Introduction
The Division of Student Affairs (SA) supports the mission of Utah State University: “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 SA mission. An executive leadership team comprised of the Vice President for Student Affairs, who serves on the President’s Executive Council, 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. Engaged in these four areas of focus are 17 departments that provide services, support, opportunity, and growth to students by collaborating across the division and in academic, community, and industry partnerships.

To further support and advance the division’s success, the VP and his team hired, trained, and managed seven program coordinators. Each coordinator supports the team in the VP’s office as well as each of the departments. This centralized support system has allowed the directors to focus on program delivery and continuous improvement.

The division, and the professionals, peers, and students working within, are committed to best practices in realizing institutional goals while managing resources effectively. The division staff supports and educates students one-on-one, in workshops/classes, small groups, and at large events. This programmatic success is borne out by our students’ success serving as testament to the value-added experiences the division provides. Several SA professionals serve on division- and university-wide committees engaged in various initiatives the assessment of which is contained in each departmental assessment matrix/plan.

Student Affairs Administration
One of the first initiatives Vice President Morales completed in 2009 was to meet one-on-one with each director to assess the opportunities and challenges within each department, while getting to know each director personally and professionally. Because of these meetings, and in consultation across the leadership team and with peers, key changes within the division included:

- Updated mission, vision, and goals;
- Hiring of a consulting firm, Scannell & Kurz;
- Division-wide organization and support changes;
- Key program coordinators were hired to support the division; and
- Creation of the Staff Development & Assessment Committee (SDAC).
Mission Statement
The Division of Student Affairs is committed to students' global learning and environments, by enhancing the academic, personal, ethical, social, and cultural experiences of students. Our vision is to promote academic success, health and wellness, service to others, civic engagement, appreciation of diversity, personal responsibility, and leadership. The vision statement, prepared by the Vice President focuses on: access & diversity, student success, community-building, effective stewardship of resources, accountability and communication, and mentorship and inspiration.

Goals
1. Improve and promote positive relationships and satisfaction throughout the division, within and between various levels and offices and between students and the division.
2. Partner/collaborate with all university departments, programs, and services to provide communication, training, and expertise that support student learning and development in and out of class.
3. Create and implement a model for developing and allocating resources (space, staff, operations, personal and professional growth and development) and matching resources to prioritized departmental functions.
4. Develop and implement a Student Affairs information and assessment system for planning, decision-making, and marketing.
5. Create a unified image and theme for the division.
6. Serve as advocates for students in all university matters.
7. Promote ethical behavior among and between students, staff and faculty.
8. Promote academic success through courses, tutoring, and mentoring activities.

Scannell & Kurz Summaries
During FY2010, USU contracted with Scannell & Kurz (S&K), a higher education strategic enrollment management and planning services firm, to conduct a data-driven review of current pricing and financial aid strategies for incoming freshmen/transfers to make recommendations for policy adjustments that would better support the university’s enrollment, financial aid, and revenue goals.

The majority of the recommendations focused on maximizing net tuition revenue while still meeting admissions' targets. Additionally, several recommendations suggested a streamlined and standardized communication plan for recruitment. While work began to implement the majority of the S&K recommendations, an external action became more critical for the division/university to address.

The Church of Jesus Christ of Latter Day Saints (LDS Church), of which the majority of USU students identify, made a change in the missionary age requirement, which had the potential to negatively influence enrollment. Before the age change, LDS youth typically attended USU for one year until turning 19 and then left for a two-year mission. That first year at USU, allowed for effective leave-of-absence and re-admission.
Scannell & Kurz Summaries, continued
After the age requirement changed to 18, potential students could go on a mission immediately after graduating from high school with no experience or affinity for USU. This age change required procedural changes in methods of recruitment and retention.

In FY2011, Scannell & Kurz was invited to conduct a second project for USU, namely to determine the factors influencing retention of undergraduates. The goal of the project was to provide strategic recommendations for action and intervention that would improve the persistence rate of both freshmen and transfers.

