, they must be converted to accessible formats. Accessible formats might include accessible PDF’s, Word documents, audio, or Braille. In some cases the conversion process can be done quickly. At other times a single book might require several employees’ weeks to convert. When converting a book for a blind student each image in the book must be described in enough detail that the blind student gets the same information from the description as a sighted student receives when viewing the image. For images in science books and articles, crafting sufficiently descriptive alternative text can be a very challenging process.

This past year the DRC converted 434 text books into alternative formats along with numerous documents and files posted to Canvas.

Interpreting/Transcribing Services and Captioning

The DRC provides Deaf and hard of hearing students with interpreting and transcribing services to facilitate in class communication. Captioning is also coordinated through the DRC. This past year the DRC provided 1,478 hours of interpreting and 844 hours of transcribing. Captioning for about 46 classes was also coordinated.

Staffing & Training/Development

The DRC reports to the Associate Vice President for Student Affairs. The DRC staff is made up of five full time staff, three part time staff, and around 20 hourly staff members. Three full time staff members work with a general case load of students with disabilities. One part time staff member coordinates services for Deaf and hard of hearing students while another part time staff member works as an ASL Interpreter. Three staff members act as coordinators for our three primary service areas; accommodated testing, alternate format services, and accommodated note taking.

Training is provided on an ongoing basis at the University, Division, and Departmental level. Staff at the DRC also receive additional professional development as they attend conferences, and participate in webinars and online trainings. All DRC staff members participate in regularly scheduled staff meetings where ongoing training is provided.

Budget Narrative
Funding for the DRC comes from three sources; traditional E & G funding, Board or Regents Reimbursement for Deaf and hard of hearing services, and payments from other USU departments for non-academically related interpreting and transcribing services.

Funding in our E & G account this past year was somewhat more complex than normal due to carry over funds ($21,719.39) and DOA funds ($59,806.37) that were used to pay for remodeling our office space. Without those amounts our E & G funding for this year was $542,881.40.

Several years ago the Board of Regents established Hard of Hearing funding which is distributed among all 9 USHE institutions to help defray some of the cost of providing interpreting, transcribing, and captioning services. This past year expenditures on services for Deaf and hard of hearing students totaled $278,508. Of that amount the Board of Regents reimbursed $111,267.36. These reimbursed funds are used to cover the salaries and benefits of our Deaf and Hard of Hearing Service Coordinator and Staff Interpreter which are not on traditional E & G funds.

Interpreting and transcribing services are provided under a cost recovery model to departments who have faculty or staff who require interpreting/transcribing. This past year the DRC brought in $2,982 to cover the expense of providing these services.

Total expenditures for this past year were $732,804.17. Salary’s accounted for $311,837.06, Benefits were $143,381.34 with operating expenses of 137,259.51. Again the total expenditures and operating expenses for this year were not indicative or a typical year because they include $59,806.37 for our remodel. Subtracting the remodeling expenses gives a much more accurate picture of our operating expenses. In this case our typical operating expenses were $77,453.14.

Facilities & Technology/Equipment

Facilities

The DRC is located in the basement of the University Inn, room 101. Three staff have individual offices, two staff members share an office, and the remaining staff work in a semi-open work space. An additional room and a few enclosed cubicles are used for accommodated testing. Due to a shortage of space within our office we frequently utilize interview rooms in Career Services for administering exams.

During finals week, when the need for testing space far exceeds our capacity, rooms in the TSC and conference rooms on the fifth floor of the University Inn are used to administer exams. This is of some concern, as the spaces are not ideal for testing and may not always meet the legal requirement that students with accommodations be provided rooms that have less distractions than the traditional classroom.
Within our space in the University Inn we also have a six seat open access computer lab outfitted with assistive technology. The DRC also maintains another small open access computer lab with assistive technology located in the Library.

Technology

The DRC uses a wide variety of technologies including both hardware and software to satisfy the mission of our office. These technologies are deployed in our office, in classrooms, and in a dedicated computer lab located in the Library on the Logan campus. Maintaining the appropriate technologies for our office can be challenging given the expensive nature of technologies that are developed specifically for individuals with disabilities.

Hardware

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<td>Mac Computers</td>
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<tr>
<td>Tablets</td>
<td>6</td>
</tr>
<tr>
<td>Printers, Copiers, Scanners</td>
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<td>Braille Embossers</td>
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<td>Video Magnifiers</td>
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<tr>
<td>Picture in a Flash Machine</td>
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</tr>
</tbody>
</table>

Software

The DRC has created two in-house databases to assist in the coordination of accommodated exams and alternative format materials. We also employ a commercially purchased database for our general case management. All of our transcribing is done through a third party software package, TypeWell.

A number of assistive technology software programs are offered to students in the DRC’s two computer labs including, JAWS, Dragon Naturally Speaking, TextAloud, Kurzweil, and Balabolka.

Ethical Considerations and Professional Practices

The DRC staff adhere to the Association on Higher Education and Disability’s Code of Ethics and Professional Standards. These guidelines help ensure that the DRC acts in the best interest of the students we serve and the University at large.
Individual staff members also adhere to codes of ethics and professional standards based on other credentials they hold. Our interpreters, for example, abide by the Registry of Interpreters for the Deaf Code of Professional Conduct.

Maintaining student confidentiality regarding their disability is of particular importance. Our office works hard to ensure that students who disclose their disability to our office maintain their right to determine who else at the university is made aware.

**VIII. Completion/Retention**

The DRC works to retain students with disabilities and assist them in completion of their degree by reducing the disability related barriers they face. Whenever possible we seek to remove these barriers before a student encounters them. Whether in the physical environment, the design of a course, or in people’s attitudes, the DRC works to create an environment that allows students with disabilities to fully participate in all aspects of the USU experience.

When proactive changes to the environment cannot fully remove the barriers a student may face, then the DRC works to arrange accommodations that will allow a student to continue their academic journey. Without accommodations many students with disabilities would not be able to complete their academic journey.

