

ANNUAL REPORT

*Division of
Student Affairs*

**BOISE STATE
UNIVERSITY**

2012–2013

Division of Student Affairs, Boise State University
Annual Report 2012-13

Table of Contents

From the Office of the Vice President

- [Year in Review, Dr. Lisa Harris](#) 1
- [Vision, Mission & Values](#) 2
- [Boise State University Shared Values](#) 2
- [Organization Chart](#)..... 4
- [Student Affairs Council](#) 5
- [Budget](#) 6
- [Strategic Plan](#)..... 7

**Departments Reporting to the Associate Vice President
for Student Affairs**

- [Campus Recreation](#) 9
- [Career Center](#)..... 14
- [Housing & Residence Life](#) 18
- [International Student Services](#) 29
- [Multicultural Student Services](#) 33
- [Student Involvement & Leadership Center](#) 36
- [Student Life Marketing & Promotion](#)..... 40
- [Women’s Center](#) 42

Departments Reporting to the Dean of Students

- [CARE Team/Case Management](#)..... 61
- [Disability Resource Center](#) 63
- [Office of the Dean of Students](#) 67
- [Student Media](#) 71
- [Student Rights & Responsibilities](#) 76
- [Title IX/504 Compliance](#) 78
- [Veteran Services](#) 81
- University Health Services
 - [Counseling Services](#) 83
 - [Medical Services](#) 90
 - [Wellness & Marketing Services](#) 93

Departments Reporting to the Associate Vice President of Enrollment Services

- [Admissions](#) 111
- [Financial Aid & Scholarships](#)..... 119
- [New Student & Family Programs](#).....128
- [Office of the Registrar](#)..... 131

Departments Reporting to the Executive Director of Campus Services

- [Bookstore & Bronco Shops](#)139
- [Bronco Card](#) 141
- [Children’s Center](#).....143
- [Student Union](#)146
- [University Dining Services](#)152



BOISE STATE UNIVERSITY

STUDENT AFFAIRS

YEAR IN REVIEW

It is with great pleasure that I once again highlight the many accomplishments and hard work of the Division of Student Affairs. In this 2012-13 annual report, we tell our stories, share the challenges and the successes, as well as present the new opportunities and programs we provide for the students of Boise State University. A lot of groundwork was laid last year that has resulted in significant changes and advancements for 2013-14, and I am looking forward to sharing those with you in next year's report.

During fall 2013, student enrollment reached an all time high of 22,678. It's exciting to be part of a growing institution, and as it continues to grow, we must continue to intensify our efforts to meet the needs of our students. It is our vision that, "as a result of our work, every Boise State student is more self-aware, community oriented and prepared to change the world."

As you reflect upon the year, contemplate how so many departments work together to create the best possible education for our students. Think about how we prepare them for life after graduation, and consider how we grow right along with them. It is our privilege and honor to help them achieve their goals and reach their dreams.

With Appreciation,

Dr. Lisa B. Harris
Vice President for Student Affairs

DIVISION OF STUDENT AFFAIRS VISION, MISSION & VALUES

Vision

As a result of our work every Boise State student is more self-aware, community oriented and prepared to change the world.

Mission

Boise State University Student Affairs connects with students to provide vital services, resources, and learning opportunities preparing them for work and life beyond the blue.

Values

In promoting the University's shared values the Division of Student Affairs is:

- Focused first on every student's growth and development;
- Civic minded and passionate about fostering diverse and inclusive communities;
- Committed to excellence, integrity and fiscal responsibility;
- Dedicated to service and continually evolving in all that we do.

BOISE STATE UNIVERSITY SHARED VALUES

Boise State University and the Division of Student Affairs uphold the following values as the foundation for a civil and nurturing educational environment.

Academic Excellence

Engage in our own learning and participate fully in the academic community's pursuit of knowledge.

Caring

Show concern for the welfare of others.

Citizenship

Uphold civic virtues and duties that prescribe how we ought to behave in a self-governing community by obeying laws and policies, volunteering in the community, and staying informed on issues.

Fairness

Expect equality, impartiality, openness and due process by demonstrating a balanced standard of justice without reference to individual bias.

Respect

Treat people with dignity regardless of who they are and what they believe. A respectful person is attentive, listens well, treats others with consideration and doesn't resort to intimidation, coercion or violence to persuade.

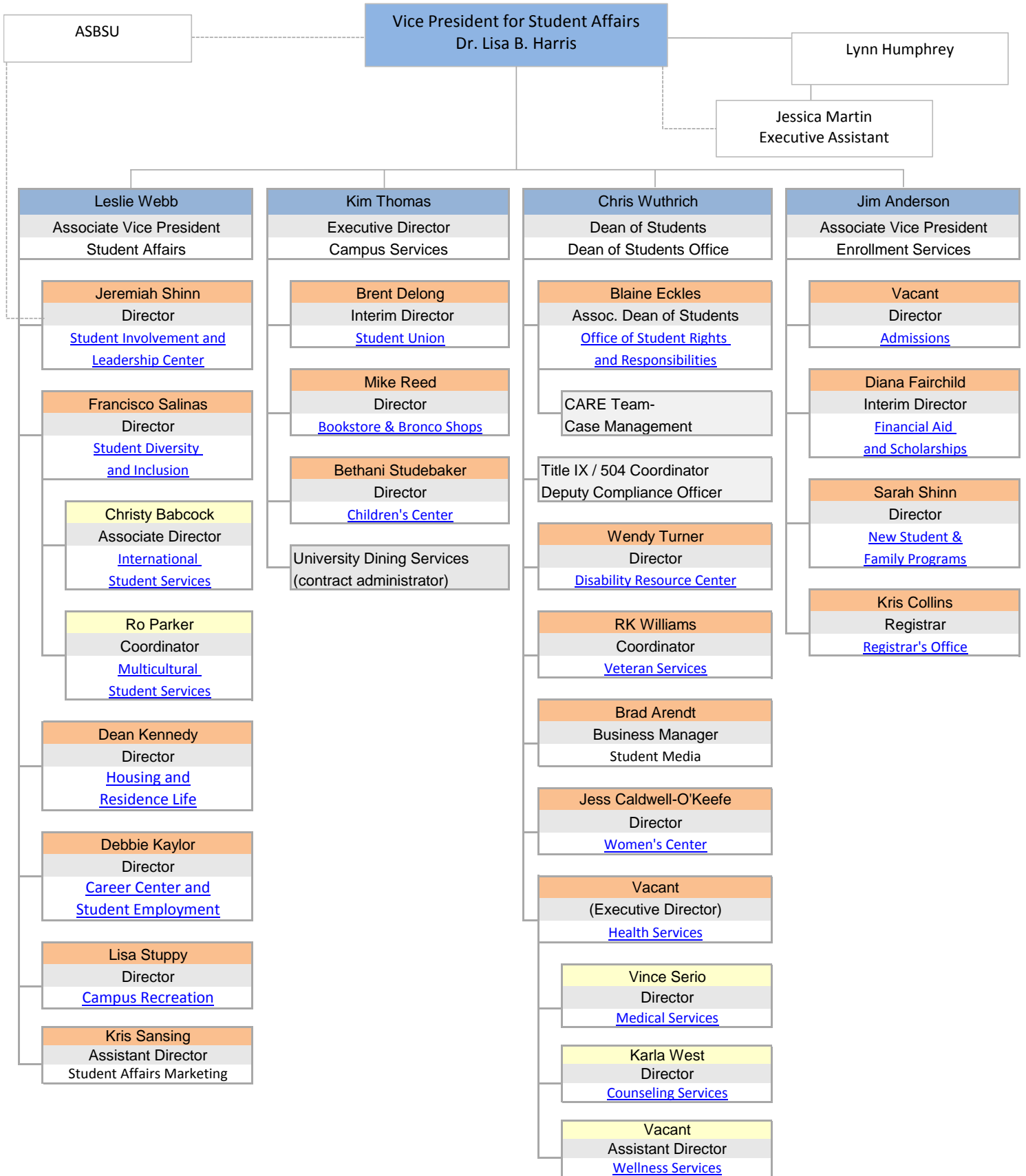
Responsibility

Take charge of our choices and actions by showing accountability and not shifting blame or taking improper credit. We will pursue excellence with diligence, perseverance, and continued improvement.

Trustworthiness

Demonstrate honesty in our communication and conduct while managing ourselves with integrity and reliability.

Boise State University Division of Student Affairs



*This organization chart reflects the structure of the division at the end of FY13. For an up-to-date look at our organization, [click here.](#)

STUDENT AFFAIRS COUNCIL

Dr. Lisa B. Harris, Vice President for Student Affairs

Blaine Eckles, Associate Dean of Students

Brent DeLong, Director, Student Union

Carol Scott, General Manager, University Dining Services

Chris Wuthrich, Dean of Students

Dean Kennedy, Director, University Housing & Residence Life

Debbie Kaylor, Director, Career Center & Student Employment

Diana Fairchild, Director, Financial Aid & Scholarships

Francisco Salinas, Director, Student Diversity & Inclusion

Jeremiah Shinn, Assistant Vice President, Student Life/Director, Student Involvement & Leadership Center

Jessica Caldwell-O'Keefe, Associate Dean of Students/Director, Women's Center

Jessica Martin, Executive Assistant to Vice President

Jim Anderson, Associate Vice President, Enrollment Services

Karla West, Director, Counseling Services

Kim Thomas, Executive Services, Campus Services

Kris Collins, Registrar

Kris Sansing, Director, Student Affairs Marketing

Leslie Webb, Assistant Vice President for Student Affairs

Lisa Stuppy, Director, Campus Recreation

Lynn Humphrey, Director of Student Affairs

Mike Reed, Director, Bookstore & Bronco Shops

Sarah Shinn, Director, New Student & Family Programs

Vince Serio, Director, Medical Services

**DIVISION OF STUDENT AFFAIRS
2012-13 FINANCIAL INFORMATION**

DEPARTMENT	Fund Source				Total
	Appropriated	Local Transfers	Local Budgeted Revenue	Auxiliary Budgeted Revenue	
Admissions	1,359,618	364,000	3,600		1,727,218
Assistant Vice President	381,013	-650,721	1,123,749		854,041
ASBSU				614,096	614,096
Bookstore				14,118,309	14,118,309
Campus ID	13,220			159,430	172,650
Campus Recreation				2,718,792	2,718,792
Career Center	459,367	15,000	177,930		652,297
Children's Center	73,398		297,629		371,027
Counseling Services	527,530		80,000		607,530
Dean of Students		259,195	4,375		263,570
Dining Services				3,769,513	3,769,513
Disability Resource Center	455,898	10,000	76		465,974
Enrollment Services Office	426,266	-667,000	548,386		307,652
Financial Aid	1,992,033	55,000	60,000		2,107,033
Fraternities & Sororities	19,776	53	7,995		27,824
International Student Services	134,809	18,530	49,920		203,259
Multicultural Student Services	60,472	62,008	53,678		176,158
New Student & Family Programs			698,056		698,056
Registrar	1,421,984		362,190		1,784,174
Scholarships		973,250	543,684		1,516,934
Special Events Center			16,000		16,000
Student Diversity & Inclusion		-35,461	150,773		115,312
Student Involvement/Leadership		699,610	298,924		998,534
Student Media			385,365		385,365
Student Rights & Responsibilities	85,570		27,075		112,645
Student Union				3,622,371	3,622,371
University Health Services				3,219,897	3,219,897
University Housing	31,542			10,057,334	10,088,876
Wellness Services	57,104				57,104
Women's Center	130,043	140,835			270,878
Office of the Vice President	417,901	-433,624	577,167		561,444
TOTALS	8,047,544	810,675	5,466,572	38,279,742	52,604,533

Strategic Plan 2013-15

Work on the strategic plan was completed in 2012-13. Strategic objectives, including specific tasks to be accomplished during 2013-2015, are outlined below.

OPERATIONALIZE DIVISIONAL MESSAGING STRATEGY

Define target populations to ensure messaging is intentional

- Establish list of external and internal constituents pertaining to recruiting students (including parents and families); recruiting and hiring staff; resource development; retention of staff; services provided to campus community

Define message to consistently and intentionally communicate to our audiences the benefits received by attending Boise State

- Assess existing recruitment marketing materials and student marketing materials
- Articulate our why (recruitment) and embed into cross-departmental practice (retention)
- Use existing and new data (ie: NSSE, student focus groups) to connect message to experience

Reorganize divisional marketing functions to address messaging internally and externally; from enrollment to commencement

- Establish inventory of and evaluate all mechanisms for communication from recruit to enroll to graduate
- Create consistency standards for print, web, social media, and video materials
- Establish communication protocols for internal and external use
- Revamp divisional marketing and communications team

PROVIDE COMPREHENSIVE PROFESSIONAL DEVELOPMENT TO ALL STAFF

Identify target groups and specific needs for professional development

- Incorporate and expand staff development committee initiatives
- Utilize established field competencies to develop trainings
- Define parameters around training, development and service
- Utilize expertise of Dr. Phil Gardner to ensure student employee component aligns with workforce readiness research

Implement customer service model adopting institutional strategic pilot program as template for implementation

- Determine prioritization of units and departments
- Refine and modify for student staff

Create annual plan that details ongoing initiatives and isolated events

- Use needs assessment to determine topics
- Explore speaker series for target populations
- Develop a plan for implementation Fall 2013

ENHANCE CAMPUS EMPLOYMENT EXPERIENCE FOR STUDENTS

Expand and enhance the student affairs student employment program

- Articulate how student positions help develop critical professional skills, develop networks, and prepare for post-college transition
- Develop and implement a Student Employee New Hire Orientation Program
- Develop and implement a hiring manager training program covering divisional expectations on the recruiting process, the on-boarding process, performance management, and termination process
- Develop a standard student employee performance evaluation
- Link divisional professional development (objective 2) plan to expectations of student employees
- Develop and implement a targeted divisional employment campaign

Explore opportunities to expand the number of student employees in the Division of Student Affairs

- Evaluate existing student positions and create a comprehensive picture of student staffing levels across departments and units
- Evaluate attrition and determine if position could be re-classified and accomplished by students
- Write student positions into grants
- Explore divisional work study program
- Explore creative approaches to securing funds for student positions

ENGAGE IN DIVISIONAL PROGRAM PRIORITIZATION

Define project scope and determine divisional committee members

- Ensure alignment with parallel Boise State Program Prioritization

Determine criteria and process to ensure efficiency of resource alignment

- Select appropriate criteria, along with their relative weights, for evaluating programs for prioritization
- Define data to be gathered

Evaluate programs based on developed criteria and weightings

- Generate and gather qualitative and quantitative data
- Verify data
- Score criteria according to rating mechanism
- Make recommendations

Departments Reporting to the Associate Vice President for Student Affairs

Campus Recreation

MISSION

Campus Recreation enriches the university community by providing diverse recreational and leadership opportunities that foster personal growth and lifelong healthy habits.

PROGRAMS & SERVICES

Aquatics

Classes in master's swim and water fitness, as well as drop-in lap and recreational swim, appeal to a wide variety of students and members. Everyone is encouraged to learn new skills through lifeguard and water safety instruction courses.

Fitness

Group exercise classes make up the backbone of the fitness program with 45 free drop-in classes each week. Small group experiences, more detailed and progressive, extend to instructional fitness classes and personal training.

Rec Sports

The Rec Sports program plays host to intramurals, clubs and special events. Competitive and non-competitive leagues in the intramural program provide a positive and active outlet for students, as well as a connection point to other students and the university community.

Clubs extend to higher level of organization and competition, typically traveling to compete in the West, Northwest and Canada. Recreation hosts two major events each year: Get Rec'd and Recover and the Beat Coach Pete Scholarship Run/Walk.

Outdoor

A full four-season rental program supplies all the correct gear and includes rentals for personal trips, departmental field trips, and custom experiences designed by the Outdoor Program staff. The indoor climbing gym and a variety of programs help students and other members gain skills and confidence to pursue outdoor adventure.

Facilities

Recreation Center: 86,000 sq. ft on two levels, including a three-court gymnasium, four racquetball/squash courts, climbing gym, group exercise rooms, a variety of cardio, strength and stretch options throughout. Amenities include locker rooms, saunas, massage, athletic training and retail.

Aquatic Complex: 16,000 sq. ft. with three bodies of water: six-lane multi-use pool, recreational pool and spa.

Cycle Learning Center: 1,600 sq. ft. mixed used retail space located in the NE corner of the Lincoln Parking Garage, a central location for campus bicycling advocacy, education, retail and service.

Recreation Field: 1.25 acres in the center of campus accommodates intramural and club sports competitions. The field is also a shared space with Kinesiology and Athletics and can be rented by both university and local community groups. The management and ownership of the field was transferred to the Department of Athletics in spring 2013.

Services

The following services support major programs and provide amenities and services to students and other members:

- Fitness Testing
- Personal Training
- Massage
- Custom Trips, Classes, Workshops, Events, Activities
- Retail & Facility Rentals
- Rec Response (Athletic Training)

PARTICIPATION SNAPSHOT

Turnstyle Count

2011: 346,468

2012: 374,491

IM Sports

2011: Participants 3,009; Contests: 1,109

2012: Participants 3,608; Contests: 1,343

Club Sports

2011: 376 Participants

2012: 400 Participants

Fitness Group Exercise

2011: Participants 21,568; Classes 1,160

2012: Participants 21,351; Classes 1,320

Instructional Fitness

2011: 123 Participants

2012: 171 Participants

Personal Training

2011: 169 Participants

2012: 175 Participants

Outdoor Trips

2011: Participants 244; Total Trips 28

2012: Participants 368; Total Trips 40

Outdoor Climbing

2011: Roped 3,077; Bouldering 1,002

2012: Roped 3,127; Bouldering 562

Aquatics Programming

2011: Individual Lessons 14; Group Lessons 6

2012: Individual Lessons 49; Group Lessons 42

Rec Response/Clinic

2011: 2,433 Participants

2012: 2,941 Participants

Rec Response/Coverage

2011: IM Events Covered 116; Club Event Covered 58

2012: IM Events Covered 185; Club Event Covered 40

Rec Response/Health Center Referrals

2011: 97

2012: 116

Special Events

2011: Get Rec'd 400; Buck Off Climbing Comp 36; Beat Pete 2,195

2012: Get Rec'd 425; Buck Off Climbing Comp 57; Beat Pete 2,297

Massage

2011: 30-Minute Session 54; 60-Minute Session 210

2012: 30-Minute Session 54; 60-Minute Session 190

Summer Camp

2011: Lacrosse Boys 99; Lacrosse HS Boys (started FY 12) 72; Lacrosse Girls 18

2012: Lacrosse Boys 97; Lacrosse HS Boys (started FY 12) 66; Lacrosse Girls 23

PLANNING & EFFECTIVENESS

I. GOAL: Improve Business Foundation.

Assessment Strategies

- Create formal group to review, revise and approve departmental polices.
- Revise departmental forms; create a standard template for internal/external forms.
- Refine annual area business presentations/meetings.

Assessment Results

- Policies provide consistency for everyone; kept student employees more engaged in training on the policies. Student employees asked many questions about specifics and how to deliver feedback and education to patrons.
 - Strength and conditioning staff completed a self-evaluation, including a topic/question on how to educate students and patrons on policies. Most feel comfortable through their training to deliver the feedback and ask for clarification from their supervisors when needed.
- Consistency in forms has not drastically changed or improved business function. However, it provides a more professional look.
- Business meeting prep provided a consistent framework and point of reference for all areas to approach budget presentations. Program and facility staff was better prepared for the presentations versus last year and the template helped to guide discussion. Consistency created by the template made the process easier to follow for the accountant, business manager and director.

II. GOAL: Elevate Internal/External Student Development.

Assessment Strategies

- Full-time and graduate assistant (GA) staff to meet with 300 Kinesiology 101 students in entry-level course to discuss professions in the field of recreation as viable career options.
- Partially support conference travel for four GAs to National NIRSA Conference.
- Provide free continuing ed. workshops to all fitness instructors in water fitness.
- Support two student/staff development grants.

Assessment Results

- Kinesiology students were engaged in the presentations. Conversations sparked further interest in departmental programs that would enhance classroom learning (e.g., American Council on Exercise personal training prep course) and lead to student employment opportunities, including personal training, and strength and conditioning attendants.
- GAs presented what they learned from the conference. All staff that received financial support appear more invested in the department as evidenced by further development on their own, and helping out their supervisors with extra tasks.
- Elevated engagement by full-time staff for student development initiatives including the creation of two groups to create a new format for two significant on-boarding pieces: Hiring information sessions and all-staff training.
- Customer Satisfaction Survey reported that 96% of respondents agree or strongly agree that the Rec is a friendly and welcoming environment; 95% agree or strongly agree that their questions are answered satisfactorily.

III. GOAL: Improve Risk Management Practices.

Assessment Strategies

- Hire new assistant director for Facilities and Operations in January 2013. Driving risk management plans and initiatives will fall to this area.
- Standardize tracking/reporting of accident and incident reports.

- Revision of Risk Management video shown to all staff during new staff training.

Goal is still in process with change of staffing and will be extended to FY 14 for further development and facilitation.

Assessment Results

- New eyes help identify areas for improvement with attention to detail on training practices for incident and accident reports.
- Improved communication with the offices of Risk Management and Insurance, as well as Environmental Health and Safety.

HIGHLIGHTS

Sixth Annual Beat Coach Pete Scholarship Run/Walk

Hosted 2,300 runners/walkers from across the valley and western states, raising \$35,000 for the General Scholarship Fund. Since the race began in 2008, the department has donated \$173,000 to the fund to support scholarships and emergency funding for students in need.

Yoga on the Blue

The fitness department hosted a yoga class on the Blue Turf in April. More than 150 people participated, which made local, national and international news.

Approval & Funding for Turf Recreation Field

The design/construction of a multisport turf recreation field was approved. Construction began in May for the turf field on the block adjacent to the Lincoln parking garage and the Student Union Building. Project completed August 2013.

Cycle Learning Center (CLC) Hosts Bike Corral for Home Football Games

CLC started an initiative to assist with sustainable transportation for home football games. For the six games, staff parked an estimated 1,300 bikes.

Men's Hockey Club Wins 2012 ACHA Community Service Award

The Boise State Hockey Club won the American Collegiate Hockey Association's 2012 National Overall Community Service Award for best charitable fundraising and hands-on involvement.

Altogether, 565 colleges competed. Of significant importance to this award was the fundraiser for Meals on Wheels. The game between Boise State and the University of Idaho raised \$16,000.

2013-14 GOALS

I. Refine Club Sport Policies, Procedures & Practices.

- Complete club benchmarking project to assist with the review and revision of current manuals, agreements and forms, travel practices, and funding model.
- Use NIRSA institutional data set and 2011 listed peer institutes.
- Deliver new manual and agreement forms to club members/coaches (fall 2013).
- Refine role of Club Sport Council.

- Pilot Club Camp program (summer 2013).

II. Transition New Professional Staff & Integration into New Reporting Structure.

- Work with AVP for direction/expectations/assistance with new reporting structure.
- Provide new director with departmental executive summary and other information to assist with on-boarding.
- Continue to impress on full-time staff “how we show up” makes an impact on student employees, and everyone who visits the Recreation Center.

III. Improve Risk Management Practices.

- Provide documented training calendar for student and non-student employees.
- Develop a risk management committee for review of incidents, accidents and identify potential risks.
- Determine the best delivery mechanisms for blood-borne pathogen and facility evacuation training for Recreation staff members.

CAREER CENTER

VISION

Begin with the End in Mind!