S&K recommended improvements in the areas of retention planning, cross collaboration, orientation/SOAR, academic alert, leave-of-absence, marketing, degree works, assessment, and research. Once the LDS Church missionary age change had been addressed, all recommendations were realized.

For FY2016, Scannell & Kurz provided USU with:
- an updated assessment of financial aid awarding strategies for incoming freshmen and transfers at the Logan campus
- a high-level table analysis of awarding strategies for the regional campuses
- a review of the enrollment organization and operations across the university given the ongoing implementation of the one-university enrollment management system

The key recommendations focused on increasing net tuition revenue while also increasing enrollment. Financial aid packages and scholarship awards were addressed as well. Lastly, the impact of financial aid/scholarships required a stronger collaboration between Financial Aid and Admissions. The majority of the S&K recommendations have been realized. Given the scope of these recommendations outlined above, departmental assessment matrices highlight initiatives and outcomes related to these recommendations.

Organizational Changes
The division was reorganized into four functional areas (student success, enrollment services, health wellness & recreation, and student involvement & leadership) promoting awareness and collaboration across these departments. Key program coordinators working in student conduct & title IX, retention/completion, Gear-Up, development, marketing, IT, and business services were hired. Monthly administrative council meetings are held with the leadership team, directors and key administrators from across campus from Res Life to Global Engagement. Lastly, in 2015, the Staff Development & Assessment committee was formed.

These structural and resource changes set the stage for what was to come in the way of a division-wide focus on continuous improvement while supporting the growth and development of the teams within the division, both personally and professionally. This support allows SA team members to be their best for the students and alumni.
Organizational Changes, continued
The SA leadership team supports the developmental, emotional, and physical needs of the division while modeling a healthy work/life balance.

The Staff Development & Assessment Committee was formed in 2015 with a chair and members from across the division at all levels. Prior to the committee formation, one program coordinator supported the assessment goals of the division/departments while leaving the look and feel of their assessment work to each director. One of the Scannell and Kurz recommendations suggested the current committee format; having the changes in structure, reporting, and support in place across the division, allowed this committee to succeed.

Staff Development & Assessment Committee
The SDAC was charged to develop, implement, and deliver professional/personal training and development, as well as assessment planning and reporting for the division of student affairs. The committee is currently divided into three areas of focus with two co-chairs serving in each area. The co-chairs manage larger committees completing programs/projects in each key area of focus.
- Performance Appraisal & Engagement
- Training & Development
- Assessment & Reporting

After several one-on-one meetings with directors, peers, and leadership, the SDAC chair called the first meetings in 2015, with each area of focus taking the lead on programs, training, and support for the division. The following outlines the key accomplishments of the SDAC in each area.

Performance Appraisal & Engagement
Directors are encouraged to treat Performance Appraisals (PAs) as live documents designed for continuous updating and highlights throughout the year. When both supervisors and employees add to the document all year long, the PA can more accurately reflect employee success for a longer span of time, not just the month(s) leading up to the PA being reviewed.

Additionally, rubrics for essential responsibilities and performance roles were created and used in the evaluation of each team member to promote clear understanding and consistent evaluation across teams.

1. Training for all staff who complete PAs
   - Completed w/directors and supervisors spring 2016
   - Supervisors need to invite staff to update responsibilities and add highlights to their PAs
   - Created rubrics for each performance role for 2016; the matrix for each essential responsibility was designed and used in 2015
   - Share the PA in BOX with the team member and the supervisor so only those two can view/edit the document
Performance Appraisal & Engagement, continued

- Recognized across campus by HR and the president’s office for changes in the PA process
- 100% compliance in completed PAs across the division

2. Division-wide Tours—held Summer 2016

- Open houses held across the division with signage, handouts, and team members in attendance to answer questions
- 20-40 attendees per open house with the largest attracting 70 division staff
- Comments heard frequently include, “learning which services are offered and where was the best” and “loved putting faces with names after talking on the phone”

3. New Division-wide list serve for official communication to all exempt and non-exempt staff in the division—completed and ongoing

   student-affairs@lists.usu.edu

Training & Development (personal/professional)