**IX. Assessment & Evaluation**

Ongoing assessment and evaluation is an important part of maintaining high quality services at the DRC. Student Satisfaction Surveys are used to identify both areas of strength and places for improvement. For the most part our satisfaction surveys have been overwhelmingly positive. In the most recent survey 89.8% of students reported feeling satisfied with their DRC experience.

In addition to student surveys, DRC staff are strongly encouraged to be continually assessing each area of our office. At the end of each semester the DRC holds a meeting with all employee’s to review our work from the previous semester and decide on changes that will be implemented moving forward.

Assessment and evaluation is also done by comparing our offices practices with other successful programs. We also maintain close contact with other DRC’s in the state and with our professional national organization to make sure that our practices are in keeping with state and national trends.
X. Conclusion

While increasing student numbers and a more complex legal and regulatory environment have posed challenges for the DRC we have been able to successfully meet the needs of students, faculty, and staff by cultivating relationships across campus and leveraging advances in technology. Our current resources and staffing should enable us to continue to make the advances in accessibility.
Appendices:

Appendix A

David Pruden
Director

Darci Ostergar
Accessibility Consultant

Chris Lord
Accessibility Consultant

Sydney Larsen
Note Taking Coordinator

Daleen King
Alternative Format Coordinator

Angie Olsen
Deaf Services Coordinator

Dustin Wood
Testing Coordinator

Marie Nielson
Staff Interpreter
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MISSION & GOALS

Mission Statement
The mission of the Access & Diversity Center is to promote access, enhance students' educational experience, partner for retention, foster responsible citizenship, and develop diverse student leaders at Utah State University. This center serves as a catalyst for the creation of a campus and community environment where all people are free to affirm and celebrate their differences, including but not limited to differences of race, sex, religion, gender identity, sexual orientation, class, age, ability, and parental or veteran status.

Goals

☐ **Access:** The Access and Diversity Center works to remove barriers to higher education while enriching all students' educational experiences as they pursue their individual and collective goals. The Access and Diversity Center promotes student recruitment, retention, and leadership development.

☐ **Diversity:** The Access and Diversity Center actively advocates for an environment that is free from prejudice, bigotry, harassment, and violence. The Access and Diversity Center partners with campus- and community-based groups that educate and raise awareness of cultural understanding and inclusion.

☐ **Outreach:** The Access and Diversity Center fosters relationships and develops new partnerships across surrounding communities to serve the public through learning, discovery, and engagement.

ADC Information: Our office is located on the third floor of the Taggart Student Center and caters to students of diversity—multicultural, LGBTQ, and non-traditional students. The office has 1 director, 3 program coordinators, and 1 office manager. In addition, our office also hires student interns and work-study students.

| Address: 0185 Old Main Hill | Logan, UT 84322 |
| Fax: 435-797-7118 |
| Phone Number: 435-797-1924 |
| Website: [http://accesscenter.usu.edu/](http://accesscenter.usu.edu/) |
| Office Room Numbers: TSC 313 & 315 |
| University Mailing Code: 0185 |

[Type here]
Access and Diversity Center houses 8 student club organizations which are advised by the ADC Director and the 3 program coordinators. Our office seeks to promote an environment where students can develop into independent and strong leaders within their respected organizations. During the school year, our office provides events that are targeted to enrich a student’s campus experience through diversity workshops, trainings, and events.

**ADC Sponsored Events & Programs**

- **ADC OPENING AND CLOSING SOCIAL**
- **DIA DE LOS MUERTOS**
- **FRIENDSGIVING**
- **SUB FOR SANTA**
- **MARTIN LUTHER KING JR. VIGIL**
- **NATIVE AGGIE DAY**
- **POW WOW**
- **SPECIFIC WEEKS: NON-TRADITIONAL, TRANSGENDER, ETC....**

**Community Outreach**

- **Student Panels**
- **Cultural Performances**
- **Cultural & Diversity Presentations**
- **Higher Education Presentations**

**Student Clubs**

All club officers receive leadership training from our office on how to create a thriving and successful club organization. Club officers are mentored by ADC staff in regards to planning events, staying within club budget, abiding by university policies, and creating an inclusive environment. These clubs provide a safe haven for students—it is place where student can feel supported, accepted, and understood. Each club holds a signature event during the school year and invites all to participate.

1. Asian Student Association (ASA)
2. Black Student Union (BSU)
3. Interfaith Student Association (IFSA)
4. Latino Student Union (LSU)
5. Love Is For Everyone (L.I.F.E.)
6. Native American Student Council (NASC)
7. Non-Traditional Student Association (NTSA)
8. Polynesian Student Union (PSU)

**Student Professional Development Opportunity**

Our office provides 4-5 student internships during the Fall/Spring semesters. Each student intern is assigned to work closely with the ADC Director or one of the program coordinators. Student Interns are given the opportunity to make learning goals and complete a diversity project before the end of the school year. Student interns obtain a hands-on experience as they learn the logistics of diversity programing, event planning, and budgets. Furthermore student interns are given the chance to mentor club officers, to learn the purpose of becoming an advocate, and how to network with other professionals.
STAFFING & TRAINING DEVELOPMENT

Access & Diversity considers professional development an integral component of student success. ADC staff are encouraged to participate in the professional development that is most closely aligned with their roles and responsibilities within the ADC. Our staff attend local and national conferences sponsored by NASPA. Our student leaders participate in ongoing ADC training activities. In addition, we are able to sponsor some club officers to attend local and national conferences. For example, the LGBTQA Coordinator and the President of L.I.F.E. attend an annual conference known as Campus PRIDE. All club officers are invited to participate in the Utah Leadership Academy and the ADC sponsors their attendance. Administration and staff at Access & Diversity continually work to build cultural competence by increasing their knowledge, awareness, and skills in working with individuals from a variety of backgrounds.
BUDGET NARRATIVE

Goals for the 2014/2015 fiscal year involved increasing our visibility on and off campus. We purchased cinch sacks to distribute at events and donated several hundred to the GEAR UP program to extend our reach. We developed brochures that highlighted all of the groups we serve. In addition, we purchased table top screens designed by PDP. We re-visited our branding and made some changes to our visual identity. The ADC sponsored activities and events that promoted social justice, cultural education and for this particular fiscal year, mental health awareness. “Mental Health is No Joke” was the result of collaboration with several departments to educate students about mental health issues. We also invited Arnold Thomas to visit our campus to raise awareness of mental health and the cultural implications specific to Native peoples.