Help students create an intentional college experience by ensuring that students understand that everything they do both in and out of the classroom while at Boise State University will help them successfully transition from college to career.

MISSION

The Career Center is committed to assisting Boise State University students and alumni as they make decisions about their futures through our career planning and development programs and employment services. Our purpose is to facilitate positive partnerships and engagement opportunities among students, alumni, and employers in our community and beyond. We assist students in:

- Planning and implementing career objectives.
- Finding student employment and experiential education opportunities.
- Meeting their post-graduate career goals.

PROGRAMS & SERVICES

Internship Program
 Student Employment
 Employer Relations, including On-Campus Recruiting

Events

- Career Fair
- Graduate/Professional School Day

- Boise Law Fair
- Meet the Employers Professional Series
- Job Search Boot Camp

Counseling Appointments

- Career Decision Making/Planning
- Job Search Advising

Career & Life Planning Classes

BroncoJobs

Career Center Liaison Programs

PLANNING & EFFECTIVENESS

I. GOAL: Implement New SIGi 3 Career Assessment.

Assessment Strategies

- Phase out Discover Career Assessment.
- Review multiple career assessment: focus on content, user interface, support and reliability.
- Vet top choices through guided demos and interviews with existing users.

Assessment Results

- After reviewing/vetting the top career assessments, determined that SIGi 3 most effectively met needs of Boise State.
- Customization of SIGi 3 began in July 2012; completed by the first week in August.
- Staff training and usage began in August; testing and further customization completed by the first day of classes.
- SIGi 3 was marketed via the website, social media platforms (Facebook and Twitter), orientations and newsletters. SIGi 3 was also promoted to Advising and Academic Enhancement and first-year business students via GenBus100.
- Since implementation, 995 new users have used the system

PERFORMANCE METRICS

Program/Service

Career Counseling/Decision Making,
Job Search Advising, Graduate School Advising
Internship Program

Student Employment

Employer Relations

On-Campus Recruiting- #of companies

Metrics 12/13

2,108 Appointments

1,140 Internships

2,979 Credit Hours

134,055 Contact/Work Hours

N/A

34 Employers

On-Campus Recruiting- # of interviews	285 Interviews
Events	
Event	Students/Employers
Fall Career Fair	N/A
Graduate/Professional School Day	100/38
Boise Law Fair	150/60
Spring Career Fair	1,200/82
Meet the Employers Professional Series	154/47
Job Search Boot Camp	82/32
Career-Related Classes	5 Classes 82 Students
BroncoJobs	
Career Job Postings	2,622 Job Postings
Student Job Postings	2,996 Job Postings
Marketing/Outreach Social Media	
Outreach Activities: Workshops, Class Presentations, Orientations	133 Events 8,239 Students
LinkedIn Group Members	1,224
Twitter Followers	2,619
Facebook Friends	536
Liaison Relationships	N/A

HIGHLIGHTS

Expanded Employer Outreach Program

- Using information from the Alumni Association, developed a database of alumni and where they work by company and location.
- Used the LinkedIn for College Alumni database to identify where alumni live and work. The following cities (outside Boise) were identified as having the largest number of Boise State graduates:
 - Seattle (1,101)
 - Portland (848)
 - San Francisco (641)
 - Salt Lake City (536)
 - Pocatello (498)
 - Los Angeles (422)
 - Spokane (418)
 - Denver (415)
 - Phoenix (348)
- Used above information to connect with alumni and Human Resources staff at the top employers in these areas to encourage recruiting at Boise State.
- Used the information posted on Enrollment Services website to identify the top cities and states of incoming freshman (fall 2012) and the top universities and states of new transfer students. Based on the findings, a program is being developed to target major employers in:

- California (SF Bay area & LA area)
- Washington (Seattle area & Spokane)
- Oregon (Portland/Vancouver, WA)
- Nevada (Las Vegas & Reno)
- Implemented New Internship Program Web Application/Orientation Video.

Progress & Accomplishments

Due to resource constraints, and to meet the project timeline, the OIT Enterprise Application Systems Group (EAS) brought in an external team to develop the Internship Web Application. The new Internship Application for Academic Credit, which included an online orientation workshop YouTube video, was successfully launched into production in time for spring registration.

Prior to the Web application “live” date:

- Worked with OIT business analyst to address issues/questions during development phase.
- Worked with previous vendor of the Internship Application to ensure all historical data from the existing application was successfully exported into the new application.
- Upon completion of development, conducted final user testing with the business analyst and the Registrar’s office.
- Conducted several training workshops on the new application for faculty department internship coordinators.

Significant progress has been made by the OIT EAS group’s Web team to resolve the outstanding technical issues and the Career Center will continue to work with them. Once resolved, the Career Center will move forward with a follow-up survey to the faculty department internship coordinators and with enhancement requests for needed functionality through the IT Priority Committee (ITPC).

2013-14 GOALS

- I. **Provide a relevant educational experience through research aimed at identifying employer needs and expectations.**
- II. **Provide Idaho high school students with the opportunity to begin their career planning/decision-making process.**
 - Track number of students who participate.
 - Identify geographic locations of those students.
 - Reinforce to students the need to pursue some form of higher education.
- III. **Expand employer partnerships locally, regionally and nationally to provide students with increased opportunities. The Center will track:**
 - Number of new employers connecting with Boise State through the Career Center by region.
 - Number of job postings by new employers.
 - Number of campus visits.
 - Number of alumni “Career Volunteers.”
 - Activity of alumni “Career Volunteers.”

- IV. Add professional development to the student employment program to help students grow professionally and enhance their ability to successfully transition from college to career.**

HOUSING & RESIDENCE LIFE

VISION

Housing and Residence Life creates a living experience for students that results in residential students being academically successful, feeling connected to the university, retained through completion of their degree and positive contributors to their community.

MISSION

Housing and Residence Life enriches the learning experience by creating an environment that fosters personal growth, academic success, civility, and commitment to citizenship at Boise State University.

VALUES

In promoting the Boise State University's Shared Values, Housing and Residence Life is:

- Committed to creating an atmosphere that feels like home, is fun, and is supportive of individual student needs.
- Focused on providing educational opportunities outside the classroom which contribute to students personal growth, understanding of self, and responsibility for community.
- Dedicated to challenging students to value and celebrate difference as a means to personal growth and understanding the communities of which they are a part.

PROGRAMS & SERVICES

Residence Life

Residence Life provides a living-learning environment devoted to the development and success of students academically, socially, mentally and physically. Residence Life works closely with student leaders to gain insight into fostering a successful experience as both employed staff and in an official advisory capacity through the University Housing Association (UHA), Resident/Community Assistant role, and/or Hall Council (HC) involvement.

Residential Education/Living-Learning

The Residential Education/Living-Learning Communities program enriches student learning through direct connection with faculty and staff who bridge formal academic inquiry to students' personal lives. Student program assistants work directly with faculty/staff community coordinators to shape course content and provide opportunities for experiential learning and social interaction.

Residential Facilities

Residential Facilities (RF) provides a living environment that enables students to experience individual and communal success. RF is committed to researching and implementing measures, which contribute to

campus sustainability efforts as well as financial efficiencies, which impact student fees. Students also have employment opportunities that can provide valuable work experience, teamwork interaction, and help offset the cost of living on campus.

Residential Business Services

Residential Business Services assists students by providing accurate billing for housing expenses, providing effective financial options to fund their living arrangements, and connecting them with campus resources. Business Services also:

- Provides further assistance for students who need employment and individualized consideration of their life situations when living on campus has become immediately or unexpectedly unaffordable.
- Ensures that billing, credits, and all accounting information for the department and for students are done responsibly, accurately and with efficiency for the benefit of all.

Residential Operations

Residential Operations (RO) provides oversight, management, administrative procedures and policies, and support to specific programmatic areas of Housing and Residential Life. RO includes IT services for residential students, assignments services, and marketing of the residential experience.

Guest & Conference Housing

Guest and Conference Housing (GCH) engages external associates and university departments to provide housing as part of sponsored programs, assists faculty and staff transitioning to Boise State and students searching for on- or off-campus housing. GCH manages several programs and partnerships with the Graduate College, fraternity and sorority life, and Real Estate Services. Students employed during the summer provide customer service, assist in facility preparation, and interact with guests.

PLANNING & EFFECTIVENESS

I. GOAL: Improve Overall Student Satisfaction with Residential Life.

Assessment Strategies

- Utilize student surveys to intentionally correct or duplicate what students experienced in University Housing.
- Have area coordinators ensure that focus is given to residential student governance.

Assessment Results

- Conducted monthly surveys of the RA/CA team to gauge satisfaction of ongoing trainings and requirements of the position. Had intentional conversations with students to see how their experience has been in different group combinations.
- Feedback resulted in adding new elements to training, making summer training work more intentional and meaningful, while also continuing with popular elements from training/staff development throughout the year.
- Conducted monthly meetings with office assistants during the first semester. Improvements were made at the desk operation level to make the work more meaningful for the students: modified functional space to provide more secure package storage at Chaffee; created

unified notes for DAs on how to perform software functions of the job; discussed quirks/challenges at different desks.

- With two new ACs on board, focused on preparing them for their jobs, as well as the six new resident directors; plans are to work with UHA and the Hall Councils to conduct regular satisfaction surveys from residential non-student leaders.

II. GOAL: Complete Retention Study of Past LLC Participants.

Assessment Strategies

- Utilize student labor or new Road Map technology to track retention.
- Work with FIRS to identify graduate student in the College of Education who can assist with the study and gather perspectives of current students.
- Initiate survey to past students to identify impacts of program on college experience and affiliation with Boise State.

Assessment Results

- Conducted a retention/GPA study comparing LLC students, residence hall students, and off-campus students from the past three years: residence hall students were retained at higher rates than off-campus students and earned higher GPAs; LLC students were retained at higher rates than both groups of students and earned higher GPAs than both groups.
- Survey not yet created, a goal to be carried over to 2013-14; conducted a general survey assessing students' motivation to exercise prior to taking KinAct 163 and then after taking it. A case study was submitted for publication in "Work" magazine.

III. GOAL: Reduce Need for Outside Labor.

Assessment Strategies & Results

- Hire students for short periods after realigning the student-staffing schedule for spring 2013; found success in reducing the number of hours needed from temporary employees.
- Hire students for fixed blocks of time by having them work specified time blocks each week as their academic schedules permit; found success with intentional hiring of financially struggling residential students as an effort to keep them in school by providing a job that allows them to work where they live for a fair wage.

IV. GOAL: Automate Daily Routine Tasks of the Business Office to Increase Efficiency/Accuracy.

Assessment Strategies & Results

- Work closely with Campus ID to automate meal plan change; achieved.
- Work closely with UH IT to improve import/export process to minimize manipulation of housing charge files; process is now mostly automated and more efficient, dropping daily processing from hours to minutes.
- Work with Guest and Conference Housing to automatically generate invoices; ongoing.

V. GOAL: Add Wireless Access Points to Interior/Exterior Student Housing Areas.

Assessment Strategies

- Determine basic, mid-range and optimal coverage and associated costs.
- Meet with UHA to discuss impact on both residence hall rates and apartment rental rates and their willingness to recommend associated increases.

Assessment Results

- Research in coordination with campus OIT Services was completed in early fall to determine adequate equipment necessary to fully cover all student residential areas. With financial assistance from the VPSA office, began increasing wireless coverage in late spring 2013.
- Because of the VPSA financial offset, were able to wrap any additional costs to students for the wireless service into the standard rate increase in the upcoming year's housing rates.

PERFORMANCE METRICS

Residence Life

Fall 2012

Total Programs: 321
Total Attendance: 5,586

Spring 2013

Total Programs: 360
Total Attendance: 5,070

Residence Education

- Fundraiser for the Idaho Human Rights Education Center: raised more than \$1,300 for the Rose Beal Legacy Garden. Residence Education groups also hosted her to speak on campus in the fall; more than 700 people attended.
- Beat Pete: More than 120 students, faculty and staff of LLCs volunteered for the second year to staff this event, which included more than 30 runners.
- Dean's List: 50 LLC students made the fall Dean's List (1/3 of the students in the LLC program); 28% of LLC students made the spring Dean's List (number doesn't include FYF)

Training/Development: Faculty participated in an annual planning session in July. Partnered with the Center for Teaching and Learning and hosted workshops on learning outcomes, creating meaningful learning activities, and assessing student learning. The purpose of the planning session was to introduce faculty to the unique learning environment/culture of residence life, build a sense of team, clarify roles and expectations, identify innovative teaching and learning strategies, and clarify processes/procedures.

Faculty attended monthly meetings, a combination of updates, developmental activities and idea development. Presentations for FIR included:

- Finance and retirement planning
- Using mobile learning initiatives to improve learning
- Using a sorting activity to help students reflect on values

Students & Communities: Students complete admissions essay and résumé for faculty review. Every Living-Learning Community scored higher than hall average GPA, except first-year focus; lifetime rec is not appreciable lower.

Total Participants: 167

Arts & Humanities (2 return): 19
 Business: 24
 Comm Scholars: (fall 10; spring 6)
 Engineering: 20
 Health Professions: 20
 Global Village: 20
 Lifetime Rec: 24
 FYFocus Towers (fall only): 24

Community GPA

Arts & Humanities 3.032
 Business 3.157
 Comm Scholars 3.300
 Engineering 3.019
 Health Professions 3.157
 Global Village 2.815
 Lifetime Rec 3.006
 FYFocus Towers 2.592

All Halls Average GPA

Taylor 2.993
 Suites 2.705
 Morrison 2.981
 Keiser 3.026
 Chaffee 2.720
 Towers 2.764
 Driscoll 3.307

Community Service

All the communities completed community service projects resulting in approximately 1,300 total hours rendered by LLC students.

Community	Activity/Assignment	Assessment/Measures	Impacts/Effects	Total Community
Engineering	Rose Beal Fundraiser	Discussions in class, reflective writing	22 students (50 hours)	260
	Million one march Service Sat.	Discussion in class	22 students (66 hours)	
	Fire Restoration	Discussion in class	15 students (60 hours)	
	Service Saturday (m/u)	Discussion in class	7 students (21 hours)	
	Discover Engineering Day	Discussion in class	22 students (66 hours)	

Community	Activity/Assignment	Assessment/Measures	Impacts/Effects	Total Community
	University Day	None	4 students (3 hours)	
Arts & Humanities	Harvesting with the Somali-Bantu Zigua Community (9/14)	Verbal; self-report	19 students plus PA and FIR @ 3 hours each: 63 hours	259.5
	Service Saturday with SILC (2/9)	Verbal; self-report	4 students plus PA @ 2.5 hours each: 12.5 hours	
	Service Saturday with SILC (3/9)	Verbal; self-report	7 students plus PA @ 2.5 hours each: 20 hours	
	Academic Decathlon Volunteering (3/16): Helped facilitate Super Quiz portion of State Championship Competition.	Verbal; self-report	7 students plus FIR @ 3 hours each: 24 hours	
	Beat Pete Volunteering (4/13)	Verbal; reflections in journals	17 students plus PA and FIR volunteered @ 2 hours each: 38 service hours	
	Zoo Boise	Verbal; self-report	1 student volunteered @ 20 hours: 20 hours	
	World Cup of Tea	Verbal; self-report	3 students @ 15 hours: 45 hours	
	Idaho Humane Society	Verbal; self-report	2 students @ 6 hours, 1 student @ 15 hours: 27 hours	
	University Day	Verbal	5 students @ 2 hours: 10 hours	
Comm Scholars	Rose Beal Fundraiser	Verbal; self-report	5 students @ 2 hours each aided in several tasks related to donation: 10 hours	21
	Beat Pete	Verbal; self-report	3 students @ 3 hours each: 9 hours	
	University Day	None	2 students @ 2 hours: 4 hours	

Community	Activity/Assignment	Assessment/Measures	Impacts/Effects	Total Community
COBE	Service Saturdays, Beat Pete, Rose Beal Fundraiser, St. Baldricks	Based on the self-reported community service from the students (reported to the PAs each semester)	160 hours completed in the fall semester (approximately 7 hours per person) and 230 hours (10 hours per person) in the spring semester	390
HPRC	American Red Cross	Participation/Attendance	96 hours	
	Rose Beal Fundraising	Participation/Attendance	36 hours	
	Beat Pete	Participation/Attendance	48 hours	
	Individual volunteering connections and commitments	Identify, plan and commit to volunteer organization of each individuals choice, e.g., Canyon County Animal Shelter, Friendship Clinic, Discovery Center	89 hours	269
GVC	Beat Pete	Verbal; self-report	10 students at 3 hours	30
Lifetime Rec	Beat Pete	Journals	20 students at 3 hours: 60 hours	96
	Starlight Snow Shoe for childhood diabetes	Self-report/observation	6 students at 2 hours: 12 hours	
	Rose Beal Fundraiser	Self-report/observation	10 students at 2 hours: 20 hours	
	University Day	Blog	2 students at 2 hours: 4 hours	

Out-of-Class Activities

Each faculty facilitator created a unique syllabus for the experience that included a number of activities outside the classroom focused on the following outcomes: general program, specific community, and educational (included field trips, intramurals, dinners, etc.).

Total number of formal out-of-class activities (not including Workshop Wednesdays, Ted Talk Tuesdays, Cup Challenge, Community Service): 152

Arts and Humanities	37	24%
COBE	15	10%
Community Scholars	18	12%

Engineering	12	8%
Health Professions	20	13%
Lifetime Rec	14	9%
Global Village	32	21%
FYFocus (fall only)	4	3%

Targeted Program Outcomes of all Communities Combined:

Sense of Belonging	118	31%
Academic Achievement	25	6%
Increased Interactions	129	34%
Major & Career Exploration	14	4%
Citizenship Civic/Engagement	57	15%
Awareness of Campus Resources	37	10%

Total Attendance at activities: 2,027

(The 161 LLC participants (fall) and 137 (spring) attended multiple activities. This number represents the number of students attending all activities.)

Total Cost of All Activities:	\$24,742.18
Total Food Cost:	\$ 7,997.21
Total Field Trips/Travel:	\$11,375.64

Overall Attendance/Total Cost of Activities

Average cost per participant for all activities: \$6.18

Facilities

Type of Work Done	Academic Year 2012-2013		Academic Year 2011-2012	
	Total # of Work Orders	Total Hours of Labor	Total # of Work Orders	Total Hours of Labor
Corrective/Preventative (lighting upgrades, etc.)	3,263	27,095	2,605	28,234
Reactive (student requests for light bulbs, etc.)	5,621	5,745	6,289	7,498
Vandalism Repair	33	72	90	156
Other (alterations, special projects, etc.)	285	1,361	576	2,182
Total work orders completed	9,202	34,273	9,560	30,070

In Academic Year 2011-2012, the average time for a work order to cycle through the process was **3.98 days**. In Academic Year 2012-2013, the average time dropped to **3.72 days**.

Application & Occupancy

Fall Tenth-Day Freshmen Application

In-state Apps

Total: 701

Female: 395
Male: 309

Out-of-State Apps

Total: 713
Female: 361
Male: 352

Capacity

Total: 1,270
Female: 664
Male: 587

Fall Tenth-day Freshmen Occupancy

Capacity: 1,276
Assignments: 1,262
Occupancy: 99%
Applications: 1,444
Yield: 87%

Fall 2012

Residence Halls

Capacity: 1,892 Occupancy: 1,774 % Occupancy: 93.76%

Apartments

Capacity: 372 Occupancy: 326 % Occupancy: 87.63%

Spring 2013

Residence Halls

Capacity: 1,894 Occupancy: 1,696 % Occupancy: 89.55%

Apartments

Capacity: 371 Occupancy: 339 % Occupancy: 91.37%

Year-End Guest & Conference Services

# of Groups	57
Unique Visitors	6,415
Bednights	20,073

Summer conference operations span two fiscal years: FY12 and FY13.

Total Number of Unique Visitors	Total Number of Groups	Total Number of Bednights	% of Total Number Unique Visitors	% of the Total Number of Groups	% of the Total Number of Bednights	Category
5,641	41	15,876	88%	72%	79%	Internal Affiliation
774	16	4,197	12%	28%	21%	External Affiliation
2,073	21	3,281	32%	37%	16%	New Conferences
4,306	34	16,666	67%	60%	83%	Continuing Conferences
36	2	126	1%	4%	1%	Returning Conferences (return after 1+ years away)
242	19	2,002	4%	33%	10%	Adult Educational
1,567	9	6,112	24%	16%	30%	BSU Athletics
28	4	1,183	0%	7%	6%	Intern Groups
2,307	8	2,294	36%	14%	11%	Orientation
625	10	4,180	10%	18%	21%	Youth Educational
488	5	1,672	8%	9%	8%	Youth Recreational
1,158	2	2,630	18%	4%	13%	Youth Religious

Financial Data

	FY11	FY12	FY11/12 Compare
Revenue	\$ 355,492	\$ 440,316	24%
Expenses	\$(146,775)	\$(148,322)	1%
Net	\$ 208,717	\$ 291,994	40%

	FY12	FY13 (1,2)	FY12/13 Compare
Revenue	\$ 440,316	\$ 475,984	8%
Expenses	\$(148,322)	\$(185,645)	25%
Net	\$ 291,994	\$ 290,339	-1%

1. In FY13, guesthouses were invoiced through a separate Dept ID; this number represents data through March 31, 2013 for the 977L101011 and 977L101005 Dept. IDs. All prior years they were consolidated in the 977L101011 Dept ID; the number represents the aggregate for FY13.

2. In FY13, began to “right-align” expenses from other departments to the Guest & Conference Housing accounts, including adding a full-time classified position.

HIGHLIGHTS

- Completed first summer conference operation benchmarking study through ACCED-I (Association of Collegiate Conference and Events Directors, International).
- Development is in progress of an MOA between Honors and Housing & Residence Life in an effort to formalize this partnership.
- Established an integrated/long-term Leadership Training component of RA/CA Training and the RA/CA experience in partnership with Student Involvement and Leadership Center.
- Piloted the new Engagement Center in Towers Hall in collaboration with: Health and Wellness, Campus Recreation, Career Center, The Writing Center, Academic Advising and Enhancement, Campus Read and many others.
- Partnered with Fraternity/Sorority Life to provide housing for three organizations (Alpha Xi Delta, Sigma Chi, and Delta Sigma Phi).
 - 19 students housed during fall.
 - 27 students housed during spring.Two groups have signed on for a future year and requested summer occupancy.
- Partnered with Real Estate Services to refurbish several university-owned properties; rented seven additional properties to faculty, staff, and in some cases, upper-class students.
- Partnered with the Graduate College to house the Graduate Residential Scholar Program. Moved fifteen scholars to Manor Apartments.

2013-14 GOALS

- I. Create/Execute a Pilot Program: Towers Engagement Center.**
 - Create at least five collaborative relationships with partners across campus.
 - On a regular rotation, offer services and programs outside of the traditional 8 to 5 workday to the Towers student body.
 - Increase average GPA of the Towers residents.
- II. Create Quality/Innovative Learning Opportunities for LLC Students.**
 - Based on the e-portfolio committee's decisions about pilot groups, the LLC would participate in the e-portfolio pilot program.
 - Devise training/development for faculty during summer planning session so they can incorporate mobile learning strategies into their community classes.
 - Teach students how to create an e-portfolio and utilize mobile learning strategies in their LLC community classes and beyond.
 - Implement iPad leasing program in collaboration with Academic Technologies and Apple: students could lease an iPad for \$20 per month with option to buy.
- III. Improve Customer Satisfaction Through the Development/Implementation of the TMA Work Order Auto Response Function.**
 - Develop the TMA back-end through research/training from TMA support system.
 - Ensure front-end staff has training necessary to gather/input information, so requests are answered in a timely and effective manner.
 - Program a self-service student interface that will allow students to enter their own work orders from any Internet connection.