1. Division-wide training—developed/delivered and ongoing each semester

   - 6 days of training, 2 dates per semester were held as of fall 2017
   - 10.5 total hours of training, per individual was provided
   - 195 SA team members from across the 17 departments have completed training and 28 have not, totaling 2,047 hours of training
   - A canvas course for on-line training is almost complete with most of the topics listed in the table below having been videotaped

<table>
<thead>
<tr>
<th>Training Topics</th>
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<tbody>
<tr>
<td>Students of Concern</td>
<td>Diversity Training</td>
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<td>Your Title IX Responsibilities</td>
<td>Violence in the Workplace</td>
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<td>SAAVI [Sexual Assault &amp; Anti-Violence Information]</td>
<td>QPR Training [Helping Students Find Hope (Suicide Prevention)]</td>
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<td>Americans with Disabilities</td>
<td>Media Relations/Social Media</td>
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<td>Veterans</td>
<td>Contracts Agreements</td>
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<td>Institutional Review Board</td>
<td>Procurement Policies</td>
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<td>Q&amp;A with Business Services</td>
<td>Access &amp; Diversity</td>
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On-going Training & Development Programs

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<tr>
<th>Town Hall Meetings</th>
<th>Departmental Staff Meetings</th>
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<tr>
<td>Conferences, regional/national</td>
<td>Monthly “Jacket” Award</td>
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<tr>
<td>Bike Program</td>
<td>Be Well Program</td>
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<td>Online Training (Including Academic Impressions, Webinars)</td>
<td>State, Regional &amp; National Associations</td>
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<tr>
<td>Non-exempt Staff Training</td>
<td>Leadership Roles in Your Field</td>
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Drivers Test (every 3 years if you drive for university business)
http://www.usu.edu/riskmgt/vehicle/

FERPA (if access student records):
http://www.usu.edu/registrar/htm/faculty_staff/ferpa

Internet Security
https://it.usu.edu/computer-security

2. New Hire Orientation/On-Boarding—completed and ongoing w/1st group trained September 2016, (held once per semester)
   - Developed and delivered to over 20 new staff
   - 85% either very or somewhat satisfied, no one was dissatisfied
   - Interests ranked from 1-5 with 5 the highest; PAs, division knowledge, Jeopardy game, new employee handbook, mission/vision and meeting peer group all ranked 4 or 5
   - Edited and updated an Employee Handbook given to all SA division exempt/non-exempt hires
   - Business services developed a process to keep the SDAC, Training & Development chair informed of new hires

3. Qualtrics Training—completed June and July 2016
   - Attracted 13 staff with the goal of having ‘survey research consultants/liaisons’ serving on the committee that can be utilized by anyone in the division

Departmental Assessment & Reporting
In 2015, the SDAC chair was invited to complete a program review for Career Services at Salt Lake Community College. Accepting this assignment was timely as the topic of a self-study was being discussed at the committee level.

After reviewing best practices, the SDAC settled on the following lenses/topics for each director to use in completing a self-study of their departments.
Student Affairs Self-Study Outline

<table>
<thead>
<tr>
<th>Mission &amp; History</th>
<th>Facilities, Technology/Equipment</th>
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<tr>
<td>Goals</td>
<td>Ethical Considerations</td>
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<td>Programs/Services</td>
<td>Completion/Retention</td>
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<tr>
<td>Staffing &amp; Training/Development</td>
<td>Assessment</td>
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<tr>
<td>Budget Narrative</td>
<td>Appendices</td>
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1. First Division-wide Departmental Self-Study Reports completed
   - Reports delivered to leadership team December 2016

2. American College Personnel Association (ACPA) training for SDAC chair
   - Completed June 2017 by attending the division-wide training

3. NWCCU 7-year updates
   - Coordinated, wrote, and reviewed data and reports from over 12 directors, and others across the division and campus to provide 35 pages of information and data about the division for the Northwest Commission on Colleges and Universities (NWCCU) 7-year updates for the University accreditation visit

4. Hired a former Utah State colleague/consultant with practical knowledge in assessment at the college level, to work part-time as a consultant to the SDAC chair

5. Reviewed all SA self-study reports and assessment links, per department to decide what training was required for directors

Division-wide Assessment Training
In June of 2017, after the ACPA institute, the SDAC assessment chair and consultant revisited the self-study and each departmental web assessment content. While some good quality assessment was being completed, in most cases, the content was not shared in a clear way on departmental web sites for the many key constituents of each department. In order to achieve the division-wide goal (#4 above) to: develop and implement a Student Affairs information and assessment system for planning, decision-making and marketing, training was created to support the directors in achieving this goal.