For additional information please refer to Supplemental detailed expenses at end of report.

July 2014-August 2015 Budget Summary

A  Programs and Events

<table>
<thead>
<tr>
<th></th>
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<td>Arnold Thomas Speaker</td>
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<td>MLK Jr. Vigil</td>
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B  Event Contributions

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<td>ADC Club Events</td>
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C  Marketing & PR

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D  Professional & Student Development

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E  Salaries & Wages

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<tr>
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<td>Student Interns</td>
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<td>Work-Study</td>
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<td><strong>Total</strong></td>
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For further details please refer to Budget Narrative (pg. 9-12) under the Supplemental Section.
The Access and Diversity Center is located on the third floor of the Taggert Student Center (TSC). Our main offices are located in TSC 313 and TSC 315. We also have an additional lounge located in TSC 332 E called the Multicultural Student Service Lounge (MSS). Our office includes the following:

- 4 offices
- 2 Reception Desks
- 3 Student Intern Work Desks
- 3 Work Station Areas
- 1 Conference Room
- 2 Lounges: MSS & LGBTQ
- 2 Seating Areas
- 1 Kitchen/Snack Area

Access and Diversity Office Suite

Even though our office space is limited, it is greatly used by other departments and students on a regular basis during the school year. Both the MSS lounge and conference room are in high demand for regularly scheduled meeting times by individuals, clubs, and other departments. TSC 313 and TSC 315 seating areas are utilized by students and clubs to do activities, homework, meetings, and/or to socialize with others. The snack area is also a popular place for students and clubs to prepare and store their food.
Office Equipment
- Computers: 18
  - Work Station Computers: 6
  - Reception Desk Computers: 2
  - Student Intern Computers: 3
  - Office Computers: 4
  - MSS Lounge Computers: 4
- Office Printer
- Access and Diversity Dell Laptop: 1
- Office IPad: 2
- 1 Outdoor Canopies
- Nikon D7100 DSLR Camera & Accessories
  - Nikon Lenses: 18-55mm, 55-300mm, 85mm, and 35mm
  - 32 GB Memory Card
  - Wi-Fi Adapter
  - Camera Bag
  - Tripod
  - Handheld Video Stabilizer

Social Media
- Access and Diversity Center Website: [http://accesscenter.usu.edu/](http://accesscenter.usu.edu/)
- Facebook: [https://www.facebook.com/usuadc](https://www.facebook.com/usuadc)
- Instagram: [https://www.instagram.com/usuadc/](https://www.instagram.com/usuadc/)
- Twitter: [https://twitter.com/usu_adc](https://twitter.com/usu_adc)

All Access and Diversity Clubs maintain their own social media accounts.

Technology
Our office utilizes the Microsoft Office Suite, Adobe Creative Cloud Software and our DSLR Equipment to create material for presentations, meetings, and trainings. We also use these tools for club and office marketing purposes.

In order to help clubs stay organized our office uses the Trello app and Box Drive to store important club information as well as maintain club history records. Clubs also utilize Qualtrics to keep track of their club progress and report data about large club activities and signature events held throughout the school year.
**ETHICAL CONSIDERATIONS & PROFESSIONAL PRACTICES**

The ethics framework employed by the Access & Diversity Center draws from the Principles of Good Practice for Student Affairs from the National Association of Student Personnel Administrators (NASPA). The principals set for by NASPA state that Student Affairs professionals and offices should:

1. Engage students in active learning
2. Help students develop coherent values and ethical standards
3. Set and communicate high expectations for learning
4. Use systematic inquiry to improve student and institutional performance
5. Use resources effectively to achieve institutional missions and goals
6. Forge educational partnerships that advance student learning
7. Build supportive and inclusive communities

Access & Diversity considers ethics to be a critical component in our mission develop diverse student leaders at Utah State University. Administration and staff at Access & Diversity continually work to build cultural competence by increasing their knowledge, awareness, and skills in working with individuals from a variety of backgrounds.
## Access & Diversity Budget Comparison

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<thead>
<tr>
<th>Account</th>
<th>Title</th>
<th>2015 Fiscal Year (YTD)</th>
<th>2016 Fiscal Year (YTD)</th>
<th>Adjusted Budget</th>
<th>Activity</th>
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Access & Diversity Center - Marketing Expenses
CCESL Self Study 8/12/2016

Section 1: Mission and History

The Center for Civic Engagement and Service-Learning (CCESL) serves as the campus hub for community engagement, providing diverse student opportunities and institutional vision and direction. CCESL aims to provide every USU student with opportunities to find their passion, apply their education and make a positive and meaningful contribution to the greater community through service and civic engagement. CCESL works together with local, regional, national and international partners to tackle critical issues identified by the community.

Students completing any of the six CCESL programs, should leave with:

- A deepened understanding of civic engagement and responsibility
- Knowledge and skills necessary for lifelong community engagement
- The experience of having made a positive and sustainable contribution to the greater community

CCESL was founded on July 1, 2013 through the unification of campus community and civic engagement programs, including Service-Learning, Student Sustainability Office, Val R. Christensen Service Center, Aggie Blue Bikes, Education Outreach, and Utah Conservation Corps. These programs share common values of service, civic engagement, and sustainability.

Section 2: Goals

CCESL’s primary departmental goal is to obtain the Carnegie Community Engagement Classification for 2020. CCESL staff will lead the application process with a task force comprised of university faculty and administrators and community partners. CCESL will start completing this application with the assistance of this task force when it is released in 2018 from the Carnegie Foundation. The Carnegie Foundation will then announce the
results of the Classification in 2020. CCESL is committed to the Carnegie Community Engagemen classification as a means not only to raising the effectiveness of programs within the department, but raising the stature of the entire institution as a statewide, regional, and national leader in community engagement.