- IV. Work More Closely with Residential Leadership Team (RLT) to Increase Knowledge/Understanding/Involvement with Individual/Departmental Budgets.**
- Meet monthly with each RLT member to review the budget and discuss implications to be addressed immediately.
 - Review the full Housing/Residential Life budget and project list with RLT once a month.
 - Delegate non-essential daily tasks to other business office staff to create time in the business manager's schedule to complete this goal.
- V. Develop Lobby Reader Board Standards/Programming.**
- Develop the program to launch messages.
 - Draft common emergency/facility issue messaging.
 - Draft standard yearly events messaging (closing, opening, breaks, etc.).
 - Establish standards for utilizing the reader boards for AC and RD teams.
- VI. Increase Summer Student-Intern Housing Program.**
- Enhance awareness about the student-intern housing program to campus departments, local businesses, government agencies, and nonprofits.
 - Establish online information/application page on summer conference website.
 - Fill an entire building at University Suites with student interns.
 - Work with the Career Center to send student intern housing information to their respective colleagues at other universities.

INTERNATIONAL STUDENT SERVICES

VISION

International Student Services envisions being part of a community where students:

- Feel included and supported by the larger university population.
- Can achieve their academic goals.
- Influence campus internationalization as they become global citizens in partnership with domestic students.

MISSION

The mission of International Student Services is to:

- Provide the support and assistance necessary for international students to achieve their educational goals and to ensure institutional compliance with governmental immigration regulations.
- Serve as a central campus resource relative to international and intercultural affairs and as a place of expertise to develop and promote programs to internationalize campus.
- Contribute to the university effort to develop a dynamic and participatory campus climate that values global engagement and is welcoming to people from all international cultures.

VALUES

International Student Services values student development and strong ethical and legal compliance with government regulations. We do our work with integrity, efficiency and a high level of professionalism.

PROGRAMS & SERVICES

International Student Advising & Support

- Provides comprehensive support services to international students as they integrate into the larger campus community.
- Acts as a welcoming center where international student needs can be met directly or referred to the appropriate university or community resource.
- Fosters compliance with immigration regulations through orientation and ongoing workshops and consultation.
- Provides counseling around academic, career and interpersonal issues.

Cross-Cultural Training & Faculty/Staff Support

- Provides expertise on immigration and cross-cultural issues for the campus at-large.
- Serves as a liaison between faculty, staff and international students.
- Provides customized cross-cultural training to assist faculty and staff in successful interactions with international students.
- Provides group or one-on-one consultation to campus community members.
- Proactively mediates intercultural conflict situations.

Sponsored Student Support Program

- Provides specialized services to international students and their sponsors.
- Employs a student support coordinator: liaison between the university, the students and sponsors.
- Hires students as cultural peer advisors: liaisons between ISS and the sponsored student population.

World Cup of Tea Friendship Program

Matching international and domestic students in a semester's reciprocal friendship across borders, students can expand their worldviews as they explore one another's cultures and perspectives. WCT members attend group events and participate in independent one-on-one or small group get-togethers. Many students gain Service-Learning credit for participating and the friendships developed in the program often continue well beyond the one-semester commitment.

Coffee & Conversation

Domestic and international students are invited to the Student Diversity Center each week for some "down time" and refreshments where they can get to know one another and learn about world cultures.

Annual International Thanksgiving Dinner

International students and their guests gather for a traditional Thanksgiving feast. On- and off-campus partners share in this event to teach international guests about a typical American holiday. Approximately 200 guests participate each year.

PLANNING & EFFECTIVENESS

I. GOAL: Continue to Expand/Improve Programming.

Assessment Strategies

- Host students for The World Cup of Tea friendship program.
- Increase student staff.
- Create “Cultural Lunch and Learn” for Middle Eastern (ME) students and their faculty.
- Initiate weekly staff meetings, including student input.
- Conduct research to find out how to better support the integration of ME students.
- Hire cultural peer advisors to help reach ME students.

Assessment Results

- Hosted 60 students (30 each semester); 30 Service-Learning students participated.
- Staff increased from two students to seven. Programs became more student-centered and student-facilitated.
- 75 people attended Cultural Lunch and Learn. Surveys indicated that 90% of responders felt the event helped them better understand Saudi and Kuwaiti students.
- Initiated weekly strategizing meetings for staff; incorporated student input for event planning.
 - Event demographics have changed because 50% of all international students this year are from the Middle East. For example, our cultural peer advisors, both from Saudi Arabia, planned an international soccer tournament. Attendees were mostly from the Middle East with a few students from other countries, including the U.S.
- Conducted research and formal focus groups with ME students in an effort to better support their integration.
- Hired cultural peers advisors.

II. GOAL: Define/Enhance the Relationship with SACM & the Role of the Sponsored Student Support Coordinator (SSSC).

Assessment Strategies

- Hire a SSSC.
- Prepare for approximately 250 new SACM students in fall 2012.
- Develop new or enhance partnerships with New Student and Family Programs, Academic Advising and Enhancement, English Language Resources, Housing, and SHIP.
- Create new/enhanced academic support networks campuswide for this group.
- Raise the score of the IELTS (English competency exam) for future applicants.
- Discuss how to best meet the needs of the students, the sponsor and the university when SACM staff visits for a two-day strategic meeting.
- Conduct cross-cultural trainings on “successful interaction with ME” to university audiences.

Assessment Results

- Hired a SSSC who spent the summer orienting herself to Boise State, the SACM program, and the sponsored students.
- 250 new ME students with low English language abilities arrived. ISS and the SSSC were overwhelmed by the need to provide support for them and the campus community.

- Partnerships formed between ISS and relevant university departments.
- Feedback from faculty indicated appreciation for the structured support offered by ISS in conjunction with AAE and English Language Resources.
- Feedback from cross-cultural workshop attendees indicated high percentages of new knowledge and understanding gained.
- A memorandum of understanding between SACM and Boise State is ongoing; discussion continues about details of the partnership with SACM, of which staff has indicated they are pleased with the progress made on their requests.
- SSSC was spending 75% of the time providing academic advising. This will change when AAE hires an international academic advisor. SSSC will have time to re-focus efforts on developing the specialized support services needed for this population.

III. **GOAL: Define/Create Vision for the Student Diversity Center in Partnership with MSS.**

Assessment Strategies

- Conduct meetings with MSS, ISS and students to decide on a shared vision.
- Add two wall screens to facilitate training/marketing and highlight student activities.
- Select new furniture to create a community-focused environment.

Assessment Results

- Ongoing discussions and team building between the two departments with shared responsibility for the upkeep of the Center.
- Applied for a grant for two wall screens.
- Selected furniture for SDC, versatile/mobile pieces to serve diverse needs.

HIGHLIGHTS

Increase in Academic Support Services & Campus Partnerships

The unexpected increase in the ME student population allowed for greater visibility and credibility of International Student Services. Services that for years had been offered specifically to international students primarily by ISS have been expanded due to the valuable partnerships ISS now holds with different departments, including Academic Advising and Enhancement, New Student and Family Programs, Housing, and English Language Resources.

Sponsored Student Program Advancement

Hired a student support coordinator to serve students sponsored by governments or agencies worldwide; established new systems and efficient processes relevant to interacting with sponsors and creating the cultural peer advisor student positions and the “Cultural Lunch and Learn” series.

Cross-Cultural Trainings

Expanded cross-cultural trainings with ME students with comprehensive training delivered at least 10 times.

Expanded Student Staff & Strategic Use

Expanded from a four-person staff to a 10-person team, which includes three staff members and seven student employees. Initiated a weekly “strategizing” meeting where student staff input is key.

2013-14 GOALS

- I. Maintain Partnerships Related to International Student Academic Support.**
 - Meet regularly with campus partners: evaluate roles/relationships; make needed adjustments.
 - Evaluate student success and faculty satisfaction to find out if strategies employed by partnerships are working.

- II. Serve Non-Middle Eastern Students.**
 - Engage non-ME international students.
 - Evaluate non-ME student engagement via staff meetings and informal conversations.
 - Evaluate percentage of non-ME students in attendance at events.
 - SSSC will become more independent in role with the ME students, allowing AD to focus on other aspects of ISS.

- III. Develop Strong Working Relationship with MSS.**
 - Leadership teams will meet monthly to build and maintain mutual understanding and a strong working relationship.
 - Plan a joint training to allow students from both departments to form meaningful relationships and mutual understanding.
 - Staff members will hold regular meetings and create opportunities for social interaction to maintain and strengthen the partnership.

- IV. Define/Maintain Partnership with SACM.**
 - Contribute to finalizing the Memorandum of Understanding with SACM, which will include a proposed communication protocol.
 - Be proactive in communicating issues/resolutions; refer to the MOU/protocol as needed.
 - Coordinate site visits and videoconferences.

MULTICULTURAL STUDENT SERVICES

VISION

Our department is committed to training, education and advocacy for students on issues of power, privilege, oppression, bias and multiculturalism. We work to raise awareness, conduct trainings, develop workshops and create programming that will address issues for both dominant and non-dominant groups. We design our programs to help non-dominant culture students find their voice in validation while dominant culture students explore their role in diversity issues.

MISSION

Multicultural Student Services is committed to raising awareness and understanding about marginalized and oppressed groups in both non-dominant and dominant cultures, understanding about the needs of these groups and providing opportunities to all for action and interaction. We focus on education in the areas of

development, issues of power and privilege, social justice and internalized oppression and promote an environment where people with different values and beliefs are treated with respect and dignity.

PROGRAMS & SERVICES

Educational Outreach

MSS offers trainings on identity development, anti-bias and power, privilege and oppression. These programs help students from non-dominant groups experience validation and gain empowerment while dominant culture students learn about their role in understanding power, privilege and oppression.

Support Services

MSS offers involvement, training and development opportunities for students who want to become more culturally competent and aware and support student organizations and events that bring forth underrepresented perspectives. The Center houses services for both international and domestic students who will interact on a daily basis and create new pathways for learning.

PLANNING & EFFECTIVENESS

I. GOAL: Create Programs/Space to Help Students Understand Their Roles in the Work of Diversity & Multiculturalism.

Assessment Strategies

- Increase numbers of students getting involved with programs and visiting the Center.
- Inspire conversations with students about their experiences in participation and collaboration.

Assessment Results

- More opportunities for cultural, intellectual and academic exchange.
- Opportunity for creating a shared vision that includes the needs of both international and domestic students.

II. GOAL: Collaborative Shared Training, Space & Resources for MSS/ISS.

Assessment Strategies

- Combine staff training.
- Join staff meetings, feedback and reviews.
- Develop cross programming to address issues for domestic and international students.

Assessment Results

- Deeper understanding of the mission of each department.
- More effective communication and support for each other.
- Skill building in understanding issues from multi-perspectives.

III. GOAL: Create/Maintain a Strong Academic Connection to Programs.

Assessment Strategies

- Create a plan to work with Foundational Studies on how to structure a Tunnel geared to meeting UF 200 needs.
- Recruit faculty for Tunnel of Oppression theaters.
- Collaborate with TRIO for underrepresented and first-generation students.
- Connect identity development to programs in the Women's Center, Service-Learning, and Student Leadership.

Assessment Results

- Integration of student development and academic support.
- Stronger classroom/programming connections supporting each other's objectives.
- Stronger support for first-generation college students.
- Extension of departmental resources.

IV. GOAL: Create a Plan to Evaluate Training/Development of Student Staff.

Assessment Strategies

- Incorporate journaling, video interviews, and a pre-survey asking students questions at three different points in their yearlong work with MSS.
- Conduct entrance and exit interviews with staff in September and May.

Assessment Results

- Multiple methods of capturing feedback present a clearer picture of assessment.
- A better understanding of the needs of student staff in the department.

V. GOAL: Create a Tracking System for Identifying Retention/Graduation Rates.

Assessment Strategies

- Work with Institutional Research to help track students involved with MSS services.
- Connect programs to student retention and degree completion.
- Track students participating in training and programs.

Assessment Results

- Historical data helped understand how to develop future programming.
- Strengthened the learning objectives of programming.
- Provided support and feedback from the students immersed in the process.

HIGHLIGHTS

Full-Time AmeriCorp Support Coordinator Position Approved

- The support coordinator helped coordinate the Tunnel of Oppression, trained staff and other groups, created programs and served as an outreach contact for departments and organizations. The

creation of this position helped identify some areas on which to focus, such as identity development, outreach and staff development.

Dialog Groups

- The White ID program provides a place where dominant culture students can talk about their identity. The group begins in the fall and meets after hours in the Center. The participants and the facilitator tackle topics such as bias, privilege and ally-ism.
- Dismantling Dominance: focuses on issues of colonization and oppression and empowering students on issues that have historical context, such as immigration, and systemic racism.

20th Annual Seven Arrows Powwow

- Created a dialog room where Native alumni, community and students could gather to have a conversation about resources to attend college. MSS continues to develop connections with the Native community so they can be a resource for Intertribal Native Council. MSS is working with Native alumni to help recruit students as members and officers for INC.

Tunnel of Oppression & Foundational Studies

- The 9th Tunnel of Oppression was held in April with first-time support from University Foundations. 700 students participated with 80 student planners and de-briefers.

2013-14 GOALS

I. Development & Growth of MSS/Foundational Studies Partnership.

- Continue to work with FS to identify topics, train faculty and involve students.
- Work with the FS faculty to develop, review and implement ideas for upcoming Tunnel of Oppression projects.

II. Development of a Leadership/Support Program for Underserved Populations.

- Train student organizations how to develop emerging leaders.
- Help historically underserved organizations recruit students and connect them to programs offered by Student Diversity and Inclusion.

III. Work with ISS, Student Leadership & Service-Learning.

- Connect MSS students to ISS, Student Leadership and Service-Learning programs and help those departments connect their students to MSS programs.
- Expand outreach to MSS colleagues. Discuss the benefits of tying MSS programs to other areas of Student Affairs to benefit from each other's expertise.

STUDENT INVOLVEMENT & LEADERSHIP CENTER

VISION

Boise State University will be a safe, open environment that cultivates a sense of ownership, trust, self-awareness and responsibility among students as they prepare to create positive change in the world.

MISSION

The Student Involvement and Leadership Center works to build connections between Boise State students and the campus, the community and with other Boise State University students. We do this through leadership development, civic engagement, campus programs and partnerships across campus.

VALUES

- Ownership
- Trust
- Responsibility
- Self-Awareness
- Progress

PROGRAMS & SERVICES

Student Organization Training, Development

Educational programs, workshops and advising are available to approximately 200 student organizations, including assistance with securing and managing funds, arranging travel, planning events, and navigating campus policies and protocols.

Leadership Development

Leadership programs help students develop a healthy disregard for the impossible through building self-awareness, articulating a vision for the future, mobilizing ideas into action, and leading with an unwavering commitment to integrity.

Leadership Studies Minor

An interdisciplinary minor based on a holistic philosophy of leadership, Leadership Studies prepares students for leadership roles and responsibilities on campus, in careers and communities, developing skilled leaders who are ready to provide vision, positively transform organizations, and foster positive change in the world.

Fraternity/Sorority Life

SILC supports the fraternity/sorority community by providing individual, chapter and council advising, and by developing, coordinating and assessing programs and workshops that promote leadership development, academic excellence, positive relationships and civic engagement.

Civic Engagement

SILC facilitates student participation in volunteer projects locally, regionally and internationally. Project Jamaica and Service Saturday are examples of programs that provide opportunities for students to serve while learning more about the dynamics that make service to others necessary.

Campus Programs

Large-scale events help build a vibrant campus community: Spring Fling, Bronco Welcome and Homecoming, as well as weekly events such as movies, concerts, games, etc.

PLANNING & EFFECTIVENESS

I. **GOAL: Assess Student Leadership to Determine Areas of Success & Where Additional Focus is Necessary.**

Assessment Strategy & Result

- Conduct the Multi-Institutional Study of Leadership (MSL).
 - The MSL yielded relevant and necessary data pertaining to attitudes, beliefs and practices related to leadership on campus. When fully analyzed, this data will be used to inform programs, services and practices to advance student leadership.

II. **GOAL: Assess the Impact of Large-Scale Civic Engagement Programs.**

Assessment Strategy & Result

- Collect written reflections of participants following Project Jamaica; reflections affirmed being on the right track.

III. **GOAL: Assess the Effectiveness/Relevance of Programs & Services.**

Assessment Strategy & Result

- Conduct student focus groups.
- Review satisfaction surveys (event/program specific).
- Interview students individually.
 - Student feedback was incorporated into various programs and services, resulting in an increasingly relevant and “fine-tuned” product for students.

PERFORMANCE METRICS

Leadership Development

LeaderShape: A six-day intensive leadership program focused on:

- Building inclusive communities
- Developing self-awareness
- Articulating a personal vision
- Dealing with complexity
- Living and leading with integrity
- Mobilizing powerful ideas into action

Catalyst: This daylong intensive leadership program provided participants with skills necessary to articulate a powerful vision while utilizing relationship networks to bring the vision to reality.

Lead(IN): A retreat that helps student leaders develop self-awareness and articulate a mission/vision for their student organizations.

Civic Engagement

Project Jamaica: This intensive service project is an introduction to the complexities of global issues. During the experience, students develop knowledge of the Jamaican culture, history and economic system (January: 17 students; March: 16 students).

Volunteer Expo: An annual resource fair that provides an introduction for service-minded students to more than 100 nonprofit and charitable organizations.

Service Saturday: An average of 100 students participate in each of six Service Saturday programs. Each program features unique service projects offered by nonprofit agencies in the local community.

HIGHLIGHTS

Campus Activities

- 115 unique campus programs
- 25,000+ participants
- 500+ hours of campus programming

Fraternity/Sorority Life

- Two new chapters
- Nearly 500 members (fewer than 100 members in 2010)
- 13 chapters (9 chapters in 2010)
- Leadership development, officer training and civic engagement programs targeted specifically for fraternities/sororities
- Demonstrating a shift from a solely social experience to one that more purposefully incorporates and encourages leadership development, service, positive relationships and commitment to a shared purpose

Student Organizations

- 30 new student organizations; nearly 200 altogether
- Expanded training/development programs

Leadership Studies Minor

- Participation in Leadership 101 doubled
- Curriculum updated/modernized
- Concurrent enrollment in six area high schools

2013-14 GOALS

I. Expand Services for Student Organization Training/Development.

Success will be measured by:

- The presence of additional programs/services.
- An assessment of the preparedness of student organization leaders/advisors.

II. Build a Sustainable Model for the Leadership Studies Minor.

The Leadership Studies Minor is limited in its capacity to serve additional students, because of financial and human resource limitations. To meet the increasing demand for this minor, it's necessary to identify a viable path forward.

III. Improve the Model for Advising Fraternity/Sorority Leaders.

Capacity is limited to advise leaders because of antiquated structures and processes (at the national level) and limited dedicated advising personnel.

STUDENT LIFE MARKETING AND PROMOTION

MISSION

We connect people to people—stirring them to action, bringing them together in celebration, or inspiring them to affect their own positive change.

PROGRAMS & SERVICES

Marketing & Promotion

Student Life Marketing & Promotion supports the promotional efforts of the departments included in Student Life, the Dean of Students, and the Office of the Vice President for Student Affairs. Our services include copywriting and editing, graphic design, Web coordination, social media management, and marketing and promotion planning and execution.

PLANNING & EFFECTIVENESS

I. GOAL: Increase Knowledge About the Departments We Support.

Assessment Strategies

- Attend trainings hosted by departments to better understand their work.
- Schedule specific trainings with departments.
- View “Killing Us Softly” with discussion.
- Identify additional opportunities.

Assessment Results

This goal was not achieved in any formal manner, because:

- Focus shifted to the process of figuring out how to support additional departments.
- Impacted by the mid-year launch of a new university logo and brand rollout.
- Priorities were establishing relationships with new departments and new branding elements for existing and new departments.

II. GOAL: Offer Additional Marketing/Design Training to Departments.

Assessment Strategies

- Develop training about why we do what we do and our processes.
- Specific training about why we need information when we need it.

Assessment Results

- Two key programmers were selected to act as test-partners to test a number of methodologies and training techniques.
- Primary Finding: ongoing personal, face-to-face training results in most success.
- Continue to work on training with additional departments in the upcoming year.

III. GOAL: Continue to Develop/Communicate a Clear, Concise Process.

Assessment Strategies & Results

- Continue to improve communication with departments we support: this goal became part of work on Goal II as communication/training went hand-in-hand.
- Determine marketing/video processes: temporarily on hold.
- Determine process for social media: to be addressed in upcoming year with help from new digital media specialist.
- Add copywriting to formal intake form: revision completed.

PERFORMANCE METRICS

- The Get (IN)volved campaign was launched, a successful collaboration with the Student Involvement and Leadership Center.
- Developed, tested and redeveloped potential processes for on-request templates to fulfill short turnaround requests. Templates will be available as a resource for departments when the design office is unable to accommodate new requests.
- Began using the online collaboration service Basecamp to streamline processes, improve communication with department stakeholders, and gain easy access to historical data.
- Created sub-brands for Multicultural Student Services, International Student Services and the Women's Center, incorporating the new university brand while still allowing individuality of services for student recognition.

HIGHLIGHTS

National Graphic Design Award

Promotion Coordinator, Lindsey Ward, took second place at the national ACUI "Steal this Idea" competition for creating the Women's Center brochure.

2013-14 GOALS

I. Reinvent Department as Holistic Marketing Service.

- Departments to request broader communication issues than promoting events.
- Increase in requests for non-design related projects compared to design projects.

- Increase attendance at events.
- Increase awareness of campaigns.

II. Create Online Strategy Using Digital Communications as Primary Marketing Tool for Division/Departments.

- Increase traffic to websites.
- Increase engagement on social media.
- Anecdotal evidence from departments that students are finding the information they need on departmental websites.
- Conduct usability study for specific feedback in conjunction with anecdotal evidence.
- New mass email system in place.

III. Work With Student Affairs to Refine Messaging for the Division.

- All departments will work together to create consistent messaging for the same/similar programs.
- Make divisional priorities widely known.
- Departmental branding efforts will be tied into university and divisional branding.
- Increase Web traffic and social media awareness as mentioned in Goal II.

WOMEN'S CENTER

Vision

The Boise State University Women’s Center envisions being part of a community where students feel safe expressing all aspects of their identities; can achieve their academic goals; are supported in their work to create equity; and inspire others to action in challenging oppression everywhere.

Mission

The Boise State University Women’s Center empowers students to achieve their academic goals by providing educational outreach, support services and a safe place. We promote active citizenship and focus primarily on gender-related issues, encouraging dialogue about the social construction of gender and how gender intersects with race, ethnicity, class, sex, sexual orientation, ability, age and nationality.

PROGRAMS & SERVICES

Educational Outreach

The Women’s Center works to raise awareness about policies, services and programs throughout the university that affect women and the LGBTQIA community (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Ally). Educational programs highlight the contributions and achievements of women and LGBTQIA people and address concerns such as equal opportunity, personal development and leadership.

Support Services

The Women’s Center acts as a point of entry where issues concerning women, victims of violence and the LGBTQIA community can be handled directly or supportively through the appropriate university office or community agency.

PLANNING & EFFECTIVENESS

I. GOAL: Expand Department/Organizations Involved with “Healthy Relationships.”

Assessment Strategies & Results

- Evaluate impact of bystander intervention workshops related to willingness to intervene: of the 286 participants who indicated their intention to be an active bystander, the difference between pre/post-tests demonstrated an increase of .6 on a 5 point Likert scale.
- Create additional programming/outreach to increase diversity/number of students reached: hosted bystander intervention workshops; the Healthy Relationship team created 12 unique programs, three of which were facilitated many times, that varied in content and structure.