The SDAC supported all departments by creating, delivering, and training directors to use a standardized format for each departmental assessment, including on line assessment content for each departmental web page. This content is based on theories and best practices in assessment learned by the chair at the June ACPA conference. Starting with an overview of the assessment cycle, the SDAC began the training with a quote from a book all directors read summer 2017, entitled All In, by Adrian Gostick and Chester Elton. This book and others read across the division are becoming part of the foundational documents within the division.
**Division-wide Assessment Training, continued**

“Holding people accountable is about much more than criticizing them. It is about assigning responsibility with realistic goals, evaluating progress and making positive course corrections at milestones, removing obstacles, and then closing the loop by celebrating successes or honestly and openly evaluating misses.”

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**Assessment Tab, on your website (top or left, avoid the bottom blue bar if possible)**

1. **Assessment Overview/Narrative**
   - Mission/vision/goals
   - Self-study 2016
   - Include other foundational documents (professional standards, accreditations, industry standards, etc.)

2. **Assessment Plan/Matrix 2017-2018**
   - Link departmental assessments to 1 or more of the 8 division-wide goals
3. **Outcomes Data**
   - Include but not limited to: annual reports, surveys, rubrics, usage data, graphic or otherwise)
   - Current year and past years

4. **Continuous Improvement**
   - narrative of changes/updates made to programming as a result of assessment
   - Current year and past years

5. **Other Supporting Documents** (optional)

Once each departmental assessment plan/matrix is completed, the following chart will be finalized in order to demonstrate the scope of assessment in all departments as it relates to the eight division-wide goals. Additionally, the SDAC will complete a gap analysis to determine if there are goals we are not assessing as a division.

### STUDENT AFFAIRS DIVISION-WIDE MAPPING

<table>
<thead>
<tr>
<th>AREAS and DEPARTMENTS</th>
<th>GOAL 1 Promote positive relationships</th>
<th>GOAL 2 Communication, training, and expertise</th>
<th>GOAL 3 Allocating and matching resources</th>
<th>GOAL 4 Assessment System</th>
<th>GOAL 5 Unified image and theme</th>
<th>GOAL 6 Advocate for student</th>
<th>GOAL 7 Promote ethical behavior</th>
<th>GOAL 8 Promote academic success</th>
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<td>STUDENT SUCCESS</td>
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<td>Career Services</td>
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Assessment camps are offered twice each month, beginning in August of 2017, to provide support for the directors as they take their assessment work to the next level. The first camp has been held and since then more times have been added for working with specific departments at their request.

**Continuous Improvement**
In the coming year, the following programs/activities are planned to advance staff development and assessment work across the division.

- Investigate programs to implement a 360° evaluation of directors, program coordinators, AVP, and VP level roles
- Complete and deliver a training needs assessment to entire division staff at all levels
- Create a second phase of new hire follow-up training
- Implement a division awards and recognition program
- Finalize and launch the SA canvas course for training within the division
- Develop volunteer consultants/liaisons to share technical survey research knowledge with directors
- Hold a regular series of assessment camps, during the FY2018 year with a focus on assessment techniques
- Propose that the SDAC chair serve on the leadership team, based on best practices from ACPA
- Promote attendance at ACPA for all directors
- Review the division mission, vision, and goals based on departmental assessment mapping to determine if changes or additional strategies are needed

The Division of Student Affairs at Utah State is committed to intentionally aligning our assessment activities with our guiding principles. Student success is a reflection of the division’s ability to fulfill its mission to enhance the academic, personal, ethical, social, and cultural experiences of our students.