Section 3: Program/Services

In 2015, the department engaged 3,066 USU student volunteers, mobilized 12,912 community volunteers serving 129,460 hours. The department also has the largest number of AmeriCorps members (358) serving on any campus in Utah. CCESL has six distinct programs currently within the department. These programs and the services they provide are as follows:

**Aggie Blue Bikes**
Aggie Blue Bikes (ABB) was created in 2005 by USU students, staff, and faculty members with a mission to get more people on more bikes on more often. This is achieved through bicycle lending and education. The program provides both 3-month and 24-hour free bike rentals for USU students. The program also has open access tool boards to maintain students’ personal bikes. In 2015, 656 students utilized 3-month bike rentals, 451 students utilized 24-hour bike rentals, and 1,610 students used open access tool boards.

**Education Outreach**
Education Outreach partners with the Logan City and Cache County School Districts to provide additional support to K-12 students through after-school and mentoring programs. These academic activities enrich the students’ education while helping meet overall federal, state and district requirements. In 2015, 157 USU students served in America Reads tutoring positions that served 51,250 hours in 22 schools benefitting 1,327 students. In addition, last year 135 USU students were enrolled in AmeriCorps, yielding $169,340 in AmeriCorps Education Awards for USU students to apply toward their educational expenses.
Service-Learning
The USU Service-Learning program integrates meaningful community service with
instruction and reflection to enrich the learning experience, teach civic responsibility and
strengthen communities. In 2015, 26 courses were designated as Service-Learning with
enrollment of 2,201 USU students. The Service-Learning program also encompasses the
new Community Bridge Initiative (CBI). During the pilot year, CBI engaged 189 USU
students who tackled eight large-scale community-identified projects. CBI is currently
expanding in partnership with the Val R. Christensen Service Center to better cultivate
reciprocal service relationships non-profit community partners and USU student and
faculty.

The USU Service-Learning program also operates the USU Service-Learning Scholars
program that last year enrolled 15 new scholars while graduating 12 scholars. Finally, the
program awards mini-grants for Service-Learning courses and projects.

Student Sustainability Office
The Student Sustainability Office (SSO) was created in 2011 as a place on campus where
students can generate and get support for their green ideas, obtain grants to fund them,
and engage in campus sustainability initiatives. In 2015, the SSO awarded $34,655 in
grants proposed by USU students to make the USU campus more sustainable through the
Blue Goes Green grant program.

Utah Conservation Corps
Founded in 2001, the Utah Conservation Corps (UCC) has a mission to develop the
conservation leaders of tomorrow through service and education. The UCC is the state’s
largest environmental stewardship AmeriCorps program that recruits has recruited
hundreds of students from USU and other institutions to serve their country’s public lands
and communities. In 2015, 173 UCC AmeriCorps members served 12,570 hours; recruited
4,711 community volunteers; reached 54,207 students and adults with environmental
education; restored 8,558 acres of public land; maintained or created 85.3 miles of trail;
constructed or maintained 58 miles of fence; and improved 184.8 miles of waterway.
Val R. Christensen Service Center

Founded in 1970, the Val R. Christensen Service Center prepares students to make life-long contributions through service, provides all students the opportunity to serve, and fosters positive attitudes, personal growth and change through service in our community and environment. The Service Center provides over 20 student leadership positions with service programs that promote active citizenship. In 2015, 635 USU students logged 21,839 hours with the Service Center.

Section 4: Staffing & Training Development

CCESL’s six programs are supervised by director Sean Damitz and associate director Kate Stephens. In total the department has fifteen full-time employees and over 300 student employees on an annual basis. The department oversees a wide range of training/development for staff and student workers ranging from natural resource conservation skills with the Utah Conservation Corps, to bicycle maintenance with Aggie Blue Bikes to volunteer management with the Val R. Christensen Service Center. Attached in Appendix A is a current staff organizational chart for the department.

Section 5: Budget Narrative

CCESL operates through a mixed stream of grant funding, student fees, fee-for-service funding, and E & G funding. The UCC has largest budget of all the CCESL programs that combines an AmeriCorps grant leveraged with other grant and fee-for-service funding. All other CCESL programs operate through either a student fee or E & G (or both) funding. Attached in Appendix B is a Financial Report from Business Services.

Section 6: Facilities and Technology Equipment

The programs of CCESL are housed at several different sites on the USU campus. CCESL’s main office is in TSC room 318, Aggie Blue Bikes is located in between the Fieldhouse and
Military Science buildings, Education Outreach is located in TSC 302A, the Val R. Christensen Service Center is in TSC 332, and the Utah Conservation Corps is located on 1483 Canyon Road with field offices in Salt Lake City and Cedar City. The department has multiple computers and hosts the AGS database to record student service hours. The department is also in the process of requesting a new database to coincide with the Carnegie Community Engagement Classification to expand and improve the institution’s engagement between students, faculty, and community partners. The Utah Conservation Corps currently has ten vehicles to complete conservation service projects throughout the state.

**Section 7: Ethical Considerations and/or Professional Practices**

CCESL staff abide by USU policies in terms of professional association. CCESL AmeriCorps programs like the UCC have guidelines that prohibit staff from having nonprofessional relationships with AmeriCorps members that they supervise. CCESL requires all AmeriCorps members and volunteers that access to vulnerable populations to undergo a three-part federal background check.

**Section 8: Completion/Retention**

CCESL plays an indirect role in the student retention and completion through its programs that promote service, leadership, employment, and skill development. Community engagement opportunities, such as co-curricular engagement and service-learning has been shown in numerous studies on other campuses to promote deeper learning experiences and increase student retention.

CCESL’s AmeriCorps programs allow students to serve their country while in school through earning a living allowance and education awards that can be used for educational expenses. These AmeriCorps programs like Education Outreach and Utah Conservation Corps also allow students to ingrate academic courses of study with hands-on service
experiences in the community. CCESL’s support of service-learning gives students a richer academic experience that is grounded in community engagement and reflection.