II. GOAL: Increase Support/Critical Thinking Skills Related to Gender & Sexual Orientation.

Assessment Strategies

- Host NASPA’s Power of One Conference in collaboration with cross-divisional departments and student organizations.
- Evaluate success meeting learning outcomes through event surveys.

Assessment Results

- The Power of One conference had the greatest number of participants in its history with 241 registrants and 30 Boise State volunteers.
 - 85.6% of participants indicated that the conference demonstrated “extreme” or “above average” success in facilitating their examination of “how gender and sexual orientation intersect with other aspects of identity (race, class, ability, etc.)”
 - 68.33% of participants rated the conference “extremely” or “above average” in teaching useful leadership skills.
- In the 10 events related to Goal II that included learning outcomes, 86% of respondents indicated that the Women’s Center was “extremely” or “above average” in achieving the program goals.

PERFORMANCE METRICS

TOTAL ATTENDEE NUMBERS

Event	# of Attendees	# of Evaluations Collected
Family Game Night	60	28
Open House & Artist Reception	54	34
Graduate School Forum	85	17
Diversity Week: Be an Active Bystander: Prevent LGBTQ Bullying	8	7

Diversity Week: Queers & Answers Panel	25	16
Diversity Week: Film Screening, <i>For the Bible Tells Me So</i>	31	21
Clothesline Project Shirt Making	9	6
DV 101	11	11
Non-Traditional Student Social	22	15
Un/Healthy Relationships	8	8
Film Screening: Love, Etc.	39	24
Navigating Identities: A Writing Workshop	7	7
Drop It Now & Swap It Later	38	16
Non-Discrimination in Action Panel	7	7
Spring Recharge	10	9
Consensual Conversations: Yes? No? Is There a Go?	14	14
The Blue and Orange Avalanche Effect	6	6
Kimberle Crenshaw	275	115
Consent Jeopardy	4	4
Navigating Identities: A Writing Workshop	10	9
Boise State Student Bodies	9	7
Sabah: Relationships Across Cultures	18	14
Healthy Relationships Comic Con	22	21
Consent Jeopardy-Suites	6	4
Invisible War Screening & Discussion (discussion participants)		47
Invisible War Screening & Discussion (did not participate in discussion)	90	6
Power of One Be an Active Bystander-Prevent LGBT Bullying	16	15
Power of One Consensual Conversations: Yes? No? Is There a Go?	20	18
Power of One	241	120
Total:	1145	626

Training	# of Attendees	# of Evaluations Collected
----------	----------------	----------------------------

Event Cosponsors (30 new)

- A-Team
- ACLU of Idaho
- Alpha Chi Sigma
- Alpha Pi Sigma
- Associated Students of Boise State University
- BGLAD
- Children's Center
- Coalition Against the Abuse of Women
- College of Education
- College of Social Sciences and Public Affairs
- Comic Book Club

- Creative Writing Outlet Club
- Criminal Justice Department
- Cultural & Ethnic Diversity Board
- Delta Sigma Phi
- Department of Special Education & Early Childhood Studies
- English Majors Association
- Eta Sigma Gamma
- General Studies Program
- Graduate College
- Health & Human Performance Club
- Health & Recreation Services
- Honors College
- International Learning Opportunities
- International Student Services
- International Students Association
- Leadership Society
- Martin Luther King Jr. Living Legacy Committee
- MEChA
- Multi-Ethnic Studies Program
- Multicultural Student Services
- Phi Alpha Honors Society
- Pride Foundation
- School of Social Work
- Sociology Club
- Sociology Department
- Student Involvement & Leadership Center
- University Housing Association
- University Housing & Residence Life
- Vice President of Student Affairs
- VOX Planned Parenthood
- Women's & Children's Alliance
- Writing Center

Trainings

- Athletics-Basketball
- Athletics-Football
- Criminal Justice Department
- Gender Studies-Melissa Wintrow
- Kinesiology-Dr. Caile Spear
- Multicultural Student Services
- New Student & Family Programs
- Student Union
- Transportation & Parking Services

- University Foundations-Dr. Jess Caldwell-O'Keefe, Dr. Lisa Meierotto
- University Health Services
- University Housing
- Women's & Children's Alliance

Learning Outcomes Results

Family Game Night

	Extremely	Above Ave	Some	Very Little	No	No Answer
Did this event help you identify ways to include your family and friends in your college experience?	9	10	6	1	0	2
Did this event help you develop a plan to visit a resource on campus?	10	10	6	2	0	1

Open House & Artist Reception

	Extremely	Above Ave	Some	Very Little	No	No Answer
Can you identify resources offered by the Women's Center?	15	11	6	2	0	0
Did this event give you the opportunity to discussion depictions of women and the LGBT community?	18	5	8	2	1	0

Graduate School Forum

	Extremely	Above Ave	Some	Very Little	No Not at All	No Answer
Did this event effectively explain applying to grad school?	7	7	2	0	0	1
Did it give you insight about what graduate school is like for students?	2	4	8	2	0	1
Did it help you identify resources for applying to graduate school?	9	3	4	0	0	1

Be an Active Bystander: Prevent LGBT Bullying

	Extremely	Above Ave	Some	Very Little	No	No Answer
I have a clear understanding of what an active bystander does.	5	2	0	0	0	0
I can look back on my experiences and recognize opportunities for bystander intervention.	5	2	0	0	0	0

I can identify a range of unacceptable behaviors that contribute to LGBTQ bullying.	5	2	0	0	0	0
I am very knowledgeable about the prevalence of LGBTQ bullying.	5	2	0	0	0	0
I can identify the benefits and risks of intervening.	4	3	0	0	0	0
I have the information I need to intervene as a bystander.	4	2	1	0	0	0
I plan to be an active bystander.	6	1	0	0	0	0

Queers & Answers Panel

	Extremely	Above Ave	Some	Very Little	No	No Answer
Did this event increase your knowledge about the differences and similarities between the LBGTQIA identities?	8	5	3	0	0	0
Did this event increase your knowledge about LBGTQIA student experiences on campus?	5	9	2	0	0	0

Film Screening: *For the Bible Tells Me So*

	Extremely	Above Ave	Some	Very Little	No	No Answer
Did this event help you to assess the ways in which homosexuality and faith intersect?	10	7	4	0	0	0
Did this event help you to analyze your own identities by reflecting on the arguments in the film?	7	8	4	2	0	0

Clothesline Project: T-Shirt Making

	Extremely	Above Ave	Some	Very Little	No	No Answer
I have a clear understanding of the purpose of the Clothesline Project.	5	1	0	0	0	0
As a result of this event, I am more familiar with campus and community resources.	2	3	1	0	0	0
As a result of this event, I am more familiar with what I can do to promote healthy relationships.	2	3	1	0	0	0

DV 101

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
As a result of this workshop, I am more familiar with the frequency at which domestic violence is experienced.	6	4	1	0	0	0
As a result of this workshop, I am more familiar with the types of abusive behavior.	9	1	1	0	0	0
As a result of this workshop, I am more familiar with campus and community resources.	7	4	0	0	0	0
As a result of this workshop, I am more familiar with what I can do to help end violence.	6	5	1	0	0	0

Non-Traditional Student Social

	Extremely	Above Ave	Some	Very Little	Not at All	No Answer
Did this event help you to identify positive things about your college experience?	4	9	1	0	0	0
Did this event help you to learn more about networking?	5	7	2	0	0	0

Un/Healthy Relationships

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
I can identify characteristics of healthy relationships.	7	1	0	0	0	0
I can identify types of abusive behaviors within relationships.	7	1	0	0	0	0
I can name criteria required for effective sexual consent.	5	3	0	0	0	0
I know of campus and community resources for people experiencing relationship violence.	5	1	2	0	0	0

Film Screening: *Love, Etc.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
As a result of this event, I am able to identify characteristics of a healthy relationship.	13	9	2	0	0	0

As a result of this event, I am able to assess how portraying a diversity of relationships can strengthen understanding of relationships.

11 10 3 0 0 0

As a result of this event, I can identify moments in my life where talking about healthy relationships would have been beneficial.

11 9 4 0 0 0

Navigating Identities: A Writing Workshop

	Extremely	Above Ave	Some	Very Little	Not at All	No Answer
Were you able to discuss the construction of your identity through life experiences and social pressures?	2	4	1	0	0	0
Did this event help you analyze the ways identity can be explored through personal narrative?	6	1	0	0	0	0
Did you apply strategies for discussing identity by producing an outline for your own creative nonfiction draft?	3	2	1	0	0	1

Drop It Now & Swap It Later

	Extremely	Above Ave	Some	Very Little	Not at All	No Answer
Did this event help you learn about resources on campus for non-traditional students?	9	7	0	0	0	0
Did this event help you meet other non-traditional students?	4	5	4	3	0	0
Did you find useful clothing or toys?	14	1	0	0	0	1

Non-Discrimination Ordinance in Action Panel

	Extremely	Above Ave	Some	Very Little	Not at All	No Answer
Did this event help you differentiate between what the city ordinance does and does not protect?	2	5	0	0	0	0
How well did this event help you identify the resources now available and how they will impact the community?	2	5	0	0	0	0
Did you learn about the steps taken by local organizers to create change?	3	3	1	0	0	0

Spring Recharge

	Extremely	Above Ave	Some	Very Little	Not at All	No Answer
Were you able to discuss leadership styles and how they impact campus programming?	3	6	0	0	0	0
Were you able to identify different programming strategies for your events?	4	5	0	0	0	0
Were you able to connect with other student leaders who do programming?	6	3	0	0	0	0

Consensual Conversations: Yes? No? Is There a Go?

	Strongly Agree	Above Ave	Neutral	Disagree	Strongly Disagree	No Answer
I am more confident in my ability to define consent.	12	1	1	0	0	0
I am more confident in my ability to assess whether or not consent is present in a situation.	11	3	0	0	0	0
I am more familiar with campus and community resources for victims/survivors of sexual assault.	8	5	1	0	0	0

The Blue and Orange Avalanche Effect

	Extremely	Above Ave	Some	Very Little	Not at All	No Answer
Did this event help you to recognize and assess different forms of oppression individuals' face?	5	1	0	0	0	0
Did this event help you to identify personal strategies for creating positive change?	3	2	1	0	0	0

Kimberle Crenshaw

	Extremely	Above Ave	Some	Very Little	Not at All	No Answer
Can you define intersectionality?	37	59	15	3	1	0

Did you gain a better understanding of how race and gender impact our society?	61	45	9	0	0	0
Did you examine how the intersections of race, class, and gender impact individuals?	51	45	16	2	0	1

Consent Jeopardy

	Strongly Agree	Above Ave	Neutral	Disagree	Strongly Disagree	No Answer
I can identify situations where consent is/not present.	3	1	0	0	0	0
I can recognize situations that require bystander intervention.	3	1	0	0	0	0
Did you analyze media messages about relationships?	2	2	0	0	0	0

Navigating Identities: A Writing Workshop

	Extremely	Above Ave	Some	Very Little	Not at All	No Answer
Were you able to discuss the construction of your identity through life experiences and social pressures?	3	2	2	2	0	0
Did this event help you analyze the ways identity can be explored through personal narrative?	7	2	0	0	0	0
Did you apply strategies for discussing identity by producing an outline for your own creative nonfiction draft?	6	3	0	0	0	0

Boise State Student Bodies

	Extremely	Above Ave	Some	Very Little	Not at All	No Answer
Did you evaluate problems with the ways mainstream media represents bodies?	4	3	0	0	0	0
Were you able to analyze the ways you've internalized negative views about body image?	3	3	1	0	0	0
Did you identify positive attributes about your body and discuss more positive ways to think about body image?	4	2	0	1	0	0

Sabah: Relationships Across Cultures

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
I was able to examine my own beliefs about intercultural relationships.	4	9	1	0	0	0
I was able to discuss how I could support people engaged in intercultural relationships.	4	4	4	1	0	0
I was able to identify benefits and challenges of engaging in an intercultural relationship.	7	6	0	0	0	0

Healthy Relationships Comic Con

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
I can provide examples of how gender is defined and reinforced.	14	7	0	0	0	0
I am able to identify characteristics of a healthy relationship.	12	9	0	0	0	0
I am able to identify situations where consent is present.	16	5	0	0	0	0

Consent Jeopardy-Suites

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
I can identify situations where consent is/not present.	2	1	1	0	0	0
I can recognize situations that require bystander intervention.	2	1	1	0	0	0
Did you analyze media messages about relationships?	3	1	0	0	0	0

Invisible War Screening & Discussion (discussion participants)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
Identify factors that contribute to the high rate of sexual violence in the military.	20	19	5	1	2	0
Compare and contrast sexual violence perpetrated in the military and sexual violence perpetrated in the civilian population.	13	27	3	1	3	0

Examine why “victim blaming” persists, as opposed to accountability of offenders.	21	18	5	1	2	0
---	----	----	---	---	---	---

Identify actions I can take to counter sexual violence in any setting.	10	20	12	2	3	0
--	----	----	----	---	---	---

Invisible War Screening & Discussion (left before discussion)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
Identify factors that contribute to the high rate of sexual violence in the military.	2	3	1	0	0	0

Compare and contrast sexual violence perpetrated in the military and sexual violence perpetrated in the civilian population.	3	2	1	0	0	0
--	---	---	---	---	---	---

Examine why “victim blaming” persists, as opposed to accountability of offenders.	4	2	0	0	0	0
---	---	---	---	---	---	---

Identify actions I can take to counter sexual violence in any setting.	0	2	3	0	0	1
--	---	---	---	---	---	---

Power of One, Be an Active Bystander: Prevent LGBTQ Bullying

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
Was this workshop presented in an inclusive manner?	10	5	0	0	0	0

Did this workshop session meet the goals described in the abstract?	5	5	5	0	0	0
---	---	---	---	---	---	---

Power of One, Consensual Conversations: Is it a Yes. No. or Go?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
Was this workshop presented in an inclusive manner?	11	5	2	0	0	0

Did this workshop session meet the goals described in the abstract?	12	5	0	0	0	1
---	----	---	---	---	---	---

Power of One						
	Extremely	Above Ave	Some	Very Little	No	No Answer
Did you examine how gender and sexual orientation intersect with other aspects of identity (race, class, ability, etc.)?	44	59	11	2	2	2
Did you learn leadership skills that can be applied to your life after leaving the conference?	40	42	30	5	2	1
86 Learning Outcomes	779	648	211	35	16	14

Bringing in the Bystander Training Evaluations

Bringing in the Bystander: Summer Bridge Program. 16 evaluations completed

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
I have a clear understanding of what an active bystander does.	12	4	0	0	0	0
I can look back on my experiences and recognize opportunities for bystander intervention.	8	6	2	0	0	0
I can identify a range of unacceptable behaviors that contribute to sexual violence.	10	6	0	0	0	0
My knowledge about the prevalence of sexual violence grew.	13	3	0	0	0	0
I have empathy for victims of sexual violence.	7	7	1	0	0	1
I can evaluate the benefits and risks of intervening.	8	8	0	0	0	0
I have the information I need to intervene as a bystander.	12	4	0	0	0	0
I plan to be an active bystander.	10	5	1	0	0	0

Bringing in the Bystander: Housing, 64 evaluations completed

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
I have a clear understanding of what an active bystander does.	48	16	0	0	0	0
I can look back on my experiences and recognize opportunities for bystander intervention.	32	28	4	0	0	0
I can identify a range of unacceptable behaviors that contribute to sexual violence.	49	14	1	0	0	0
My knowledge about the prevalence of sexual violence grew.	42	21	1	0	0	0
I have empathy for victims of sexual violence.	44	13	7	0	0	0
I can evaluate the benefits and risks of intervening.	39	25	0	0	0	0
I have the information I need to intervene as a bystander.	39	24	1	0	0	0

I plan to be an active bystander.	46	15	3	0	0	0
-----------------------------------	----	----	---	---	---	---

Bringing in the Bystander: Basketball, 13 evaluations completed

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
I have a clear understanding of what an active bystander does.	10	3	0	0	0	0
I can look back on my experiences and recognize opportunities for bystander intervention.	7	5	0	0	0	1
I can identify a range of unacceptable behaviors that contribute to sexual violence.	12	1	0	0	0	0
My knowledge about the prevalence of sexual violence grew.	11	1	1	0	0	0
I have empathy for victims of sexual violence.	10	2	1	0	0	0
I can evaluate the benefits and risks of intervening.	9	3	1	0	0	0
I have the information I need to intervene as a bystander.	8	4	1	0	0	0
I plan to be an active bystander.	9	1	3	0	0	0

Bringing in the Bystander: Football, 44 evaluations completed

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
I have a clear understanding of what an active bystander does.	34	10	0	0	0	0
I can look back on my experiences and recognize opportunities for bystander intervention.	23	17	2	1	1	0
I can identify a range of unacceptable behaviors that contribute to sexual violence.	34	10	0	0	0	0
My knowledge about the prevalence of sexual violence grew.	31	12	1	0	0	0
I have empathy for victims of sexual violence.	28	13	2	1	0	0
I can evaluate the benefits and risks of intervening.	29	14	1	0	0	0
I have the information I need to intervene as a bystander.	25	19	0	0	0	0
I plan to be an active bystander.	26	15	3	0	0	0

Bringing in the Bystander: Football, 43 evaluations completed

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
I have a clear understanding of what an active bystander does.	38	5	0	0	0	0
I can look back on my experiences and recognize opportunities for bystander intervention.	31	9	2	1	0	0
I can identify a range of unacceptable behaviors that contribute to sexual violence.	34	8	1	0	0	0
My knowledge about the prevalence of sexual violence grew.	36	7	0	0	0	0
I have empathy for victims of sexual violence.	31	10	1	0	1	0
I can evaluate the benefits and risks of intervening.	32	7	4	0	0	0
I have the information I need to intervene as a bystander.	32	8	3	0	0	0
I plan to be an active bystander.	30	11	1	0	0	1

Bringing in the Bystander: UF 200, Dr. Jess Caldwell-O'Keefe, 19 evaluations completed

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
I have a clear understanding of what an active bystander does.	10	8	0	0	0	1
I can look back on my experiences and recognize opportunities for bystander intervention.	9	8	1	0	0	1
I can identify a range of unacceptable behaviors that contribute to sexual violence.	11	6	1	0	0	1
My knowledge about the prevalence of sexual violence grew.	9	7	2	0	0	1
I have empathy for victims of sexual violence.	10	6	2	0	0	1
I can evaluate the benefits and risks of intervening.	10	8	0	0	0	1
I have the information I need to intervene as a bystander.	12	5	1	0	0	1
I plan to be an active bystander.	13	3	2	0	0	1

Bringing in the Bystander: UF 200, Dr. Lisa Meierotto, 33 evaluations completed

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
I have a clear understanding of what an active bystander does.	22	9	0	0	0	2
I can look back on my experiences and recognize opportunities for bystander intervention.	18	12	1	0	0	2
I can identify a range of unacceptable behaviors that contribute to sexual violence.	22	9	0	0	0	2
My knowledge about the prevalence of sexual violence grew.	20	10	1	0	0	2
I have empathy for victims of sexual violence.	19	10	0	1	0	3
I can evaluate the benefits and risks of intervening.	19	12	0	0	0	2
I have the information I need to intervene as a bystander.	16	13	2	0	0	2
I plan to be an active bystander.	16	13	2	0	0	2

Bringing in the Bystander: Victim's Rights Week, 24 evaluations completed

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
I have a clear understanding of what an active bystander does.	18	5	0	1	0	0
I can look back on my experiences and recognize opportunities for bystander intervention.	15	9	0	0	0	0
I can identify a range of unacceptable behaviors that contribute to sexual violence.	17	6	0	0	0	1
My knowledge about the prevalence of sexual violence grew.	13	8	3	0	0	0
I have empathy for victims of sexual violence.	16	6	2	0	0	0
I can evaluate the benefits and risks of intervening.	19	4	1	0	0	0
I have the information I need to intervene as a bystander.	16	7	1	0	0	0
I plan to be an active bystander.	18	6	0	0	0	0
	1,277	541	67	5	2	28

Highlights

- Launched new volunteer program in spring: 32 volunteers contributed approximately 468 hours.
- Hosted 27 programs, 55% of which were new to campus: 44 cosponsors (30 were new partners).
- 511 members of the campus community participated in trainings facilitated by WC staff.
- Hosted NASPA's Power of One leadership conference with the greatest number of participants in the conference's 10-year history.
- Awarded a \$5,000 grant from the Avon Foundation as one of 25 recipients from a pool of more than 170 institutions.

2013-14 GOALS

- I. **Partner With Campus Read Committee.**
 - Provide information about local resources and preventing violence.
 - Resources given to students with each book.
 - Create/facilitate bystander trainings for faculty, staff and students in the classroom.
- II. **Increase Outreach to Women in STEM Fields.**
 - Participating on the STEM Student Success Team.
 - Hosting events focused on women in STEM.
- III. **Maintain a Focus on Diverse Student Involvement.**
 - Host programs that vary in content/structure to appeal to a wide range of students.
 - Continue to cosponsor events with a wide variety of student organizations and departments.

Departments Reporting to the Dean of Students

CARE TEAM/CASE MANAGEMENT

CARE Team

CARE (Campus, Assessment, Resource and Education) is an intervention team that develops processes for reporting, screening, and assessing behavior of students and employees that is disturbing or disruptive. In partnership with other university offices, the CARE Team will:

- Educate the campus community on active bystander intervention, bias incidents, crisis management, monitoring behavior and threat assessment.
- Serve as consultants to members of the university community to support in monitoring and assessing behavior and developing a plan of action to manage the behavior.
- Assess available institutional/community resources; follow-up on interventions, referrals, reports.
- Develop needed policies, protocols and procedures to support CARE functions.
- Develop and implement education, including outreach, to ensure that the campus community is aware of processes and contacts.

SERVICES

- Reviews and responds to reports regarding students, faculty, staff and third parties who exhibit disturbing or disruptive behavior that may pose a threat to themselves or others.
- Balances the individual needs of the student, faculty, staff or visitor with those of the greater campus community.
- Reviews reports of concern and conducts proactive intervention and assessment to prevent acts of violence or self-harm.
- Refers report/incidents not requiring CARE intervention to appropriate university authority (e.g., Provost's office, academic advisors, Dean of Students Office, Health Services).
- Develops/monitors case management plans and appropriate documentation.

PLANNING & EFFECTIVENESS 2012-13

I. GOAL: Assess Overall Satisfaction of CARE Referral Process/Intervention Efforts.

Assessment Strategy & Result

- Implement a satisfaction survey to individuals after a CARE report has been filed and intervention efforts have been applied; feedback suggests that response has been timely and useful in addressing the concerns expressed by the individual filing the report.

II. GOAL: Strengthen Outreach: Inform the Campus Community about CARE.

Assessment Strategies

- Improve CARE website: add FAQs, campus resources and information on how to respond to distressed members of the university community.
- Target other departments/offices on campus for presentations on the CARE team and filing reports of concern.

Assessment Results

- Website improvement is ongoing.
- Continue to see an increase in the number of reports filed.
- The Office of the Dean of Students gave presentations for all academic colleges.
- Interest/requests for CARE presentations have increased, including faculty requests for student groups and classes.