**Section 9: Assessment & Evaluation**

Each CCESL program has developed ways unique to their mission and interaction with students and the community to assess impact and evaluate success. In addition to this unique evaluations, all programs use common language to determine if CCESL department learning objectives are being met. Each program’s evaluation method is quickly outlined below:

Val R. Christensen Service-Center has implemented surveys through Qualtrics as well as face-to-face interviews to assess services and impact on both students and community partners. With the newly implemented CBI Partnership Program, all partners will be required to complete assessments annually. Additionally assessments to review both program and departmental learning objectives are completely by student directors. The Center also tracks information such as hours served and details about the service activity (amount of food collected, houses built, etc).

Service-Learning Program has recently piloted assessments to better understand the impact of service-learning on students, faculty, community partners, and the institution. These surveys – administered through Qualtrics – will be implemented for all Service-Learning designated courses in Fall 2016. Additionally students will be required to log service hours completed due to a service-learning course.

In addition to tracking user numbers of on bike rentals and tool board usage, Aggie Blue Bikes has collaborated with several professors on the USU campus since its inception to assess student behavior and attitudes on bicycling and sustainability. Aggie Blue Bikes has also recently implemented an exit survey for staff to determine if their time at Blue Bikes has helped them to become more civically engaged and knowledgeable about the goals and missions of the program.
AmeriCorps program like the Utah Conservation Corps, Student Sustainability Office Interns, and Education Outreach are required to report both short-term outcomes (number of students reached by tutoring, miles of trail maintained, acres of habitat restored, etc) and long-term outcomes (positive impacts on public lands as measured by project sponsors) for AmeriCorps reporting requirements. The Utah Conservation Corps has been engaged with multiple other conservation corps throughout the nation with researchers from Brigham Young University and North Carolina State University in the Public Lands Service Corps (PLSC) Evaluation. Since 2011, this evaluation has measured the impact the corps experience has had in corpormembers’ behaviors and attitudes. This evaluation is currently being updated to examine the long-term impacts corps have on trail maintenance and habitat restoration on public lands.

CCESL is currently in the final stages of selecting a campus-wide database that will better allow us to track community engagement in curricular, research, and co-curricular activities across all USU campuses. This database will allow better accounting, assessing and tracking, provide feedback for programmatic improvement, and place USU in a more competitive place for the upcoming Carnegie Community Engagement Classification application.

Section 10: Conclusion

CCESL currently hosts the largest number of AmeriCorps members on any campus in Utah and through the Carnegie Community Engagement Classification of 2020 will cement itself (and USU) as a statewide leader in community engagement. CCESL will need to diversify its funding portfolio to include more outside funding through private donors and foundations to match its current robust grant funding.
<table>
<thead>
<tr>
<th>Column Labels</th>
<th>1 Salary</th>
<th>2 Wages</th>
<th>3 Benefits</th>
<th>4 Operating</th>
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<tr>
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<td>$262,442.93</td>
<td>$991,447.69</td>
<td>$2,636,336.02</td>
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</table>
“The best decision I ever made in my college career was to get involved. The Student Involvement and Leadership Center is the sole reason and purpose for the career I have now. I gained more education from the hands on experience they provided me than I did in the classroom.

Kaela Lunt
2015
B.S. Family Consumer Human Development
Occupation: Coordinator, Clubs and Organizations at UVU
The Student Involvement & Leadership Center is the hub of involvement opportunities at USU. The opportunities and programs offered enhance the education experience by challenging and supporting students in a variety of ways. Student involvement develops leaders by coupling classroom learning with practical applications.

more than 100 STUDENT ACTIVITIES & EVENTS PER YEAR

$420,000 awarded in SCHOLARSHIPS & RESEARCH FUNDING

100+ SCHOLARSHIPS AWARDED EACH YEAR

HURD one of the BEST STUDENT SECTIONS IN THE NATION

100+ STUDENT-RUN CLUBS

IN VolVEMENT@USU.EDU

USUSA.USU.EDU
Student INVOLVEMENT

Ways to Get Involved

STUDENT GOVERNMENT
- Executive Council
- Academic Senate
- Student Traditions, Activities & Arts Board
- Graduate Student Representation Public Relations & Marketing

SCHOLARSHIPS
- Sophomore Scholarship
- Claude J. and Ruth Ann Christensen Student Leadership Scholarship
- Gary Chambers Endowment
- USUSA Student Involvement Leadership

STUDENT MEDIA
- Aggie Radio
- The Utah Statesman

SPIRIT SQUAD
- Aggie Dance Team
- Cheer Squad
- Mascot-Big Blue

FRATERNITIES
- Alpha Xi Omega
- Kappa Delta
- Theta Nu Xi
- Alpha Tau Omega
- Delta Sigma Phi
- Pi Kappa Alpha
- Psi Sigma Phi
- Sigma Chi
- Sigma Phi Epsilon

STUDENT CLUBS & ORGANIZATIONS
- usu.edu/clubsandorgs

OTHER PROGRAMS & SERVICES
- Aggie B.L.U.E. Leadership Conference
- The HURD
- Government Relations Council
- President’s Cabinet
- Legal and Student Advocate Services
- myVoice

Annual Events

- Week of Welcome
- Day on the Quad
- Homecoming Week
- The HOWL
- Festival of Trees
- Mardi Gras
- Black and White Jazz Night
- Poetry and a Beverage
- Lectures
- Logan City Limits
- Robins Awards
- End Of Year Bash
- Traditions Week
- College Weeks
- Big AGG Show

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2016 USU Student Involvement and Leadership Center Self-Study
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Available in Alternate Formats

Produced by: Linda Zimmerman, Kevin Webb, Nathan Laursen, Jessica Bishop, Spencer Bitner,
Nicole Troumbley, Timothy Olsen, Megan Crosland, Sophia May
Student Involvement and Leadership Center
Adapted from: Weber State and SLCC Program Review Self-Study
I. Mission & History

Mission Statement

The mission of the Utah State University Student Involvement and Leadership Center is to promote involvement and leadership development for all students. We cultivate growth through student organizations and co-curricular programs focused on intentional student learning. We exemplify student empowerment and enhance academic success.

History

The Student Involvement & Leadership Center (SILC) has grown from its core function of supporting student government at USU to now overseeing a number of student groups. The SILC has been located on the third floor of the Taggart Student Center since its construction in the 1970’s. While the department has continued to grow and evolve the most recent notable changes are moving the Val R. Christiansen Service Center over to the Center for Civic Engagement and Service Learning in 2012 and the addition of the Utah Statesman in 2013.

II. Goals

Review of 2015-2016 goals:

Please see the Program/Services section for organizational goals.

Next Year (2016-2017):

1. We will sustain a safe environment where all students are welcome and respected.
2. We will improve and progress the academic success of student leaders, measured by completion and GPA.
3. We will provide co-curricular opportunities, trainings, programs, and events focused on diversity, inclusion, social justice, sexual harassment, Title IX, etc.
4. We will be fiscally responsible in handling student fees with transparency.

III. Programs/Services

Programs

A variety of programs and co-curricular activities exist within the SILC that complement and extend the learning and developmental experiences available to students at USU. More than 300 student-run organizations exist within the SILC that provide development, service-learning opportunities, and activities for students. Some of the larger organizations and programs are highlighted below:

- The Utah State University Student Association (USUSA) is established by the authority granted by the Utah State University Board of Trustees, as established by the Utah State Legislature and extended through the President of the University to govern and establish rights to all students within its membership. USUSA establishes representative authority through elected and appointed officers and grants legislative power to officers. The student association is comprised of the following officer bodies with a summary of their duties:
USUSA Executive Council consists of eleven officers, nine elected and two appointed. The council has legislative authority to enact resolutions and bills, establish committees, appropriate and approve student activity fee money, propose amendments, establish election rules and bylaws, and represent the student body. Officers also sit on various institutional committees. Each officer oversees multiple committees and councils who serve students and programs such as student events, organizations, clubs, student fee board and other programs and services established by students.

USUSA Regional Campuses Executive Council consists of seven elected officers who have legislative authority and representation of USU’s Regional Campuses.

USUSA Regional Campuses Regional Councils consist of elected representatives from each of USU’s Regional Campuses and service region.

USUSA Academic Senate is a legislative branch of USUSA comprised of eleven student officers that work to enhance the quality of academic life for students at USU through legislation, representation to administration, programming, and research funding. Students from each college are represented by a senator elected by students from that college. During the school year, the Academic Senate meets weekly. Officers also sit on various institutional, college and departmental committees.

USUSA Hearing Board consists of seven student members of the hearing board pool appointed by the USUSA President and approved by the USUSA Executive Council. The Hearing Board interprets the USUSA Constitution and bylaws as well as hears and rules on charges of candidate and officer misconduct. The hearing board is advised and housed in the Office of the Vice President of Student Affairs.

Fraternity & Sorority Community consists of ten individual chapters, seven fraternities and three sororities. The chapters are overseen by two governing councils, the Inter-fraternity Council and the College Panhellenic Council. The community strives for achievement in the areas of service, leadership, campus involvement, academics and growth.

Spirit Squad is comprised of 30 students making up the Co-ed Cheer Squad, the Aggiettes Dance Team, and the school mascot, Big Blue. Members cheer and perform at sporting events, alumni events, recruiting events, and community and service activities.

Student Media consists of multiple student-run media organizations including the Utah Statesman newspaper, Aggie Radio 92.3 KBLU low-power FM radio station, sales and marketing team and multiple digital and specialty magazine and print products.
Training and staff development is provided at the university, division, and departmental level. Each staff member is given the option to attend a personal development conference of their choice every two years. Staff are encouraged to take active and or leadership roles in campus, state, regional, and national associations and committees.

Training and development occur in weekly staff meetings, yearly retreats, performance reviews, mandatory employee training sessions, divisional meetings, and national conferences and summits. Along with the university human resources department, the division has a committee that is focused on assessment and staff development and has created trainings on critical topics that are given multiple times per year. The SILC department has also assigned assessment and staff development as a responsibility of certain staff members. Below is a list of most of the topics or organizations that are used for staff development and trainings.

<table>
<thead>
<tr>
<th>Trainings</th>
<th>Organizations/Conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Educational Rights and Privacy Act (FERPA)</td>
<td>Utah Professionals in Student Involvement and Leadership (UPSIL)</td>
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<tr>
<td>Sexual Harassment Prevention</td>
<td>National Association for Campus Activities (NACA)</td>
</tr>
<tr>
<td>Media Relations/Social Media</td>
<td>NASPA Student Affairs Administrators in Higher Education</td>
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<tr>
<td>Americans with Disabilities</td>
<td>College Media Business and Advertising Managers</td>
</tr>
<tr>
<td>Veterans Affairs</td>
<td>College Media Association</td>
</tr>
<tr>
<td>Suicide Prevention (QPR)</td>
<td>Associated Collegiate Press</td>
</tr>
<tr>
<td>Institutional Review Board</td>
<td>The American Association of Cheerleading Coaches and Administrators Certification</td>
</tr>
<tr>
<td>Purchasing and Procurement Policies</td>
<td>Fraternity and sorority organizations</td>
</tr>
<tr>
<td>Violence in the Workplace</td>
<td></td>
</tr>
<tr>
<td>Open Meeting Laws</td>
<td></td>
</tr>
<tr>
<td>Mini bus defensive driving course</td>
<td></td>
</tr>
</tbody>
</table>

Staff members are encouraged to participate in the programs offered by the university such as academic classes, wellness programs, and certification programs as well.
V. Budget Narrative

SILC receives funding sources from Student Fees and E&G funds as well as tickets sales, registrations and media advertisements. SILC receives $35.95 per full time equivalent (FTE) each semester from student fees. USUSA oversees $31.85 per FTE and the Statesman oversees $4.10 per FTE. These funds are used for student events, USUSA individual officer’s budgets, Spirit Squad, Greek Life, International Student and Multi-Cultural support, Clubs and Organizations, scholarships, Academic Opportunity fund, Statesman printing and production, student employees, interns and all personnel salaries. We receive E&G funding to support Classroom Improvements, Academic Opportunity, Graduate Research and Project Awards, Graduate Enhancement Awards, Sophomore Enhancement Scholarships, Campus Radio support and scholarships that support our Spirit Squad, USUSA officers and Statesman students.