III. GOAL: Align CARE Team Practices With National Best Practices.

Assessment Strategies & Result

- Revise CARE Team Risk Level Assessment rubric using concepts from nationally recognized assessment tools, including the FBI Threat Assessment and NaBITA.
- Establish a response protocol for team members assigned as report leads, streamlining follow-up efforts.
- Develop new tracking systems to help “close the loop” on low-level reports.
- Revise online reporting form to include additional information on steps already taken and what assistance is needed from the CARE Team.
 - New practices have helped streamline follow-up efforts and brought more consistency in responses.

PERFORMANCE METRICS 2012-13

	May 13, 2012 - May 1, 2013
Total Number of Reports (Multiple reports for same person may have been submitted.)	287
# of Individuals of Concern	253
Areas of Concern	
Mental Health	132
Academic Concern	58
Criminal Issues	9
Personal Security/Well-Being	64
Social/Adjustment Issues	9
Disruptive Behavior	56
Substance Use/Abuse	20
Violence/Threat of Harm	12
Suicidal/Homicidal Ideation	14

Hazing/Organizational	1
Risk Levels	
Low	247
Medium	110
High	18

Survey Results

- Participant learned about CARE via presentation (41%) or university personnel (49%).
- 98% felt that the CARE referral reporting process was easy and accessible.
- The majority of participants (89%) would use the CARE referral process again.
- Overall, participants that filed a report were satisfied (34%) or very satisfied (48%) with follow-up contact.

HIGHLIGHTS

- Experienced a 14% increase in reports filed.
- Expanded/improved educational outreach/promotion of CARE Team.
- Engaged in trainings and opportunities to educate the university community about risk/threat assessment, improving management of Behavioral Intervention Teams, and federal policy changes that impact how suicidal students are managed.
- Developed a university policy defining the mission, purpose and authority to act.
- Established a website for reporting purposes.

2013-14 GOALS

- Increase communication by “closing the loop” with a person after intervention efforts have been initiated and resources provided.
- Increase outreach/education, focusing efforts in residence halls and using social media.
- Revise CARE Team brochure and enhance marketing tools.

DISABILITY RESOURCE CENTER

VISION

By being the positive energy behind Boise State University’s exceptionally accessible educational, creative, and cultural environments, the Disability Resource Center will become a nationally respected resource on accessibility.

MISSION

The Disability Resource Center is responsible for ensuring that Boise State University maintains an educationally and physically open, accessible environment for students with disabilities. The Disability Resource Center helps Boise State achieve its goal of embracing diversity by providing access and facilitating independence.

PROGRAMS & SERVICES

Determination of Student Accommodations

The Disability Resource Center (DRC) collaborates with students who have self-identified as having a disability to determine appropriate academic and university housing accommodations. Accommodations mitigate the effects of a student's disability on the learning environment allowing the student to demonstrate true mastery of the subjects.

Accommodated Testing

The DRC supports students and faculty by coordinating test-proctoring accommodations. If an academic department is unable to provide an appropriate accessible environment, reader, and/or scribe for exams, the DRC will implement the accommodations.

Accessible Technology

The assistive technology coordinator oversees:

- Training for students to use accessible technology housed on campus.
- Coordination with Academic Technology, Office of Information Technology, and E-campus to increase access to educational technology (computer labs, Blackboard online classes).
- Referral to community resources for in-depth training for students with newly acquired disabilities.

Coaching

The DRC has paired with the Department of Social Work to establish a BSW internship. The intern provides coaching support for students needing one-on-one assistance with time management, organization, decision-making, and self-advocacy skill development.

Deaf Services

The Deaf Services coordinator works with deaf and hard of hearing students to provide classroom accommodations, troubleshoot concerns, and schedule interpreter and CART services for course-related activities. The coordinator and a third-party contractor provide interpreting in the classroom and interpreting for student/staff meetings. Currently, an independent contractor solely provides CART Services. The Deaf Services office is a referral source for students and other university departments who need assistance with obtaining information and finding an interpreter/transcriber for non-academic needs.

Note Taking

Professors are asked to recruit note takers from the class. The DRC supports faculty and students by organizing details: training, hiring and supervising note takers and distributing notes.

PLANNING & EFFECTIVENESS

I. GOAL: Improve Student Services.

Assessment Strategy & Results

- Increase number of students coming in before the semester begins for accommodation letters: compare number of meetings/letters to previous year:

Number of meetings/letters increased.		
Fall 2011	Fall 2012	Percent Increase
62	155	150%

II. GOAL: Faculty Focused: Improve Services. Be Proactive.

Assessment Strategies & Result

- Provide specific training for faculty mentors.
- DAG mentors to meet twice each semester.
- Plan purposeful interaction with faculty (faculty senate, dean’s meetings, etc.)
- Initiate Let’s Talk/CTL trainings on various accommodation topics (working with an interpreter, creating accessible documents, etc.)
- Coordinate with Distance Ed to determine questions and needs.
 - The Disability Advisory Group met to revisit the purpose statement; began reassessing its structure.

III. GOAL: Improve Technology Services.

Assessment Strategy & Results

- Implement office management system spring 2013.
 - Purchased Accessible Information Management data system.
 - Trained staff; they transferred existing demographic data.
 - Staff can create files and add case notes accessible to all staff.
 - Additional staff training was held to learn advanced features.

IV. GOAL: Establish Centralized Funding Source.

Assessment Strategies & Result

- Collect data on number of accommodation requests/costs for FY 12.
- Establish policies/procedures for using funding source.
- Establish realistic baseline for initial upload.
 - Conversation of centralized funding source currently on hold.

PERFORMANCE METRICS

Student Appointments

	Fall 2012	Spring 2013	Total
Returning Students	202	198	400
New Students	170	105	275
Note-Taker Training	65	77	142
AT Training	45	21	66

Deaf Services Coordinator Interpreted Hours	157	145	302
SW Intern Coaching	39	65	104
Semester Totals	678	611	1,289

Interpreting/Transcription Costs

Deaf Services coordinator interpreted for 302 hours; cost of contracted services reduced by \$16,988.

NIS Comparison FY 12-FY 13 (as of 5/3/13)

	Fall 11	Spring 12	FY 12 Totals
NIS Hours	2,302	1,644	3,946
DSC Hours	0	0	0
NIS Cost	\$134,488	\$95,210	\$229,698

	Fall 12	Spring 13	FY 13 Totals
NIS Hours	962	379	1,341
DSC Hours	157	145	302
NIS Cost	\$55,797	\$21,989	\$77,786

HIGHLIGHTS

Social Work Intern

- BSW Social Work internship position filled.
- Provides additional support for students with disabilities via case management and coaching.
- Intern worked with 10 students on skill building, time management, decision-making and self-advocacy.

Accessible Technology

- Students can access technology from any campus computer: JAWS, ZoomText, and Kurzweil 3000.
- Blind and visually impaired students can access JAWS and ZoomText from any computer station because library computers are configured to connect with the server.

External Review

Organized an external review of services as a follow-up to the AHEAD 360 evaluation in 2011. The director of the DRC at the University of Nevada, Reno, visited students, staff and faculty to gather information for the review. Feedback will be combined with the AHEAD 360 information and provide the basis for strategic planning.

2013-14 GOALS

I. **Develop Campuswide Captioning Protocol.**

The need for policies/procedures on captioning audio materials to ensure equal access continues to increase.

- Identify key departments/people to include policy development.
- Write draft, review, finalize copy.
- Identify various campus/community resources for captioning.
- Investigate funding sources.
- Educate campus community on captioning policy/methods.

II. **Update Strategic Plan.**

Using the assessment data from AHEAD 360 and the external review, the university's strategic plan, and Dean of Students mission and vision, update the DRC strategic plan.

III. **Improve Services. Be More Proactive.**

- Review DRC and Dean of Students interactions with faculty over the past year to determine common questions, concerns and complaints about accommodations.
- Identify faculty groups with most concerns (specific colleges, adjuncts, etc.)
- Identify methods/venues for faculty training:
 - In person
 - Webinars
 - Online
 - Faculty Orientations
- Develop a schedule for faculty training.
- Determine assessment strategy.
- Collect data to assess effectiveness of training opportunities.

OFFICE OF THE DEAN OF STUDENTS

VISION

Supporting student success and safety at Boise State University.

MISSION

The mission of the Office of the Dean of Students is to create a culture of care for students, their families and the greater campus community by providing services designed to enhance the student experience and foster their personal, intellectual and social development.

VALUES

- Advocate and support students
- Engaging and supporting students in acknowledging responsibility for their choices
- Educating and consulting with faculty, staff and students

- Coordinating processes that uphold the University Shared Values of Academic Excellence, Caring, Citizenship, Fairness, Respect, Responsibility, and Trustworthiness
- Preventing and responding to crisis
- Promote the well-being and safety of our students
- Providing opportunities for students to develop critical thinking skills

PROGRAMS & SERVICES

Student Support Case Management

Case management provides early intervention and support to students experiencing difficulties and/or distress. Assistance varies depending on individual needs; typically the case manager will coordinate services on and off campus to help reduce the negative impact on both the individual and the greater campus community. The case manager also provides follow-up services: coordinated needs assessment, resource navigation, conflict resolution and problem solving.

Complete Withdrawal from University

The Office of the Dean of Students (DOS) conducts the final review in the process of requesting an appeal to withdraw from all classes after the withdrawal deadline (10th day of classes) or prior to last day of instruction.

Notary Service

DOS provides a Commissioned Notary Public whose main functions are to administer oaths and affirmations, take affidavits and statutory declarations, witness and authenticate the execution of certain classes of documents needed by students, faculty or staff for either professional or personal activities.

Courtesy Class Absence Notices

DOS notifies faculty regarding a student's absence due to hospitalization, death in the family or other uncontrollable emergencies.

Dean's Certification

Generally known as a disciplinary clearance, this certification is provided upon request to law schools, medical schools, travel abroad programs, state bar associations, government agencies or independent agencies when students are applying for admissions or employment.

General Student Support

Support and intervention are provided to students and families upon request. Functions include deceased student notification to the campus, individual consultation and referral, crisis management and ombudsman services.

Policy Development

DOS works in conjunction with university offices to create or advise on policies of interest to students or student issues.

Program Support

DOS provides oversight and support for the Office of Student Rights and Responsibilities (OSRR), Disability Resource Center, Veterans Center, Student Support and Case (CARE) Management, Title IX and Section 504 compliance, and Student Media. Three offices functioning out of DOS (OSRR, CARE and Title IX) share the same mission, vision and values.

Campus Safety & Dean on Call

The Dean on Call (DOC) is a partnership between Student Affairs units (AVP for Student Affairs and Health Services) that ensures service to students and provides critical communication between university leaders in the event of student injury, death or other significant crisis.

The DOC represents student needs, concerns and behavioral trends to central administrators and other university units. This information is frequently used for program development, communication to constituents, and policy development.

Faculty Outreach

Outreach includes educational programs, relationship building, participation in faculty activities and general consultation on student issues.

Student Internships

Coordinated by the Student Support and CARE Manager, DOS provides internships at the master's and undergraduate levels. Social work interns work on a variety of projects for the office and provide direct service to students and families.

PLANNING & EFFECTIVENESS 2012-13

I. GOAL: Develop Programs & Services

Assessment Strategy & Results

- Conduct formative and summative evaluations of services and develop a graphic identity to market services.
 - Developed a brochure describing core services and launched a website listing services and contact information.
 - Incorporated the Office of Student Rights and Responsibilities and Student Support units under DOS.
 - Incorporated complete withdrawal after deadline petitioning; process was changed to be more student-centered; information was posted online to allow for more transparency.
 - Ads in “The Arbiter” were designed to familiarize the university community with services, the location, and identify staff via photos.
 - Initiated outreach to faculty by participating in faculty senate committees, consultation and training.
 - Incorporated the efforts of Student Affairs units, e.g. Women's Center and Counseling Services, into DOS activities to better serve student needs and address student crises.
 - Developed several policies that enhance service to students and improve communication between university offices.

HIGHLIGHTS

- Developed the following policies: Deceased Students Notification, Policy #2270; Behavioral Intervention and CARE Team, Policy 1130. Modernized the process for withdrawal from the university after the deadline.
- Working with Student Life Marketing and Promotion, established a graphic identity for marketing, resulting in the creation of a brochure/redesign of website.
- Developed/piloted the Dean on Call protocol in partnership with AVP for Student Affairs.
- Initiated the Guardian Scholars program for foster students in partnership with Idaho Department of Health and Welfare, Casey Family Foundation, and the Department of Social Work.

2013-14 GOALS

I. Student Engagement & Communication

- Develop a student advisory group by inviting select student leaders to a quarterly luncheon to share concerns, celebrations, and to discuss objectives of DOS.
- Post deadline dates on the calendar.
- Post academic items of note on website and Facebook.
- Develop video vignettes about services and how to access.

II. Student Employee/Customer Service Training

The program will consist of basic student service training (one referral, communication and listening skills, data collection) and knowledge needed to serve constituents accessing programs. Learning outcomes will be developed and assessed.

III. Education/Advocacy Initiatives for Students, Staff & Faculty

DOS will develop:

- Faculty training focused on disturbed and disturbing students.
- Educational materials on academic integrity for faculty and students.
- Advocacy for continued policy change related to student tuition/fee refund, clear guidelines for class attendance, and syllabus statements.

IV. Parent & Family Initiatives

Support needs of parents and families by clearly communicating services, policies, expectations and how to best support their students. Activities include publications, New Student and Family Programs orientation sessions, and supporting Residence Life training.

V. Student Safety Education

Work in partnership with Title IX coordinator, Women's Center, Student Involvement and Leadership, Health Services, Residence Life and Boise Police to promote positive bystander behaviors, awareness of laws and policies, and create a culture of care among Boise State students.

STUDENT MEDIA

VISION

Boise State Student Media plans to grow and change with the media landscape by providing better learning opportunities for students, innovating how media is consumed/produced along with the business model which sustains it, and providing the Boise State community with the news and information where, when and how they want it.

MISSION

Boise State Student Media is responsible for providing first amendment protected and student produced news and media to the Boise State University community. As a student-led media organization, we offer an experiential learning environment in a variety of areas (including, but not limited to, print and broadcast journalism, radio, video production, graphic design, advertising/marketing, public relations, photography, information technology and general business operations) to enhance the educational experience for students at Boise State University.

VALUES

Produce outstanding media, which meet the highest industry standards:

The ultimate goal of each medium is to be the best in its respective field of content, community service and training opportunities for students. Content is produced by students learning the crafts of journalism, photography, design, sales, marketing and leadership with the highest regard for excellence.

Provide positive pre-professional learning experiences for students:

Students come to Boise State Student Media to practice what they have learned in the classroom and to gain work experience and, in some cases, earn extra money. Student Media works to ensure that students leave with the experience and knowledge that make them better prepared for the future.

Maximize the workplace satisfaction of student and permanent employees:

The students and permanent staff are Student Media's most important resource. It's essential that the Student Media Group hires, develops and retains quality employees. The organization will strive to maintain a positive work environment that emphasizes trust, dignity and mutual respect.

Student staff is involved on campus, but maintain separation for independent journalism:

The student staff is in a unique situation living, working and learning along with Student Media's core audience. They are encouraged to be active in the community while maintaining their independence from the influence of the news, editorial voices and the business and administrative branches of the media, as well as other outside pressures.

Safeguard freedom of expression for our students:

The key role of Student Media is to offer students a voice and a vehicle for expression of that voice through news, creative endeavor, discussion of public affairs and editorial opinion. Student Media is committed to safeguard the free and open exchange of ideas for current and future students.

PROGRAMS & SERVICES

The Arbiter

“The Arbiter,” the student newspaper, acts as the main news source for Student Media and has been around for 80 years. It’s the most visible source of news and information on campus via twice-weekly print publication, daily updated (during the semester) website, mobile application and radio.

Non-linear Productions

Non-linear Productions, the video arm of Student Media, is the primary training tool for students in news media and broadcast journalism. Productions include:

- Filming special interviews for the Pulse.
- Creating internal videos and videos for other university departments.
- Presenting “News Video”: a twice-weekly “Arbiter” minute segment, which appears on various websites and airs on TVs in the Student Union Building.

Business

Student Media, which is composed of a media sales team and a marketing team, relies on a large portion of its revenue being generated through advertising and other revenue generating opportunities. The business department oversees these revenue operations and works to develop new opportunities to support and build all areas of Student Media.

Information Technology (IT)

The IT side of the department supports the organization’s large computer and software installed base, as well as provide technical website support and Web/mobile application development.

Blue House PR

Blue House PR is a student-led PR firm, serving campus and local businesses with a variety of typical PR services. Blue House operates under an MOU between Student Media and Boise State PRSSA to handle business service operations and help provide needed services to similar clients.

PLANNING & EFFECTIVENESS

I. GOAL: Expand/Improve Reach of Content.

Assessment Strategies

- Examine Web traffic numbers narrowed down to the city level. Narrowing the search to Boise/Meridian/Nampa will allow closer evaluation of the effectiveness of the content, removing outlier visitors who are more likely to visit the website due to unique one-time articles vs. a typical student or staff member interested in other, more related content.
- Increase downloads with more students and their mobile devices with a corresponding evaluation of how many times the app is actively in use.
- Collect feedback from campus community; based on first-person impressions of how well Student Media is or is not covering the community.
- Improve social media followers and engagement.
- Increase total listening hours with student radio.

Assessment Results

- Time on site increased by 12%; new visits up by 3%; and the bounce rate dropped by 14% compared to overall site bounce rate.
- Mobile app downloads exceeded the goal of 1,000 new downloads for the year. Total downloads now around 5,000. March 2013 saw one of the best months with more than 3,700 active sessions and a median daily usage rate of 2.2 times per day, which beat the industry average of 1.8.
- Received feedback from students, faculty and staff about “The Arbiter Minute,” which has both a video and hourly radio presence. Comments were also made to the Publications Board about people noticing a change in the editorial direction of “The Arbiter” to more campus-focused content. A late-spring awareness campaign generated feedback indicating a positive response to the changes, as well as an increased interest in Pulse Radio.
- “The Arbiter” exceeded its goal of increased Facebook likes, nearly doubling the number of likes in a 10-month period. The Pulse also met its goal of 150 new likes, a 30% increase. A change in Facebook Edgerank algorithm in Sept.-Oct. had a major impact on Student Media’s reach and much initial summer research and planning efforts proved less fruitful due to the change in how pages appear in individual users timelines. As a result, reaching out via traditional Facebook methods was not as successful as planned.
- Total listening hours varied widely each month; some months exceeded expectations, others did not. Audiences still spent significant time listening to the Pulse with the average listening time ranging between 32 and 43 minutes.

II. GOAL: Build Up Training for New/Existing Staff.

Assessment Strategies

- Evaluate thoughts from staff via survey.
- Obtain feedback from interns.
- Offer a number of training opportunities.
- Reduce number of reported problems for internal processes.

Assessment Results

- A “training and visioning week” was implemented for new leadership and deemed a “must continue” by all staff. More individual training sessions (on a lower level) were evaluated as an effective use of time.
- Interns reported receiving valuable training, indicating they would like more.
- Most interns agreed that more training was needed earlier on, but indicated they had limited time at the start of the semester for training and meeting content production demands.
- A full 40-hour week of training was provided to more than 30 senior staff leaders. Internal departments also reached a goal of meeting at least two trainings per month for their department. Six out of 10 departments offered weekly trainings during Sept., Oct., Nov., Feb., March and April. The efforts are estimated to have added more than 200 hours of additional training the past fiscal year.
- No formal “ticketing” system exists to track actual numbers. However, support staff reported a decrease in basic problems with internal systems over last year, crediting the reduction to improved training efforts with new staff.

III. GOAL: Improve Student Experience with Non-linear Productions.

Assessment Strategies

- Generate attainable/sustainable video efforts as evaluated by content creation and staff recruiting.
- Develop tighter relationship with on-campus groups, as proven by videos created about or for different campus groups.
- Improve training program, as evaluated by intern feedback and number of trainings presented.

Assessment Results

- More video content was produced this year by Non-linear than in any year previously. “The Arbiter Minute” has continued twice weekly during regular semester schedules. A regular workflow was developed with several students rotating in various roles to ensure production. Students also created monthly video projects, averaging one new video spot per week.
- More videos were produced about campus groups than in previous years, and requests for paid video content also increased. The hope was that an increased video presence would generate greater interest and more applicants would come forth to help create a sustainable model; although quantity and awareness of video work did increase, recruitment did not.
- Interns quickly learned more technical audio/green screen skills, and the ability to quickly step in and establish a consistent workflow for “The Arbiter Minute.”

PERFORMANCE METRICS

Bronco Mobile

Bronco Mobile, the app created by Student Media, has been a growing resource for consumption of news, radio, video and advertising. The measurement of the reach and how the app is used has critical impact on Student Media, now and in the future. Install base is over 4,500 downloads.

The following numbers are based on actual app usage from August 2012-May 2013. Any benchmarks are industry benchmarks for apps using Flurry, a leading application analytics platform.

- Average active users: 475
- Usage: 29,540 times
- April reached a high of 5,108 uses, up over 1,000 times compared to March.
- Median daily use: 1.9 times per day (industry benchmark 1.8)
- March/April have seen this number rise, 2.2 and 2.4 respectively.

HIGHLIGHTS

Awards

- Recognized as a Pacemaker by the Associated Collegiate Press for arbiteronline.com (fall 2012)
- Recognized by the Idaho Press Clubs (May 2013):
 - Third Place: General Excellence
 - First Place: Serious Feature
 - Second Place: Light Feature
 - First Place: Column Writing
 - Second Place: Editorial Writing
 - Second Place: Headline Writing
 - First Place: Page Design
 - Third Place: Info Graphic Design
 - Honorable Mention: Photography
 - Second Place: Website General Excellence
 - Second Place: Best Use of Interactivity on Website
- Recognized by iCampusTimes for outstanding and innovative mobile application development in college media (spring 2013)
- Recognized by Best of Collegiate Design (fall 2012):
 - First Place: Photo Page
 - Third Place: Main Page Presentation

2013-14 GOALS

I. Increase Readership of “The Arbiter.”

- Measurable impact will be an increase in pick-up rate of the printed edition of “The Arbiter” and/or improved readership online.
- Items evaluated: page views, bounce rate, time on site, new visitors, application downloads, application usage information.
- Less measurable items deal with internal changes moving from a print focus to a general content creation focus regardless of output medium, involving changes to internal processes, staff restructuring, training and cultural shift.

II. Increase Pulse Listeners During Live Shows.

Live DJs have a major impact on listenership, so more efforts are needed to increase the number of listeners during live DJ hours. Items to be measured:

- Highest listener count during live DJ shows.
- Average time spent listening improving beyond 35 minutes.
- More live hours filled each semester.
- Improved training on general radio show best practices and marketing.

III. Diversify/Improve Revenue Streams.

Student Media relies on outside revenue, but the economy and media landscape are still in recovery and shifting. Having more revenue streams from a variety of products will help to minimize potential swings in media ad buys.

- Measure number of new revenue opportunities.
- Measure change in revenue from traditional revenue streams to evaluate any improvement.

- Evaluate any new partnerships created to help improve or diversify revenue.

STUDENT RIGHTS & RESPONSIBILITIES

MISSION

Student Rights and Responsibilities (SRR) programs strive to support the educational mission of Boise State University by helping to create an environment where civil discourse may occur free from discrimination, harassment, threats or intimidation. SRR works with students to resolve conflicts in a pro-active, productive manner in addition to faculty and staff in addressing inappropriate student behavior in conjunction with the procedures set forth within the Student Code of Conduct. SRR also strives to educate students on their rights on campus through advocacy in addition to understand their legal rights via ASBSU Legal Advisory Services.