<table>
<thead>
<tr>
<th>FY15</th>
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Above figures were provided by the Division of Student Affairs, Business Service Department

VI. Facilities & Technology/Equipment

Facilities
The main office for the Student Involvement and Leadership Center is located on the third floor of the Taggart Student Center (TSC) in room 326. The main office suite includes private office space for the director and four staff members. In addition, the SILC and USUSA officers have storage space on the TSC third floor as well as in the basement of the Military Science Building. The USUSA President and Vice Presidents have private offices and the Senators share office space. The student media program includes an open work space environment for student employees, a conference room, one private office for a professional staff member and a broadcast and recording studio. The USU Spirit Squad has a private coach’s office, three team locker rooms and a storage space in the Dee Glen Smith Spectrum.

Technology and Major Equipment
Each professional staff member is supplied with a desktop computer. Each student worker and all the USUSA officers also have a dedicated desktop computer. The Student Media and the Spirit Squad have several shared computers. Professional staff members are expected to have a mobile phone.
A brief summary of current major equipment:

<table>
<thead>
<tr>
<th>Desktop computers</th>
<th>Tablets/Mobile</th>
<th>Projectors</th>
<th>Servers</th>
<th>Fax machine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laptop computers</td>
<td>LPFM broadcast equipment (mixing board, modulation monitor, transmitter, antenna. Etc.)</td>
<td>Sound system (speakers, stands, etc.)</td>
<td>Job rocker and tailgater speakers</td>
<td>Office copier and printer combos</td>
</tr>
<tr>
<td>ATV Mule</td>
<td>Golf cart and trailer</td>
<td>Cameras and lenses (DSLR, GoPro, etc.)</td>
<td>Big Blue mini motorcycle</td>
<td>Television monitors</td>
</tr>
</tbody>
</table>

*A full list of equipment and inventory is available and used to make purchases on a rotation and needs basis.

VII. Ethical Considerations and Professional Practices

All staff in the Student Involvement and Leadership Center adhere to the ethical and professional guidelines and policies in the Utah State University Policy Manual (https://hr.usu.edu/policies/) and ethical code of conduct (https://www.usu.edu/provost/faculty/professional_conduct/code_of_conduct/), as well as additional policies and procedures of the Division of Student Affairs, the USU Student Code of Conduct and the USUSA Constitution, Charters and Bylaws.

As a Student Affairs department, SILC also uses the professional competencies and standards of the National Association of Student Personnel Administrators (NASPA) https://www.naspa.org/about/student-affairs.

Professional staff in SILC have also adopted and adhere to the ethical standards of different organizations in their individual areas of expertise such as:

- College Media Association Code of Ethical Behavior: http://www.collegemedia.org/about_cma/code_of_ethics/
- The American Association of Cheerleading Coaches and Administrators Certification: http://aacca.org/

VIII. Completion/Retention

The programs and organizations in the SILC support student success by offering co-curricular activities for students of all majors and interests. Students are retained through entertaining and informative programming, while those actively involved receive training and experience to practice the knowledge learned in their
academic programs. Participation develops student portfolios, skills, and experience that is critical for job and internship placement. Many academic departments at USU use the programs for internship credit opportunities.

Student officers, workers, and leaders are given academic scholarships, stipends or wages depending on the program. Each program has a minimum number of credits and GPA requirements the student must meet in order to maintain their scholarships, stipends or wages.

SILC programs enhance the quality of academic life for students at Utah State University by awarding scholarships and research funding to a variety of students through programs such as: Sophomore Scholarship, Graduate Enhancement Scholarship, Graduate Research Award, and the Academic Opportunity Fund.

Multiple professional staff members teach the USU 2160 Student Applied Leadership Training course.

IX. Assessment & Evaluation

Extensive data is collected about students who participate in the different programs and services in the SILC. An archive of the data is preserved. Comparisons are made using reports and data available from the USU Office of Analysis, Assessment, and Accreditation.

Programs and activities are evaluated using formative and summative assessment methods throughout the year and at the end of each academic year. Each program is responsible for their own methods of assessment, evaluation and collection of data with help from the department, division, and institutional committees and resources.

The department is working to improve the focus of programs to create and measure learning outcomes with an emphasis on academic success, recruitment, persistence and completion. The SILC office has implemented a plan for increased guidance and methods from the department to the individual programs and organizations.

X. Conclusion

The department of Student Involvement and Leadership Center is continuously assessing its operations, programs and student learning outcomes. We work hard to ensure that we provide hands-on, high quality co-curricular experiences for our students. We continue to improve our programs and serve our students and community. SILC is proud that we have been able to respond to the evolving needs of students while continuing to provide opportunities to develop themselves for purposeful, gratifying, and productive lives.
Appendices:

Appendix A

Anecdotal Successes
Appendix A: Anecdotal Success

Students say...

Jacob Scott
Major: Communication; Hospitality and Tourism minor
Graduation: 2015
Current Position: Catering Sales Manager at The Grand America Hotel, Salt Lake City, UT

“I owe much of my success to USUSA and to the individuals who advised and directed me in my time as an officer. My advisors, members of the Cache Valley community, and business partners whom I interacted with taught me valuable workplace skills which readied me for the real world. Managing students, a monthly budget, and various meetings taught me to stay organized and how to efficiently multitask on top of keeping up with my studies and attempting to have a social life. Ultimately it was the people I met as a USUSA officer who connected me with The Grand America Hotel whom I currently work for. I have never been happier or felt more successful in the role I am in now and I owe it all to the wonderful people and values which USUSA holds. Go Aggies!”