VALUES

SRR strives to create an environment where all members of the university community uphold the University's Statement of Shared Values, which include Academic Excellence, Caring, Citizenship, Fairness, Respect, Responsibility, and Trustworthiness.

PROGRAMS & SERVICES

SRR works primarily on responses concerning student disciplinary issues, Title IX complaint investigations, Section 504 discrimination complaints, CARE referrals, student legal advisory services, as well as collaborating with various offices on campus for proactive educational opportunities, to include University Day, Campus Read, and LeaderShape.

PLANNING & EFFECTIVENESS

I. GOAL: Review/Update the Student Code of Conduct.

Assessment Strategies & Result

- Identify key constituents to review current code (to include at least one student, faculty and staff member for review team).
- Identify best practice from national organizations to help inform review.
- Solicit feedback from campus constituents on areas of concern regarding student conduct practices.
 - With the creation of the Office of the Dean of Students, this outcome has yet to be accomplished and will be carried forward for 2013-14.

II. GOAL: Title IX/504 Educational Programming & Awareness.

Assessment Strategies & Results

- Create educational material for dissemination on Title IX/504; efforts are ongoing.

- Work with various campus departments on presentations and education to include students, faculty and staff; efforts are ongoing.
- Identify best practice for Title IX/504 complaint investigations: made the transition of Title IX coordinator from the General Counsel's office to DOS.

PERFORMANCE METRICS

Student Conduct

	Spring 08	08-09	09-10	10-11	11-12	12-13
# of individual students found responsible by year	214	303	382	527	661	865
# of incidents by year	237	382	442	612	584	874

ASBSU Student Legal Advisory Services

	07-08	08-09	09-10	10-11	11-12	12-13
# of appointments scheduled by contract year	265	379	390	529	584	777
# of first-time appointments	Data not available	129	134	190	300	376

HIGHLIGHTS

ASBSU Legal Advisory Services

- Provided summer services for students.
- Program usage increased by 33%.
- New student usage increased by 25%.

Campus Read

- Brought two national speakers to campus; more than 1,400 people attended (combined).
- Hosted other educational programs, such as field trips, lectures and presentations.
- Student group traveled to Belize in support of Campus Read/Service-Learning projects.

Established Facebook Page

Third Annual University Day

- 170 participants

- 101 hours of combined volunteer work

2013-14 GOALS

- Increase outreach/education to students, faculty, and staff about student conduct programs, specifically focusing on academic dishonesty.
- Create seamless transition between Title IX and student conduct processes for appropriate student adjudication.
- Increase campus education about Section 504 compliance and complaint avenues for discrimination review.

TITLE IX / 504 COMPLIANCE

PROGRAMS & SERVICES

Sex-Based Discrimination

Sex-based discrimination is prohibited by University Policy 1060, the Student Code of Conduct and Title IX of the Education Amendments of 1972, 20 U.S.C § 1681 et seq., and its implementing regulations, 34 C.F.R. Part 106 (Title IX). Programs and services designed to prevent and address sex-based discrimination include:

- Notice of grievance procedures, including where and how to file a complaint.
- Grievance procedures to promote adequate, reliable and impartial investigations of complaints.
- Education and advocacy initiatives for students, staff and faculty.
- Services to stop discrimination and/or harassment from occurring and to correct any discriminatory impact on the complainant and others as appropriate.

Section 504 of the Rehabilitation Act Compliance

Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794, and University Policy 1060, prohibits discrimination on the basis of disability against students with disabilities. The focus of service in this program, which differs from direct services provided by the Disability Resource Center, are articulated by the U.S. Department of Education as excerpted from federal law. Investigations are conducted to determine university compliance as follows:

- **Equal Access:** equal opportunity of a qualified person with a disability to participate in or benefit from educational aid, benefits or services.
- **Reasonable Accommodation:** a term used in the employment context to refer to modifications or adjustments employers make to a job application process, the work environment, the manner or

circumstances under which the position held or desired is customarily performed, or that enable a covered entity's employee with a disability to enjoy equal benefits and privileges of employment.

- **Reasonable Modifications:** under a regulatory provision implementing Title II of the ADA, public entities are required to make reasonable modifications in policies, practices or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program or activity.

PLANNING & EFFECTIVENESS 2012-13

I. GOAL: Conduct Impartial, Effective Title IX/504 Compliance Investigations.

Assessment Strategy & Result

Investigate allegations within the required timeline under University Policy 1060 (Received nine Title IX and six 504 complaints). Not represented in these numbers were complaints resolved by Human Resources involving faculty or staff for alleged violations of Policy 1060 (generally sexual harassment complaints).

Reviewed allegations and conducted preliminary investigations within the required timeline. However, some lacked sufficient basis for an investigation. In cases where only preliminary investigations were completed, complainants were provided services and referral based on their stated needs and judgment of the investigative team. All allegations were tracked and retained under the university records retention policy. Interviews conducted:

- Title IX: 80
- 504 Compliance: 26

II. GOAL: Provide Notice of Grievance Procedures/Where/How to File Complaints.

Assessment Strategy & Results

Provide access to information and notice of rights under Title IX and Section 504. Utilize multiple communication channels and outreach methods for students, faculty and staff. This goal was attained:

- Electronically via the Office of the Dean of Students website <http://deanofstudents.boisestate.edu/title-ix/>
- Via print advertising in "The Arbiter"
- By listing Section 504 rights and information about grievance procedures in the academic catalog (pg. 25)

III. GOAL: Education/Advocacy Initiatives for Students, Staff & Faculty.

Assessment Strategy & Results

Provide students, staff and faculty knowledge of their rights under federal law and university policy. Title IX and Section 504 remove barriers to education for students and provide university employees a work environment free from discriminatory practices.

- Trained 60 athletic department coaches on Title IX and Title VII discrimination.

- University counsel, under agreement with the Office for Civil Rights, conducted mandatory training with faculty on Section 504 compliance.

IV. GOAL: Coordinate Services to Stop Discrimination/Harassment & Correct Any Discriminatory Impact on the Complainant and Others as Appropriate.

Assessment Strategies

- Review each complaint to determine the scope of the issue. In cases where complainant and alleged perpetrator attend class together, live in the same residence hall, participate in similar activities or work together, interim action is taken to prevent contact.
- Develop policy to ensure compliance with federal and state law.
- Appropriately address student conduct charges or negative employment action.
- Assess university education programs and services to ensure effectiveness.
- Coordinate referral of complainants and any impacted person(s) to university resources, such as Counseling Services, Women's Center, Health Services, or Human Resources.

Assessment Results

- Case outcomes resulted in interim restriction against several students including five suspensions; seven no-contact orders; one interim restriction to prohibit classroom contact; and 40 referrals for confidential counseling and health services.
- Developed a policy to ensure effective notice and case process outcomes.
- Coordinated with Human Resources during four investigations and resolutions; coordinated meetings with Women's Center staff to ensure effective referral or advocacy opportunity with three women.

V. GOAL: Prohibit Discrimination on the Basis of Disability.

Assessment Strategy & Result

- Measure the number of complaints, which is generally a good barometer. The Disability Resource Center resolves most student complaints to prevent non-compliance. Investigated six complaints, reviewed two additional complaints; and action was taken at the request of the complaining party to negotiate an outcome.

2013-14 GOALS

- I. Adopt Title IX Sex-based Discrimination Grievance Policy.**
Draft and adopt new policy reflective of the needs of Boise State University.
- II. Publish Title IX Educational Programs/Investigation Procedures Manual.**
Produce a comprehensive manual that provides education on sex-based discrimination and describes the investigation procedures to complainants and respondents.
- III. Train Students, Faculty & Staff.**
 - Hand out information on alcohol, consent and sexual assault to students at the BroncoVenture orientation.

- Train resident assistants and directors, housing staff, and athletic department trainers and staff on sex-based discrimination, university policy, how to support residents and the investigation process.
- Train campus departments on sex-based discrimination, university policy, how to report and the investigation process.
- In partnership with University Security and Police Services, campus security authorities will complete Clery Act compliance training and an educational module on Title IX.

IV. Develop Case Management Procedures for Title IX/Section 504 Complaints.

Develop a case tracking system to allow for quantitative and qualitative data collection, which demonstrates commitment to conducting adequate, reliable, and impartial investigations of complaints.

VETERAN SERVICES

VISION

To assist Veterans and their dependents in the use of the GI-Bill while attending Boise State University.

MISSION

To allow Veterans and their dependents to achieve their educational goals as stress-free as possible while using the GI-Bill.

VALUES

The Veterans Center stands to assist all Veterans in their endeavors, to succeed with their education whether they have the GI-Bill or not, and to provide information to “all” Veterans.

PROGRAMS & SERVICES

Veteran Services

Veteran Services provides vital services, resources and learning opportunities for Veteran students, preparing them for work and life. The Center is committed, as it has been for the past 19 years, to providing exceptional educational services, and to continue to upgrade facilities and resources.

Wyakin Warriors

Wyakin Warriors is a nonprofit organization for severely wounded or ill Veterans, providing scholarships and a multi-layered mentoring program at the local and national level. Veterans Services provides ongoing training/seminars featuring the country’s leaders in business, industry and government, and robust networking to position them for a successful and rewarding career.

VetSuccess

The Wyakin Warrior Foundation™ Mission Statement: To capture the courageous and indomitable spirit of wounded warriors through adoption into a prestigious fraternal organization with national-level mentorship,

education and corporate connections that will propel an ever increasing number of highly motivated Veterans into positions of civic, business or government leadership, fostering a spirit of service to other wounded warriors throughout the nation.

PLANNING & EFFECTIVENESS

I. GOAL: Go Paperless.

Assessment Strategy & Result

- Going paperless is ongoing and ahead of schedule; anticipate completion during summer of 2014; includes scanning all Veteran's educational records.
- Declarations, document stating a Veteran wants to use his/her benefits for a semester, are now delivered electronically.

II. GOAL: VA TOP Program

Assessment Strategy & Result

- Stay ahead of the Treasury Offset Program to insure the stability of Boise State Veteran and dependent students payments; new system will keep Veteran's Services ahead of deadlines.

III. GOAL: VA Compliance Surveys

Assessment Strategy & Result

- The Department of Veteran Affairs has established a policy in which every school with more than three hundred students per semester will have an annual mandatory Compliance Survey to ensure institutions are following the rules; Veterans Services has done well and will continue to protect Boise State University and all its students.

PERFORMANCE METRICS

National Association of Veteran Program Administrators (NAVPA) & The Western Association of Veterans Educational Specialists (WAVES)

The NAVPA, a national organization, and WAVES, a regional organization, are important to the Veterans Services office because they provide the rules, regulations and interpretations which help maintain the confidence and stability of services to students.

HIGHLIGHTS

VetSuccess Program

Collaboration between Boise State University and the U.S. Department of Veterans Affairs (VA) to ensure Veterans receive necessary care and benefits.

- In spring 2012, the VA assigned a full-time rehabilitation counselor for Veteran's Services to provide outreach, benefits advising, career development, and other services.

Increase in Outreach Programs/Events for VetSuccess

- New Student Orientations
- Open Houses
- Veterans Day Celebration
- Guardian Ball
- Monthly Veterans Club Meetings
- “Let’s Talk” Program
- Meetings with the VA and the Idaho Division of Veterans Services
- In-service training with the Dean of Students Office/CARE
- Veterans Welcome Home Event, VA Medical Center
- Idaho Veterans Network

Wyakin Warrior Guardian Ball

- Great success for a first-time event with wide media coverage at the Boise Centre on the Grove with approximately 700 people attending.
- Wyakin Warrior Foundation staff, along with student volunteers, organized, planned and executed the event.

New Wyakin Partnerships

- National Federation of the Blind
- Idaho Power
- Agri-Beef
- ACHD

2013-14 GOALS

I. Moving to New Location

Move into a new space in the fall and will be incorporated with the Disability Resource Center.

II. Maintaining Non-Threatening Atmosphere

The Veterans Center provides students with a comfortable, secure atmosphere. With relocation, plans are to continue providing the same comfortable safe place, so Veterans can maintain pursuit of their education as stress-free as possible.

COUNSELING SERVICES

MISSION

The role of Counseling Services is to provide mental health services that enhance student growth and development, help improve personal effectiveness and resilience, as well as promote student success. Counseling Services embraces a model of diversity in service delivery within an integrated service delivery model.

VALUES

Counseling Services advocates a philosophy of acceptance, compassion, and support for those we serve, as well as for all of our campus community. We aspire to respect cultural, individual and role differences, as well as all aspects of diversity. We continually work toward creating a safe and affirming climate for individuals of all ages, cultures, ethnicities, genders, gender identities, languages, mental and physical abilities, national origins, races, religions, sexual orientations, sizes and socioeconomic statuses.

We adhere to the values and standards of care prescribed by our State Licensing Boards and professional organizations, which include, but are not limited to:

- Idaho Board of Psychologist Examiners
- Idaho Licensing Board of Professional Counselors and Marriage & Family Therapists
- Idaho Board of Social Work Examiners
- American Psychological Association (APA)
- American Counseling Association (ACA)
- National Association of Social Workers (NASW)
- American College Health Association (ACHA)

Counseling Services embraces Boise State University's Shared Values of:

- Academic Excellence
- Caring
- Citizenship
- Fairness
- Respect
- Responsibility
- Trustworthiness

PROGRAMS & SERVICES

Outreach

Psycho-educational workshops, trainings and guest lectures focus on preventing typical developmental problems and enhancing student success. Topics include, but are not limited to:

- Anxiety/Stress Management
- Depression/Grief/Loss
- Personal Health & Wellness
- Common Mental Health Issues
- Socially Awkward Students
- Post Traumatic Stress Disorder
- Healthy Relationships
- Alcohol/Chemical Dependency
- Anger Management
- Suicide Awareness/Prevention

Direct programming is available for various audiences: classroom presentations and interactions with students, student employee and staff trainings (Residential Life, International Student Services, Health Sciences, Student Success programming, Veterans Services, and faculty).

Internship Training

The Pre-Masters/Graduate Track is for students completing graduate degrees in counseling or social work. Offering entry-level experience in professional mental health services, this internship provides direct and focused outreach services, training and development, and intensive supervision within an integrated service delivery model.

The Post-Masters/Professional Track is for entry-level professionals who have recently completed a graduate degree in counseling or social work, have obtained professional licensure, and are working toward advanced clinical licensure. This internship provides: direct mental health services, focused outreach services, training and development, and supervision within an integrated service delivery model.

Suicide Awareness & Prevention

Question, Persuade and Refer (QPR) is an internationally recognized suicide prevention program. Gatekeeper Training provides the knowledge needed to reach out to a friend, peer, student, family member, or colleague who may be suicidal and connect them to helpful resources.

QPR is designed to save lives by increasing awareness of suicide risk factors and warning signs, and teaching people how to interact and talk to someone who is exhibiting warning signs and persuade them to seek appropriate mental health services.

Individual & Multi-Person Counseling

Counseling Services provides a wide range of short-term counseling functions and opportunities, consultation, and evaluative services to help people tap into their strengths and find resources to deal more effectively with their concerns.

Individual Counseling: A time to explore personal issues that are psychological, developmental, behavioral, social and/or academic in nature. Personal issues commonly addressed in short-term counseling:

- Stress
- Anxiety/Performance Anxiety
- Depression
- Anger/Guilt
- Loneliness
- Low Self-esteem
- Grief/Loss
- Perfectionism/Low Motivation
- Identity Development
- Gender & Sexual Orientation
- Effects of Trauma, Sexual Assault, Abuse
- Spirituality
- Body Image
- Concerns with Alcohol & Other Drugs
- Healthy Lifestyle Choices
- Adjustment & Life Transitions

Multi-Person Counseling: Provides support to help people get what they want out of their relationships. Issues commonly addressed in short-term counseling are:

- Romantic Relationship Difficulties
- Beginning & Ending Relationships
- Sexual Concerns
- Pre-marital Planning
- Roommate Problems
- Family Issues

Groups

Group counseling allows people the time to learn about themselves and their relationships in a setting that includes other people who may have similar experiences. The group setting can help support a person in exploration of self, identification of desired change, and allow for the sharing of resources unique to a particular group.

- **Interpersonal Process Group:** The opportunity to create healthier self-concepts, while mutually giving and receiving support and understanding. This type of group allows participants a safe environment to “try out” new behaviors or new ways of relating to others so that they may incorporate them in real world experiences. This group is ideal for anyone struggling with sadness, worry, family and relationship concerns, and for those seeking more insight into their behavior.
- **Support Group:** The opportunity to share experiences with others and learn that no one is alone. A support group offers the opportunity to gain a sense of connectedness to others. Although participants typically lead the group, a trained clinician facilitates to maintain structure and boundaries. Topics may include grief and loss, issues related to LGBTQ population, eating disorders and domestic violence.
- **Psycho-educational Group:** Provides participants with the necessary skills to help them through a specific issue. The group interweaves an educational component, but also addresses how the specific issue affects a person’s general well-being. Individuals may find that they learn more information about a particular topic while understanding how to cope with that topic, which, may include: conflict resolution, anger management, relaxation/coping skills, life skills, and health and wellness.
- **Integrated Group:** Provides the individual with an atmosphere similar to experiences in the real world, while also providing opportunity for self-growth and learning in a safe and supportive environment. Recent integrated groups include Bodies in eMotion, which combines a recreation activity with a process group, and Nutrition Group, which combines wellness and nutrition education with a process group.

Consultation

Consultation services are available for students, staff and faculty related to mental/behavioral health issues. The goal is to provide supportive services for students and university colleagues that foster a healthy and safe environment supportive of the overall well-being of the campus community.

The “Reaching Out Handbook” provides information about Counseling Services, other campus resources, and how to most effectively assist students in distress. The goal is to help students, faculty, and staff

recognize symptoms of distress and to provide some specific options for intervention and for referral to campus resources.

Referral Services

Students whose needs cannot be accommodated within the overall scope of short-term counseling services are referred to community resources. Students, whose needs require a particular type of mental health expertise or specialty service, or case management service, are provided referrals to community providers.

Referrals for mental health expertise/specialty services may include, but are not limited to:

- Eating Disorders
- Psychological Testing
- Substance Abuse Treatment
- Sex Addiction
- Intensive Psychiatric Treatment

Referrals for case management services may include, but are not limited to:

- Homelessness
- Legal Issues
- Veterans Services
- Refugee Services

Assessments/Screenings in Conjunction with Counseling

Free Online Mental Health Screenings: available for depression, anxiety, post-traumatic stress, alcohol and eating disorders for all Boise State students and employees and are taken anonymously. In just a few minutes, a person can find out whether professional consultation would be helpful.

ADD/ADHD Screenings & Assessment: for students who struggle with ADD/ADHD to substantiate a diagnosis and determine the best possible care, which may include medication management, collaboration with the Disability Resource Center, and/or behavioral modification and skill development.

Standardized Mental Health Screenings & Assessments: general mental health screenings and assessments include, but are not limited to: anxiety, depression, bipolar disorder, and substance abuse.

PLANNING & EFFECTIVENESS

I. GOAL: Integrate Mental Health Services via Enhanced Collaboration/Communication.

Assessment Strategies & Results

- Examine provider/customer service reports regarding the improvement and efficiency related to recently developed protocols; overall, reports from providers, customer service, and clients/patients support the enhanced collaboration and streamlining of counseling and medical mental health services.
- Conduct formal assessment via customer satisfaction survey; patient satisfaction surveys remain at the 90th percentile and above regarding satisfaction related to wait time to see the

mental health provider, treatment received, and for recommending the Health Center to others.

II. GOAL: Enhance Outreach Programming/Group Offerings.

Assessment Strategies

- Develop a protocol for outreach requests to include online marketing, an online request form, and a repository of topical presentations/trainings. Compare outreach programming to previous year and identify any changes in the volume of outreach requests and services. Survey requesters regarding factors related to the online request forms and protocol.
- Develop a protocol for identifying group content and facilitators, and marketing strategies. Include satisfaction questions regarding group experience and offerings on the formal customer satisfaction survey.

Assessment Results

- Developed a protocol for requesting outreach presentations using an online request form and a repository of topical and training materials; initiated assessment to identify if the volume of outreach programming has increased since the online request form went live, and to inquire about the satisfaction of those requesting outreach presentations via the online request form.
- Established protocols for offering interpersonal process, support, psycho-educational and integrated groups; implemented informal surveys to gather information of interest level regarding types of groups, and times for groups, through direct contact inquiries, sign-up sheets, and online surveying; enhanced the information available on the website regarding groups and group offerings; participation rate increased over the previous year.

III. GOAL: Bill Insurance Providers/Gain Reimbursement for Services Rendered.

Assessment Strategy & Result

- Compare services rendered with services billed and services reimbursed; implemented tracking of services rendered with services billed to clients/patients and insurance providers, and initiated the analysis of services reimbursed by insurance providers. Initial analysis shows a 69% reimbursement rate for services billed to insurance providers during the first eight months of billing.

HIGHLIGHTS

Mental Health Provider Credentialing

As part of an initiative toward billing for services rendered, successfully credentialed all Counseling Services mental health providers with the following insurance providers and networks:

- TriCare
- Select Health
- Bright Path
- Blue Cross
- Regence
- Idaho Physicians Network (IPN)

Suicide Awareness & Prevention Initiative

Implemented QPR (Question, Persuade and Refer); trained 14 Boise State employees to be instructors, eventually providing training for 143 people representing:

- Housing/Residential Life
- University Health Services
- Recreation Services
- Women's Center
- Student Success Program
- Sororities/Fraternities
 - Sigma Chi
 - TKE
 - Delta Sig
 - Chi Gamma
 - Alpha Gamma Delta
 - Delta Upsilon

Development of Formal Policies

Continued the process of developing the necessary administrative infrastructure that includes formal policies. With a focus on reviewing compliance with AAAHC accreditation standards and risk management, have clearly defined Counseling Services Late Provider Policy, Mental Health Transport Policy, and Criteria for Community Referral Policy.

2013-14 GOALS

- I. Establish Suicide Awareness & Prevention Program/QPR.**
 - Maintain a minimum of 10 trained Boise State employees as QPR Gatekeeper Instructors at any given time (staff turnover of QPR instructors could inhibit program success).
 - Provide QPR Gatekeeper Training across campus to increase the total number of people trained (since the inception of the program) to 1,000, and increase the total number of programs/departments that have trained employees.
- II. Establish Formal Performance Metrics for Reporting Trends.**
 - Implement formal reports and initial analysis of data in services rendered and services billed to insurance providers, client/patient visit types (CPT codes) and diagnostics (ICD-10 codes).
- III. Perform Analysis of the Sustainability of Services/Programs.**
 - Evaluate appropriated funding, revenue trends for reimbursement of services billed, staffing costs, and costs of all indirect and direct services and programs.
- IV. Implement Collaborative Research Project on Depression with College of Health Sciences (COHS) and Healthwise.**
 - Work in collaboration with the COHS and Healthwise to identify viable junctures for the analysis of depression and establish a research proposal.

Medical Services

VISION

The vision of Medical Services is to provide the best possible health care to our patients. We strive to achieve this vision through training, continuing medical education, and continuous quality improvement.

MISSION

The mission of the Medical Services unit of Boise State University Health Services is to provide high-quality medical care to members of the Boise State University community.

VALUES

Medical Services values our patients and their need for affordable, accessible and compassionate medical care. Health has a foundation in physical, mental and spiritual well-being and we value all of the helping professions and their contributions to maintaining and promoting health. We therefore work closely with our partners in Wellness and Counseling Services to provide an integrated model of health-care delivery.

PROGRAMS & SERVICES

Primary Care Clinic

Medical Services uses the primary care delivery model that is common in most family doctors' offices in the country. Providers are trained and certified to offer a wide range of medical services necessary for a college campus (family medicine and family nurse practitioners). Primary care is based on the relationship of a provider and a patient, which is nurtured through continuity of service that fosters trust, understanding, efficiency and comfort for the patient. The clinic focuses on visits related to wellness, prevention, and maintenance of long-term medical problems.

Urgent Care Clinic

Urgent Care provides timely access to medical care for illnesses and injuries. Patients are seen on a first-come, first-served basis during normal business hours. Patients may be prioritized based on the severity of the presenting problem (triage). Visits are brief and single-problem focused.

Sports Medicine Clinic

The Sports Medicine Clinic helps meet the health care needs of athletes (collegiate sports, intramural/club sports, and individual athletic endeavors). The clinic, staffed by a family medicine physician qualified in sports medicine, along with a fellow in training, serves as a resource for complicated orthopedic and other medical issues in athletes and non-athletes.

Psychiatry Clinic

In conjunction with Counseling Services, Medical Services administers a Psychiatry Clinic, staffed by a board-certified psychiatrist and resident physicians from the University of Washington Psychiatry Residency Program. Only staff in Medical or Counseling Services may refer a patient to the Psychiatry Clinic. This

specialty resource aids in the diagnosis and medical management of patients with more complicated mental health issues.

Immunotherapy

Medical Services will administer ongoing immunotherapy (allergy shots) when accompanied by an order from an allergy specialist.

Health Coaching

Medical and Wellness Services coordinate to offer health coaching that focuses on behavioral change, the vital element in the maintenance of health. Health coaching provides support for patients who need help with tobacco cessation, weight reduction or exercise compliance. Techniques include motivational interviewing, accountability and planning.

Nutrition

A registered dietician works with patients to encourage healthy eating, and serves as a clinical resource for patients with medical diagnoses for which a nutritional or dietary plan or intervention is crucial (e.g., diabetes, lipid disorders, obesity).

Immunization

Immunizations are available for vaccine-preventable disease (e.g., flu and meningitis). Vaccines can be given in conjunction with a routine visit when ordered by a Medical Services provider, but are also available without an appointment (e.g., when required for an academic program). As an outreach service to the campus, scheduled vaccine clinic campaigns are also conducted at various sites around campus.

Health Care Professional Training

Medical Services partners with a variety of schools to provide clinical training for students in nurse practitioner, physician assistant, or doctor of medicine programs. Students typically spend several weeks at the Health Center providing patient care under the supervision of a licensed provider in their field of study.

Athletic Training Program General Medicine Training

Medical Services serves as a training site for Boise State's Athletic Training Program to provide future athletic trainers experience in managing general medical problems.

PLANNING & EFFECTIVENESS

I. GOAL: Reclassify Existing PCNs to Match Needs of Patients.

Assessment Strategies & Results

- Reclassify NP position into an M.D. position: NP was rehired as an NP.
- Create a director of Health Services position: not approved.
- Establish full-time psychiatrist for better continuity: approved for part-time only.

PERFORMANCE METRICS

Peer Review

Raw data kept on secure drive because of patient confidentiality. Quality standards evaluated:

- Appropriate/timely diagnosis based on current history/physical exam.
- Treatment consistent with clinical impression or working diagnosis.
- Education/effective communication with patient (e.g., diagnosis, treatment, prevention).
- Completeness of all required elements of documentation (current history, physical exam, diagnoses, plan).
- Clinician oversight (review/update) of medication/problem list (with date performed).
- Clinician oversight (review/update) of listed history elements in the EHR (with date performed).
- Clinician performance of appropriate and timely consultation and/or referrals.
- Cost effectiveness: absence of clinically unnecessary diagnostic or therapeutic procedures; appropriate treatment frequency; utilized least expensive alternate resource when suitable.
- Appropriate and timely follow-up of findings and tests (pap-2wks; stat labs-4hrs; routine labs-1 week; imaging-2wks).
- Continuity of care and patient follow-up arrangements/facilitation.
- Appropriate coding based on visit documentation.

HIGHLIGHTS

Mental Health Triage Process

Medical Services has partnered with Counseling Services and the attending psychiatrist to help patients seeking mental health care get to the right resource at the right time. Often, the patient who first seeks mental health services would be seen by a primary care provider, who would be limited in the ability to provide supportive counseling because of training or time available. Now, patients are seen by a licensed counselor first and needs are assessed, then guided to the appropriate resource.

Urgent Care Clinic

Urgent Care experienced a 135% increase in usage. Capacity was increased and temporary providers were hired to cover peak usage times. A major quality assurance “value stream” project was undertaken and efficiencies were maximized as a result of the study. Cycle time from door-to-door for patients was 39 minutes.

Partnership with Family Medicine Residency of Idaho

The Family Medicine Residency of Idaho and Medical Services partnered to introduce residents to the practice of medicine on a college campus. 12 residents staffed Urgent Care shifts over the year, and one resident completed a more extensive month-long experience in the Primary Care Clinic.

Residents get exposure to a different demographic patient group (young, healthy, single-problem), which helps prepare them for a well-rounded outpatient practice, and Medical Services benefits by having Urgent Care shift coverage.

2013-14 GOALS

- I. Provide Adequate Psychiatric Medical Care.**
 - Boost current coverage from eight hours to 20 hours a week.
 - Monitor wait time for new and returning psychiatry patients; wait time for next appointment should be at less than seven days.
 - Increased psychiatrist time will also allow more opportunity for resident time (further boosting service). Success measured by an increase in resident time at Health Services.
- II. Return to Baseline Staffing Levels.**
 - Achieve success when six health care providers are on staff.
- III. Develop Core Competency Program for Primary Care Providers.**
 - This goal will be achieved when a group of core competencies is linked to the existing peer review process, and review shows compliance by all providers with evidence-based practice in each of the core competency areas.

WELLNESS & MARKETING SERVICES

VISION

Wellness and Marketing Services is a collaborative team providing innovative solutions and quality services to foster community engagement, academic success and lifelong health.

VALUES

The following are values and beliefs that guide the employees of Wellness and Marketing Services:

- Collaboration
- Educate for Improved Health
- Campus Awareness & Engagement
- Mentorship & Responsibility
- Quality Services
- Innovative & Creative

PROGRAMS & SERVICES

Alcohol

E-Chug: An online program to assess risk and promote responsible drinking behaviors that is sent during the first week of classes to all students living on campus. Students are required to complete the program by October 1, ensuring that students are receiving consistent information.

CHOICES: An alcohol risk reduction program for students who have been found in violation of the alcohol policy on campus. This two-hour education class is designed for students as part of their alcohol

sanction from the university. All fees associated with this program go back to fund additional alcohol outreach.

CHOICES 2.0: A second-level alcohol risk reduction program for students who have been found in violation of the alcohol policy on campus for the second time. This two-hour education class is designed for students as part of their second alcohol sanction from the university. All fees associated with this program go back to fund additional alcohol outreach.

Parent Education: Handbooks are sent to parents of underage students found in violation of the university alcohol policy. Topics include:

- Binge Drinking
- Alcohol Facts
- Communication Tips
- High-Risk Drinking
- Resources
- Policy Information

21st Birthday Card: Initiated October 2011, the 21st Birthday Card program is an online interactive birthday card sent one week before a student's 21st birthday. The student estimates the protective and risk factors that s/he may engage in on her/his birthday. A follow-up interactive activity is sent the week after her/his birthday to assess the protective and risk factors s/he actually engaged in.

House Party: An interactive educational program that presents various scenes from a typical house party. Each scene, written and acted by students for students, addresses different scenarios and shows how drinking can lead to harmful situations. This project is in collaboration with Fraternity and Sorority Life, Boise Police Department, Athletics, and various Student Affairs professionals.

SIGMA (Students Improving Greek Management of Alcohol): A two-hour risk management workshop for student organizations, specifically fraternities and sororities, that informs students of:

- Campus Alcohol Policy
- Drinking Perceptions vs. Reality
- Differences Between High & Low-Risk Drinking
- Symptoms of Alcohol Poisoning
- Strategies to Reduce Risks Associated with Drinking Alcohol

As of May 2013, approximately 50 students participated in SIGMA. Overall, students have responded positively with 72% reporting they could make smarter choices about alcohol.

Alcohol Peer Education: A Peer Educator intern focuses on the peer-to-peer education of students about alcohol. The peer educator is responsible for:

- Alternative-to-Alcohol Programs
- Alcohol Education Outreach & Classes
- Safer Spring Break Programming
- Passive Alcohol Education Outreach/Events Throughout the Year

Alcohol Education: In collaboration with Housing and Residence Life, alcohol education programs are offered throughout the year to residence hall students. Mostly offered during the 10-day period leading up to spring break, focus is on:

- Risk Reduction
- Alternatives to Alcohol
- Binge Drinking

Sexual Health

Sex in the Lobby: This presentation is about sexual health for students living in the residence halls. The program aims to keep the subject light, but provide accurate information. A panel is included in most presentations with a representative from:

- The Women's Center
- Central District Health
- A.L.P.H.A.
- Zone Condoms
- Health Services

Sexual Health Presentations: These presentations mirror the information presented at Sex in the Lobby, but is for the classroom setting. When possible, both a male and a female health educator are requested to deliver the presentation.

Condom Vending Machines: Placed in various bathroom and laundry room facilities within University Housing, these machines may contain condoms, tampons and dental dams. Products range in price from 25 to 75 cents. Educational brochures are replaced each month and include topics such as: Not Ready for Sex, Birth Control Options, How to Use a Condom, etc.

Free Condoms: Available in the Health Center and at the Women's Center.

HIV Testing (oral swab): Free HIV testing is offered to students at the Health Center for eight hours a week and is confidential. Procedures have been developed in the event of a reactive test that includes a confirmatory blood draw, counseling for the tester and patient.

Marijuana

Presentations: Provide presentations as requested by Housing, Athletics, and various academic classes to educate students about the harms of drug use and abuse.

E-Toke: Twenty-minute online education program to assess risk and increase awareness of modifying behaviors associated with marijuana use. Students can access E-Toke from the Health Services "Other Drugs" resource page.

DECISIONS: A marijuana risk reduction program (two-hour class) for students who have been found in violation of the drug policy on campus; designed as part of their drug sanction from the university. Fees associated with the program go back to fund additional drug outreach.

Employee Wellness

Health & Wellness Release Time: An expansion from the previous Exercise Release Time, this program offers a more comprehensive list of activities and programs from which employees can select to improve their overall health and well-being.

- 60 minutes per week are granted for wellness activities.
- Supervisor approval is necessary.
- Activities off campus may require documentation for approval.
- Since January, 196 release time forms have been approved.

Mobile Mammogram Screening: Wellness Services brings to campus a 53-foot long motor coach, an efficient and technologically sophisticated vehicle from Saint Alphonsus Hospital. Boise State employees can schedule appointments and receive exams using the latest technology (billable to insurance).

Bronco Health Initiative: This is a weight management program specifically offered to Boise State employees. In a joint effort with the State Department of Administration, participants can earn up to \$200 for losing and maintaining a 10% total body weight loss within one year of beginning the program, paid for by Blue Cross of Idaho. Through Wellness Services, employees have the opportunity to exercise in a positive environment, gain tools to improve overall health, and learn valuable information to help them make lasting changes in dietary and physical activity habits.

Nutrition

Nutrition Q & A: Held every Tuesday at the Rec Center and every Thursday in the Student Union, this drop-in service is for anyone who wants to ask a registered dietician about food and nutrition.

Registered Dietitian Services: Nutrition counseling to patients upon referral from a medical or counseling provider (billed to insurance).

Tobacco

The Great American Smoke Out (GASO): A national event sponsored by the American Cancer Society, people can pledge to quit and take a positive step toward improving personal and global health. This year marks the 36th edition of GASO and Wellness Services occupies a booth on the Quad to encourage people to participate.

Quit Kit: By submitting a simple form online, anyone can request a Quit Kit:

- A water bottle filled with educational material, such as “Set Yourself Free: Deciding How to Quit Smoker's Guide” (American Cancer Society).
- Information about cessation classes on campus and in the community.
- A Guide to “Reducing the Urge and Breathing Techniques.”
- Items to keep hands busy (e.g., straws, rubber bands, stress ball, etc.).
- Helpful aids like hard cinnamon-flavored candies to stall cravings.

Individual Smoking Cessation Support: Based on the Freedom from Smoking courses, this topic of the health-coaching program offers a step-by-step process to help students quit smoking and maintain a smoke-

free lifestyle. This approach caters more to the progress of the person using health coaching, while still following the same best practices of Freedom from Smoking as determined by the American Lung Association.

Health Coaching

As a complement to other health services, health coaching is a personalized approach to behavior change. Health coaches will guide, motivate, and provide resources while helping clients set SMART (specific, measurable, attainable, realistic, time specific) goals. Health coaching is available for sleep, stress, time management and tobacco cessation.

Medical Massage

Therapeutic massage is offered to patients referred by a Health Center medical provider. Medical massage is a viable, non-invasive treatment option for conditions scientifically known to benefit from massage techniques applied in a skilled, therapeutic fashion under the supervision of a mid-level provider or physician.

Medical massage works within the allopathic model of diagnosis and treatment for specific health concerns. Appointments are billed directly to the student's health insurance plan at the current rate of reimbursement. However, if massage isn't covered by insurance, the student will be billed directly.

Marketing Services

- Maintain brand identity and support marketing/outreach efforts with orientation.
- Design/create promotional materials.
- Support the Health Center and Recreation Center websites.
- Assessment: Coordinate Patient Satisfaction Survey for Health Center. Monitor memberships of the Recreation Center.

Peer Education

Alcohol: The Alcohol Peer Educator participates in alcohol presentations for University 101 classes, numerous Health Huts, and organizes an alcohol-free event on St. Patrick's Day. Through other educational formats, students are educated on the following topics:

- Responsible Drinking Behaviors
- Accurate Drinking Sizes of Alcoholic Beverages
- Recognizing the Signs of Alcohol Poisoning
- Accurate Social Norms of Drinking
- The Dangers of Mixing Alcohol with Caffeinated Beverages
- How Marijuana & Alcohol Affect each other

Depression & Anxiety: The "Grow a Healthy Mind" campaign helped students realize the importance of mental health, focusing on the ABCs of growing a healthy mind: Act, Belong and Commit, a way to combat stress earlier so it doesn't lead to anxiety and/or depression.

The Depression and Anxiety Peer Educator hosted a Health Hut centered on the "Pay it Forward" theme, inspiring students to perform small acts of kindness.

Other Drugs: The Other Drugs Peer Educator provided educational events on the dangers and risks associated with drug use, such as “Pain, Pain, Go Away,” a fall semester Health Hut that informed students about the differences in over-the-counter pain medications, alternative methods of pain relief, and natural ways to increase energy, instead of turning to caffeine.

During spring semester, the Peer Educator teamed up with the Alcohol Peer Educator to implement “What Goes up Must Come Down,” a program designed to educate students on the dangers of mixing caffeine and alcoholic beverages. The Other Drugs Peer Educator provided students with tips and information on how to stay safe through the Safer Spring Break Health Hut.

Sexual Health: The Health Peer Educator focused on sexual responsibility during the fall semester, a campaign that emphasized the importance of taking hold of one’s own sexual empowerment and the responsibilities that come along with this autonomy. During the spring semester, the Sexual Health Peer Educator organized the Condom Carnival, an event focused on safe sex and the resources available to students. The Condom Carnival was followed by a campaign focused on sexual consent.

Sleep: The Sleep Peer Educator focused on increasing students’ awareness and knowledge about sleep.

- Presented to Living Learning Communities and University Foundation classes.
- Educated students about the importance of sleep patterns in college.
- Provided information about how marijuana and sleep affect each other.
- Created videos educating students on healthy sleep tips.

The Peer Educator also hosted the Knit-a-Thon: knitting blankets to donate to Saint Alphonsus Hospital. Sleep tips were presented to teach students the positive benefits of a relaxing hobby. The Peer Educator also teamed up with the Sustainability Peer Educator for the Finals Stress Relief Health Hut; students were given tips on how to decrease stress levels during Finals Week.

Sustainability: The Sustainability Peer Educator emphasized the importance and ease of becoming environmentally conscious. Outreach focused on simple ways to become “green” and all the benefits going green has on the environment. The Holiday Craft Fair provided students with sustainable, inexpensive and meaningful gift ideas by re-purposing household items.

The Peer Educator also focused on the financial benefits of becoming sustainable. A spring Health Hut called “The Price is Right to be Sustainable” was held during spring semester. Participants were asked to identify the correct cost savings of numerous sustainable efforts.

PLANNING & EFFECTIVENESS

I. GOAL: Expand Alcohol Education to First-Year Students/Develop a Second-Level Alcohol Sanction Class.

Assessment Strategies

- Coordinate with University Housing to have all students living on-campus complete the E-CHUG online alcohol education program.
- Develop curriculum for a second-level alcohol sanction education class. Coordinate with Dean of Students Office for referrals.

Assessment Results

- Implemented E-CHUG for all students living in University Housing: 85.5% completed the program.
- Implemented CHOICES 2.0 as a second-level alcohol sanction class. Since fall, 43 students have been sanctioned.

II. GOAL: Expand Health Coaching Services/Include Health Risk Assessment.

Assessment Strategies

- Secure Health Risk Assessment software to meet the needs of students/employees.
- Establish policies/procedures for Health Risk Assessment in Health Coaching services.

Assessment Results

- Partnered with Mayo Clinic for “Fit For You” software, including comprehensive Health Risk Assessment.
- Unable to effectively implement assessment in Health Coaching services. Made Health Risk Assessment available to all faculty and staff.

III. GOAL: Marketing Services to Comply With University Expectations for Website Design and Structure.

Assessment Strategy & Results

- Coordinate with University Marketing and Communication to convert Recreation Services and Health Services websites to the new WordPress format.
 - Both sites went live in the new format.
 - Efforts to comply with new branding and trademark requirements are ongoing.

PERFORMANCE METRICS

Patient Visits: July 1, 2012-April 30, 2013

- Massage: 1,152
- Registered Dietitian: 69 (since Feb 1, 2013)
- Health Coaching: 146
- HIV Testing: 42

Sanction Classes: July 1, 2012-April 30, 2013

- CHOICES: 176 completed, 24 pending
- CHOICES 2.0: 25 completed, 18 pending
- DECISIONS: 28 completed, 14 pending

E-CHUG

Electronic Checkup To Go (E-CHUG) is a personalized, evidenced-based online prevention program developed by counselors and psychologists at San Diego State University. E-CHUG is designed to motivate people to reduce alcohol consumption using personalized information about their own drinking and risk factors. To date, 550 universities and colleges use the program, which includes:

- Screening all students for substance abuse problems.
- Targeting high-risk students.
- Targeting time frames (the first six weeks of a semester are considered high risk and the main reason for intervention to take place during this time).
- Providing intervention and treatment to prevent/reduce substance use and abuse.
- Social norming, motivational interviewing, and challenging alcohol expectancies to reduce substance use and abuse.

Process

Through funding from the Idaho College Health Coalition, Boise State's yearly subscription is covered for E-CHUG. From June 2011 to June 2012, 104 students used the online program. A review of other universities found that 24 have documented the use of personalized feedback for incoming freshmen as an indirect form of education on the subject of alcohol.

Representatives from University Housing, Office of Student Rights and Responsibilities, and Health and Recreation Services met to discuss the use of the program for incoming freshmen. All three departments were supportive of implementing the online program.

In response to Dr. Kustra's address to Student Affairs staff during February 2012, there was a perceived call to action for departments to educate and hold students accountable for their actions. Wellness Services and University Housing believe that requiring all freshmen to complete E-CHUG will help students gain baseline education about alcohol, their risks, and how they might be able to use the information to help others in need. Although some students do not consume alcohol, others who do choose to use it could influence them.

During the first week of fall semester, 2,082 students received an initial email from University Housing with information and a link to the survey. A follow-up email was sent during mid-September reminding students of the October 1 deadline.

Results (fall 2012):

- 1,781 students completed E-CHUG (85.5% response rate).
- Of the respondents, 59% were female; 64% were first-year students; 99% live on campus.

Average estimated highest blood alcohol concentration:

- During the heaviest drinking episode: 0.10
- During a "Typical Week": 0.06

Average number of days students:

- Drove a vehicle after consuming three or more drinks: 0.19
- Were a passenger in a vehicle when the driver had three or more drinks: 0.33

Average number of drinks per month: 17.28

Average amount of money spent per week on alcohol: \$132.49

Conclusions

The university recognizes that alcohol education and intervention are of great importance and that E-CHUG is an educational tool that should be utilized on a continuing basis. Health Services, in conjunction with campus colleagues, provide a variety of responses and outreach through education, assessment, intervention and treatment of alcohol issues. Collaborative approach focuses on behavioral risk reduction versus alcohol abstinence. Risk reduction focuses on:

- Responsible drinking tips (being 21, designated drivers, etc.)
- Drink size
- Blood alcohol content information
- Emergency response
- Consequences of underage, high-risk and binge drinking

21st Birthday Survey Results

Health Services explored the effectiveness of a pre/post electronic survey to gather information on student's attitudes, behaviors and beliefs about the celebration of the 21st birthday, and to see if there were measurable differences between what students intended to do versus what they actually did on their 21st birthday.

A review of the literature found that several institutions of higher education were utilizing similar tools. However, no institution had conclusively found distinctive data demonstrating the effectiveness of decreased high-risk behaviors on the 21st birthday celebration.

The 21st birthday passive education was developed as the result of college students who have lost their lives over the years as a result of excessive, high-risk drinking on their birthday. Family foundations have worked in concert with universities to increase the education about the dangers of high-risk drinking on and around the day students turn 21.

Predecessors to electronic surveys included postcards sent to students a week before their 21st birthday encouraging them to drink safely. Boise State implemented the 21st birthday postcard in the fall of 2004.

As time and technology grew, universities started to meet students where they were at by using electronic media to educate them, while trying to decrease the amount of alcohol consumed on the 21st birthday.

Methodology

During the 2010-11 academic year, a student intern was hired by Health Services to research what other 21st birthday tools were being used by institutions of higher education. Upon completion of the review, a tool was created for Boise State students. Working with staff, the intern hand-coded and wrote the survey in Web form, taking a year to complete the process.

The survey was piloted among staff members at Health Services to ensure functionality. After two rounds of pilot testing, additional changes were made to finish the pre/post survey. Upon completion of the pilot test, an IRB application was submitted and approved with changes.

To obtain the list of students who would turn 21 during the academic year, a request for names, birthdates and email addresses was sent to the Registrar's office. The Registrar's office sent an Excel spreadsheet to Health Services, which was given to the Web developer. The information was uploaded into the 21st birthday card database so individual surveys could be sent electronically.

After completing the upload, a pre-survey was sent one week prior to a student's 21st birthday. If the student completed the survey, five dollars in Bronco Bucks were added to her/his ID card. If the student did not complete the survey, no reminder emails were sent.

One week after the student's 21st birthday, a follow-up email was sent to students who completed the pre-survey. Students had up to one additional week to complete the survey to receive another five dollars in Bronco Bucks.

Surveys were sent starting September 27, 2011, and concluded April 11, 2012. Participants completed the post-survey between October 5, 2011, and April 21, 2012.

Results

A master's student from the Health Science program volunteered to analyze the data with oversight from faculty. Once data was cleaned and reorganized, frequencies were run on the demographic variables. Paired t-tests were used to measure differences between pre- and post-responses. For the results, only students who completed both surveys were analyzed.