Karson Kalian
Major: Nutrition Science
Graduation: 2013
Current Position: Medical School

"During my time at Utah State, I don't think there was a more fulfilling time than when I was volunteering for USUSA. During my freshman year I had always wanted to get involved but I didn't know quite how I could do that. During my sophomore year I tried doing things by myself with no luck. Towards the end of the year I was introduced to USUSA through the Athletics VP. I joined the Athletics and Campus Recreation Committee, and was able to start reaching out to more students to get their opinions on events and activities and how we could improve their campus interaction. During my time at USU I was also able to hold positions such as HURD president and was elected to be the Athletics Vice President. I was able to learn many different skills through my involvement, such as leadership, team building and cooperation. The opportunities given to me in USUSA help me every day and for this I am super grateful. I loved being a part of the student body and helping them have a better student life. I miss it and hope that the current student body gets to have similar opportunities when they become a part of USUSA as well."
“Freshman year of college is an overwhelming year full of big changes. You have more freedom and more responsibility than ever before. However, for me, Freshman year was the best year of my life because I had the opportunity to be a member of the Spirit Squad. I represented the university, so I was expected to make good decisions and have good grades. We made goals as a squad to maintain a 3.0 GPA, and because of these goals I was motivated to work hard in my classes, as to not let my team down. I made so many close friends, and felt accepted into a family. I had many opportunities to get involved with the school and community. Cheering and dancing at games allowed me to see the energy and passion of the students here at Utah State and motivated me to replicate it. My favorite memory of Freshman year came from being a member of the Spirit Squad. During spring break we had the opportunity to travel down to Las Vegas for the Mountain West basketball championship. While in Vegas we attended a service project put on by The Goody Two Shoes Foundation. We got to give brand new shoes to elementary aged kids. They were so excited and grateful to get receive these shoes and seeing their excitement changed my perspective and inspired me to do all I can to help others.”

Lexi Howe
Major: Business
Expected Graduation: 2017

“Being an Aggiette, and a member of the Spirit Squad at Utah State University has assisted and benefited me in many ways. In the classroom, it has helped me have a network of friends and peers to study with. It has made me more focused on academics and better at time management, because this program keeps you busy. Being involved on the Spirit Squad has also opened many doors with other activities and groups on campus for which I have become involved in. It has also assisted me in being a well-rounded student/business major and through my Spirit Squad involvement, I obtained the position of Business Ambassador and additional scholarships. The Spirit Squad has given me the confidence and motivation to believe I can do anything that I work hard at. As I look back on college, the Spirit Squad will be the program that I feel I gained the most from and the activity that made me the happiest and kept me at this university all four years. The skills I have learned from being a member of the Spirit Squad such as; teamwork, hard work, dependability, learning quickly, working towards goals, performing for large crowds and serving my community, has helped build a great foundation for my future.”
Brittny Goodsell
Major: Journalism
Graduation: 2009
Current Position: Adjunct Professor, Communication, Dixie State University
Assistant Digital Edito, The Spectrum, Gannett

“The Utah Statesman offered me a practical journalism skill set that enabled me to get a job at The Herald Journal and become a magazine freelancer during the last year of my undergraduate work. I could write, I could design pages and I was familiar with the Adobe Creative Suite because of my hands-on experience during late nights at The Statesman office. Even though I took a copy editing class as part of the journalism major, it was The Statesman experience that actually taught me the skills I needed to become employable in journalism, in a real and practical sense. I am now a video journalist who works part-time as an adjunct professor, and I encourage my students to work at the college newspaper because it's one of the easiest ways to gain new skills and enter the job market with an advantage over your peers.”

Catherine Bennett
Major: Journalism
Graduation: 2012
Current Position: Regional Communication Manager, Europe Synergy Worldwide

“I started at The Statesman the winter of 2009 as a freshman. As a sophomore, I was hired as the assistant news editor, then worked my way up to news editor and editor in chief my senior year. Many of the positive attributes I have as an employee were solidified during this time. About a year after graduating, I found a job with Synergy Worldwide, a company headquartered in Pleasant Grove, Utah. Here, I am the marketing communications manager over all 13 of the company’s European markets. It’s an incredibly challenging, often stressful, and fully rewarding job. I use each and every one of the skills I learned in college and earn more money than I ever thought I could with an undergraduate degree. I am convinced that the leadership skills and editing/writing discipline I learned while working with The Statesman are the reason I am where I am at today.”
Kyle Milne
Major: Public Relations and Corporate Communication
Graduation: 2010
Current Position: Executive Project Manager for Perfectly Posh

“While I had been involved in student leadership through most of my education, nothing resonated with me the way that joining a fraternity did. Working as a fraternity president challenged me in ways university leadership never did. It took the lessons I had learned and added a level of values based decision making that has helped shape who I’ve become both personally and professionally. Everyone talks about the fun and the brotherhood, but the most valuable thing I’ve taken away from joining a fraternity is the wealth of real life experiences I’ve been able to draw from as my career has evolved. Coming from a smaller chapter I had to wear a lot of hats. It taught me how to multitask and be adaptable to whatever twists and turns were thrown. I use those skills every day and laugh at how frequently I find myself thinking “This is just like that time in my fraternity...” It was by far the best thing I ever did in college.”

Steve Wilcox
Major: International Business and Marketing
Expected Graduation: 2016

“Getting involved at Utah State University has made all the difference in my education. For me, half of the education you receive in college is from extracurricular activities and leadership opportunities. I was fortunate enough to see my education grow tremendously because of the opportunities the involvement office provides its students. I cannot think of another university that provides its students with more opportunities for involvement than USU. Within USU, a student cannot find a more supportive group of individuals and advisors than inside the involvement office. Which makes them the best at what they do in the state of Utah. I am forever grateful for everything these advisors and opportunities have taught me!”