- 279 students responded to pre-surveys sent via email one week prior to turning 21.
- 185 participants (66%) responded to the post-survey.
- 13 (4.6%) students indicated a need for further support with drinking beyond the survey. A Health Services staff member followed up via email with the students to identify what information they would like to receive; five students responded.

Students were provided the option of receiving additional information if the calculated BAC deemed concern (set at .16), or the student self-identified that s/he would like to receive additional information.

All respondents were:

- 20 years of age when completing the pre-survey.
- 21 years of age when completing the post-survey.

Of those who volunteered their gender, approximately:

- Two-thirds were female (179).
- One-third was male (100).

Amount Consumed

Students were asked to identify how much beer, malt liquor, wine, hard liquor or non-alcoholic beverages they would consume on their 21st birthday.

Type of Alcohol	Anticipated Drinking (Pre)	Average (Pre)	Actually Consumed (Post)	Average (Post)	P-Value
Beer	1-21	1.82	0-16	1.53	.534
Malt Liquor	0-15	.47	0-12	.52	.127
Wine	0-20	.44	0-6	.26	.165
Hard Liquor	0-21	3.38	0-21	3.96	.001*
Non-Alcoholic Beverages	0-30	2.48	0	0	<.001*

Drinking Duration & Location

	Anticipated (Pre)	Average (Pre)	Actually (Post)	Average (Post)	P-Value
Time of Drinking	0-30 hours	3.76	0-24 hours	3.52	.706
Bar	61.3%		58.9%		
Restaurant	58.1%		53.0%		
Home	48.0%		45.4%		
Friend's House	22.6%		17.3%		

Other locations where participants anticipated celebrating their 21st birthdays: Bowling Alley, Night/Dance Club, Concert, Casino, Emergency Room, Downtown, Everywhere, Family Function, Sporting Event (Hockey/Football Game), Las Vegas, Hostel in Costa Rica, Toilet, and the Park.

Other locations where participants actually celebrated their 21st birthday: Arcade, Tailgate Party, Aunt's House, Bowling Alley, Casino, Sporting Event (Hockey/Football Game), Ann Morrison Park, Hostel in Costa Rica, Movie Theater, Night Club, Party, Shopping, With a Significant Other.

Drinking Beliefs

Participants were asked a series of questions regarding beliefs about the 21st birthday celebration. Questions were answered based on the following scale:

1.) Strongly Disagree 2.) Disagree 3.) Agree 4.) Strongly Agree 5.) Don't Know

Belief	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know

I believe almost everyone consumes alcohol to celebrate the 21st birthday (pre).	5.8%	15.5%	51.1%	26.6%	1%
I believe almost everyone consumes alcohol to celebrate the 21st birthday (post).	8.7%	16.8%	44.0%	29.3%	1.2%
I believe almost everyone gets drunk to celebrate the 21st birthday (pre).	10.5%	39.1%	38.4%	10.5%	1.5%
I believe almost everyone gets drunk to celebrate the 21st birthday (post).	14.8%	33.9%	35.0%	14.8%	1.5%
My friends believe you should get drunk to celebrate your 21st birthday (pre).	10.8%	23.7%	34.2%	29.5%	1.8%
My friends believe you should get drunk to celebrate your 21st birthday (post).	9.8%	21.3%	36.6%	31.6%	.7%

Risk Behavior

Students were asked to respond to a series of questions regarding their protective behaviors and high-risk behaviors associated with drinking. Students responded using the following scale:

- 1.) Definitely will NOT do/Definitely did NOT do 2.) Somewhat will/Somewhat did
3.) Mostly will/Mostly did 4.) Absolutely will do/Absolutely did do 5.) Don't Know

No index entries found.	Pre-Survey Average Score	Post-Survey Average Score	Change	P-Value
Resisting Peer Pressure	3.51	2.99	-.52	<.001*
Getting Drunk	2.63	2.57	-.06	.498
Turn Down Alcoholic Beverages	3.14	2.52	-.62	<.001*
Friend Who Will Help Monitor Alcohol Consumption	3.36	2.30	-1.06	<.001*
Drink Less Than Your Friends Expect	3.30	2.54	-.76	<.001*

Minimize Negative Outcomes From Drinking	3.52	3.14	-.38	<.001*
Consume Enough Alcohol to Vomit	1.71	1.73	+.02	.839
Consume Enough Alcohol to Have Bad Hangover	2.02	1.85	-.17	.125
Drink Enough Alcohol to Pass Out	1.47	1.51	+.04	.720
Drink Enough Alcohol to Blackout	1.36	1.35	-.01	.941
Alternate Alcoholic and Non-alcoholic Beverages	3.17	2.37	-.80	<.001*
Friend Will Tell If You Have Had Too Much to Drink	3.15	2.06	-1.09	<.001*
Telling a Friend They Had Too Much to Drink	3.47	2.43	-1.04	<.001*
Leaving Bar/Party at a Predetermined Time	3.24	2.13	-1.11	<.001*
Stop Drinking at a Predetermined Time	3.16	1.97	-1.19	<.001*
Drinking Water While Drinking Alcohol	3.45	2.64	-.81	<.001*
Avoid Drinking Games	2.54	3.01	+.47	<.001*
Avoid Mixing Different Types of Alcohol	2.60	2.28	-.32	.004
Drinking Slowly vs. Gulping or Chugging	3.03	2.59	-.44	<.001*
Avoid Out-Drinking Others	3.19	3.07	-.08	.241
Pace Drinking to 1 Drink Per Hour	2.59	1.98	-.61	<.001*
Knowing Where Drink Was at All Times	3.63	3.62	-.01	.839
Eating Before Drinking	3.86	3.49	-.37	<.001*
Eating While Drinking	3.13	2.37	-.76	<.001*
Use a Designate Driver Who Would Not Drink at All	3.92	3.54	-.38	<.001*
Refusing to Ride in a Car with an Intoxicated Driver	3.87	3.64	-.23	.002
Getting into a Fight	1.23	1.07	-.16	.052
Having Unprotected Sex	1.41	1.16	-.25	.004
Go Home with a Friend	3.77	3.49	-.28	.002

*Statistically significant finding at the 95% confidence interval.

- Students anticipate protecting themselves at much higher levels than they actually do when celebrating their 21st birthday.
- The area in which there was a significant change was from the belief to avoid drinking games. Students thought that they “somewhat will” avoid drinking games when taking the pre-survey. When they celebrated their 21st birthday they “mostly did” avoid drinking games.
- Students anticipated that they “mostly will” eat while drinking, yet when it came to the 21st birthday celebration, they “somewhat did.”

Following is the same protective/high-risk behavior data, but without “Don’t Know.”

Behavior	Pre-Survey Average Score	Post-Survey Average Score	Change	P-Value
Resisting Peer Pressure	3.47	3.02	-.45	<.001*
Getting Drunk	2.58	2.56	-.02	.858
Turn Down Alcoholic Beverages	2.92	2.53	-.39	<.001*
Friend Who Will Help Monitor Alcohol Consumption	3.15	2.35	-.80	<.001*
Drink Less Than Your Friends Expect	3.00	2.66	-.34	.002
Minimize Negative Outcomes From Drinking	3.46	3.13	-.33	<.001*
Consume Enough Alcohol to Vomit	1.40	1.60	+.20	.010
Consume Enough Alcohol to Have Bad Hangover	1.74	1.86	+.12	.104
Drink Enough Alcohol to Pass Out	1.35	1.52	+.17	.028
Drink Enough Alcohol to Blackout	1.23	1.36	+.13	.061
Alternate Alcoholic and Non-Alcoholic Beverages	2.97	2.13	-.84	<.001*
Friend Will Tell if You Have Had Too Much	3.40	2.47	-1.09	<.001*
Telling a Friend They Had Too Much	3.47	2.43	-.93	<.001*
Leaving Bar/Party at a Predetermined Time	2.64	2.25	.39	<.001*
Stop Drinking at a Predetermined Time	2.65	2.10	-.55	<.001*

Drinking Water While Drinking Alcohol	3.36	2.66	-.70	<.001*
Avoid Drinking Games	2.33	3.00	+.67	<.001*
Avoid Mixing Different Types of Alcohol	2.52	2.32	-.20	.042
Drinking Slowly vs. Gulping or Chugging	2.98	2.60	-.38	<.001*
Avoid Out-Drinking Others	3.18	3.08	-.10	.345
Pace Drinking to 1 Drink Per Hour	2.34	1.96	-.38	<.001*
Knowing Where Drink Was at All Times	3.61	3.62	+.01	.917
Eating Before Drinking	3.85	3.49	-.36	<.001*
Eating While Drinking	2.93	2.41	-.52	<.001*
Use a Designate Driver Who Would Not Drink at All	3.90	3.55	-.45	<.001*
Refusing to Ride in a Car with an Intoxicated Driver	3.87	3.64	-.23	.002
Getting into a Fight	1.04	1.08	+.04	.355
Having Unprotected Sex	1.16	1.15	-.01	.866
Go Home with a Friend	3.72	3.48	-.24	.006

*Statistically significant at the 95% confidence interval.

While most results were the same, the data may be more reflective of the students who celebrate their 21st birthday, excluding those who did not know as a response.

Drink Less Beliefs

Students were asked to respond to a series of questions and how the information contained in the survey may change their drinking behaviors (or the drinking behaviors of those around them).

Belief	Pre-Survey	Post-Survey	Change
Receiving information about BAC would encourage drinking less.	23.3% believed it would	28.6% believed it did	+5.3
Reflecting on current alcohol consumption, habits, behaviors, and risks would encourage them to drink less.	22.2% believed it would	24.3% believed it did	+2.1
Knowing what a standard drink is would encourage them to drink less.	25.4% believed it would	29.7% believed it did	+4.3
Knowing drinking rates among Boise State students encouraged them to drink less.	14.7% believed it would	18.9% believed it did	+4.2
Understanding how alcohol affects your body would encourage them to drink less.	33.0% believed it would	36.2% believed it did	+3.2
Knowing factors that influence BAC would encourage them to drink less.	19.4% believed it would	21.6% believed it did	+2.2
Knowing the effects of various BAC levels would encourage them to drink less.	28.0% believed it would	29.7% believed it did	+1.7

Reflecting on high-risk drinking would encourage them to drink less.	26.5% believed it would	29.7% believed it did	+3.2

HIGHLIGHTS

Expansion of Services & Staff

- Hired a graduate assistant who is also a registered dietician.
- Hired a temp student employee to focus on men’s health education and outreach.
- Hired a new health educator, someone with extensive experience in alcohol and substance abuse programming and education.

Alcohol

- **House Party:** Health Services, in conjunction with campus partners and the Boise Police Department, hosted “House Party 2013,” an open event for students portraying real-life scenarios often occurring at house parties. More than 140 students participated while learning safer ways to have fun and “party.”
 - 69% reported the event most impactful, citing new information about laws.
 - The majority of students had a positive experience and felt the scenarios portrayed real-life situations; 77.9% and 80.0%, respectively.
 - 65.3% reported using the skills learned at House Party in real-life situations, indicating positive behavior change towards future situations involving alcohol.
- **Luck of the Irish Game Night:** Health Services Peer Education, the SUB Games Center, and Housing and Residence Life designed this event to increase awareness about alcohol and improve health by abstaining from alcohol on a common drinking holiday.

The Games Center provided free bowling, billiards, ping-pong, and video games. Approximately, 150 students attended this event for Residence Life and Health Services Alcohol Awareness Week.

- **Parent Handbook:** Parent handbooks were provided to the Dean of Students Office for distribution to parents of underage students found in violation of the university alcohol policy. The handbook was distributed to 164 parents and/or guardians of university students. The handbook addresses:
 - Binge Drinking
 - Alcohol Facts
 - Campus Drinking Norms
 - Communication Tips
 - High-Risk & Low-Risk Drinking
 - Resources & University Policy
- **Education & Outreach:** In collaboration with Housing and Residence Life, alcohol education programs were offered throughout the year to residence hall students. Programs focused on risk reduction, alternatives to alcohol, and binge drinking. In January, approximately 31 students were

reached through resident assistant programming. Alcohol Awareness Week was strategically set the week before spring break and included (more than 200 students participated in one or more activities):

- A Game Night
- Q&A with a professional alcohol educator
- Intoxication Simulation
- “Beer Goggle”
- Program about how alcohol impacts mental and physical health

Peer Education

- In April, Peer Educators attended the BACCHUS Area 1 Conference at Gonzaga University in Spokane, WA. They presented to other peer education groups from around the region on their yearlong event entitled “The Health Hut.” After a one-hour presentation, they fielded questions related to the Health Hut and other initiatives implemented at Boise State.
- The Health Hut is a tool Wellness Peer Educators have developed to help promote health and wellness. A biweekly event on the Quad, it provides consistent and reliable information to the campus community. Its purpose is to provide students with a recognizable, easily accessible resource they can use to stay educated on wellness topics. Programs included:
 - Pain, Pain Go Away
 - No-Shave November
 - Alcohol: Fact or Crap
 - Be a Lifesaver
 - Sexual Responsibility
 - Safer Spring Break
 - Pay it Forward

Marketing & Branding

- With the advent of the new university logo, Health Services and Recreation Services expedited a quick and fluid transition, which involved:
 - Obtaining all versions of logos needed
 - Updating current branding
 - Creating a new brand standard guide for the department
 - Generating an ongoing list of logo locations for future replacement

With focus and communication with the brand standards committee, the department could claim 90-95% completion as far as integration of the new logo. Items that make up the remaining 5-10% include large ticket items such as staff uniforms and permanent signage.

- WordPress Websites: The department received both the Health Services and Recreation Services test sites and spent spring semester updating/generating new content. Staff members attended various WordPress trainings and labs.

2013-14 GOALS

- I. Participate in National College Health Assessment (NCHA) in Coordination with other Idaho Universities.**
- Distribute the NCHA survey on campus to a random sample of students, following guidelines set forth by Institutional Review Board and the American College Health Association. NCHA, a nationally recognized research survey, can assist in collecting precise data about the health habits, behaviors and perceptions of students.
 - Analyze data and report findings to key stakeholders on campus.
 - Create a report showing trending data from previous NCHAs completed at Boise State.
- II. Comply With University Expectations.**
- Ensure Health Services and Recreation Services are in compliance with branding standards, and that websites remain in compliance with university standards.
- III. Expand Services to Reach More Diverse/Non-Traditional Students.**
- Coordinate with Women’s Center for specific health outreach to the LGBTQ community.
 - Reach out to student groups that have a higher non-traditional population for health outreach and events.
 - Plan and implement a health outreach program targeted to families.

Departments Reporting to the Associate Vice President of Enrollment Services

Admissions

VISION

We will attract, admit and enroll the most academically gifted and diverse class of Broncos to ever attend and graduate from Boise State University.

MISSION

The Office of Admissions generates and cultivates relationships with future Boise State alumni and those who influence their decision to attend Boise State. We recruit, admit, and encourage enrollment of qualified future alumni who can benefit from the Boise State experience and contribute to the community, state, and nation upon graduation. We promote Boise State's commitment to student success, lifelong learning, community engagement, innovation and creativity. We promote Boise State's dedication to research, internships, and the region's economic vitality and cultural enrichment.

PROGRAMS & SERVICES

Freshmen Recruitment & Outreach

Enrollment counselors recruit high school students through:

- School Visits
- College Fairs
- Career Fairs
- Evening Programs
- Information Sessions
- Personalized Appointments
- Campus Tours
- On-campus Recruitment Events
- Open Houses
- Send-off Programs
- Strategic Cross-Media Communication

Focus is placed on attracting students with a strong academic profile and who are a good fit for Boise State University. Efforts are in place for students of color, students interested in STEM majors, high ability students, Idaho residents, and students from targeted out-of-state locations. Throughout the recruitment cycle, enrollment counselors manage contacts in their region, host programs, assist families and track student progress from the point of inquiry through enrollment.

Transfer Recruitment & Outreach

Enrollment counselors recruit transfer students through:

- Transfer Feeder School Visits
- Community College Fairs
- Transfer Fairs
- Career Fairs
- Evening Programs
- Campus Tours
- On-campus Recruitment Events
- Feeder School Open Houses
- Strategic Cross-Media Communication

Recruitment for primary feeder schools is collaborative: Advising and Academic Enhancement, college academic advisors and transcript evaluation staff from the Registrar’s Office provide accurate and detailed information about the transfer process.

During on-site visits to College of Western Idaho, each prospective transfer student has the opportunity to meet with a professional academic advisor. Advisors at feeder schools provide students with details about articulation agreements, the transfer admission process, and transfer credit evaluation.

Campus Visitation & Events

Customized visits can include:

- Student-Led Campus Tour
- Enrollment Counselor Appointment
- Academic Area of Interest Appointment
- Honors College Information Session

“Discover Boise State” and “Fab Fridays” are opportunities for finding out about a wide range of university resources. Various workshops and breakout sessions, and a broad range of presenters, allow participants to customize the day to meet their needs. Blue and Orange Saturdays offer tours and information sessions.

Capital Scholars: for Idaho high ability juniors, this program highlights academic excellence of Boise State and showcases premiere faculty through a cross-disciplinary lens. Students who attend the program are awarded academic scholarships for use as Boise State freshmen.

Mosaic: a daylong program for first-generation students, students of color and refugee students, Mosaic provides personalized information and support for students who may need additional guidance in navigating the path to higher education. Scholarships are awarded to Mosaic attendees based on a competitive selection process which analyzes each student’s potential for success.

Group Campus Visits: for high school students and their chaperones on request. Student-led campus tours highlight the Boise State experience from a student perspective, and customized enrollment counselor presentations provide relevant information.

Several special visitation dates are scheduled annually for middle and elementary school students to promote early exposure to higher education.

State of Idaho Gear Up Grant Program: promoting higher education to middle school students, a majority of them are from schools serving lower-income, first-generation Idaho students. These special visitation dates serve more than 1,600 students, maximizing the use of key university resources.

Communications & Marketing

A cross-media communication plan targets populations through websites, email, posters, publications, brochures, letters, tele-counseling, texting, chat, Skype, student blogs, student videos and social media feeds. The goal is to reach appropriate audiences with appealing and timely messages that engage, attract and inform. Communication is structured to highlight the core themes of Boise State, as outlined in the university's strategic plan.

Application Processing & Systems

More than 22,000 undergraduate applications are processed during an academic year. Processing complements recruitment efforts by providing timely messaging and promoting transparency.

Students receive an admission decision within two weeks of completing their application. Staff focuses on creating student-friendly business practices that allow for usability, data integrity and accuracy. Admission and enrollment data is maintained and analyzed on a consistent basis to gauge progress, formulate comparison data and conduct trend analysis.

International Student Recruitment & Admissions

This unit focuses on recruiting and enrolling international undergraduate and graduate students, assisting them with getting a student visa for study in the U.S., providing personalized information, demystifying the international study process, and providing one-on-one guidance from the point of inquiry to enrollment.

Linden Recruitment Tour: an intensive two-week trip in four countries and six major cities. Countries included are in the top origins for international students in the U.S.:

- China (#1)
- Taiwan (#5)
- Vietnam (#8)
- Hong Kong (#16)

These locations hold great potential for growth at Boise State for all levels of study. The tour combines different types of recruitment fairs with opportunities to visit high school students and high school counselors, building relationships in a region where face-to-face meetings are still culturally very important. Relationships with key government sponsors and nonprofit organizations are fostered through:

- On-campus Visits
- Presentations
- Community Outreach Events
- Conferences
- On-site Visits

Staff works closely with the Saudi Arabian Cultural Mission and the Kuwait Cultural Office to help students who want to pursue study at Boise State as part of their government sponsorship program. The staff engages with the Treasure Valley refugee population and their advisors through presentations to the Agency for New Americans, a workshop at the Idaho Conference on Refugees, and membership in the Adult Education Committee for Boise City's Refugee Resource Strategic Community Plan.

PLANNING & EFFECTIVENESS

I. GOAL: Refine/Implement Territory Management Plan.

Assessment Strategies

- Utilize high school/college fair data to set more efficient/effective recruitment goals.
- Establish progress marker dates for key recruitment markets to assess progress toward goals.
- Create dashboard reports allowing for real-time assessment of goal progression.

Assessment Results

- Analyzed data from fall 2011 and 2012 Census Day enrollment reports on enrolled freshmen and feeder high schools. Data of enrolled freshmen was used to strategically predict target markets where students were most likely to enroll. Target markets were then expanded to showcase key characteristics (e.g., GPA, standardized test scores, percentages of scholarship awards, estimated family contribution).
- Gathered data from the College Board to analyze key competitors based on cross application data within recruitment territories. The data was used to create strategic marketing plans based on student interests.
- Used numbers from previous data feeds to complete predictive modeling on where students were most likely to enroll from within the recruitment regions. These analytics were used to direct travel planning, targeting messaging and prospective student search name purchases.

II. GOAL: Develop/Implement Strategic Communication Plan.

Assessment Strategies & Results

- Utilize a detailed communications plan to reach strategic audiences.
- Assess communication plan effectiveness utilizing Hobson's "Connect" communication planning and tracking features.
 - Targeted and personalized email and developed mail communication plans for both Idaho and out-of-state freshmen and transfer target populations. Communications were customized based on the admission stage status of each student (suspect, prospect, applicant, admit, and BroncoVenture Orientation enrollees).
 - Created communications from key departments and campus partners to enhance the Admissions message. Emails included notes from the deans, STEM newsletters, housing, BroncoVenture, the Write Class and Student Success for first-generation students.
 - Created a production calendar to provide a high-level view of communication flow to each target market and identify areas for future development and track the timeliness of each produced item within the communication workflow.
 - Used Hobson's Connect analytics each month to track emails sent, open rates and message effectiveness. Used analytics to drive follow-up activities through additional emails and tele-counseling efforts. The information is used in Admissions for planning purposes and tracking. It's also shared with key partners regarding their email messaging.

- Sent monthly referrals to all academic departments, key service areas and target population groups (STEM, refugee, and first-generation students) to allow campus partners the opportunity to provide more in-depth communication with their prospective students, applicants and admitted students.

III. **GOAL: Implement an Honors College Event.**

Assessment Strategies & Results

- Implement a campus program to showcase the Honors College to prospective students.
 - “An Evening with Honors” was held in November, a collaboration between Honors and Admissions showcasing leadership opportunities, international travel, public service, scholarly excellence and undergraduate research.
- Purchase names of Idaho students who meet high ability criteria to expand the pool of prospective Honors College students.
 - Purchased names in fall 2012.
 - Sent 2,370 invitations to high school seniors.
 - 72 students attended the event with their families.
 - 35 have been admitted for fall 2013.

IV. **GOAL: Launch “Apply Yourself” & “Connect.”**

Assessment Strategies & Results

- Utilize Hobson’s “Apply Yourself” for all undergraduate applications for admission.
 - Launched in August: 15,997 applications have been submitted through “Apply Yourself.” Customized and personalized application and admitted student email communications using Hobson’s communication tools to enhance the applicant experience.
- Implement Hobson’s “Connect” to manage/track all prospective student data and recruitment activities.
 - Connect launched in September.
 - All prospective student activities were removed from PeopleSoft.
 - Created 154,514 records for prospective students.
 - Implemented more than 200 email campaigns.
 - Students engaged with emails on a regular basis. Overall, email view rate is more than double the national Hobson’s average; rate of interaction within emails is almost four times the national Hobson’s average.
 - VIP page analytics identify the top interested freshmen, transfers and parents. This information is used to shape email messaging for target audiences, customize presentations and enhance the layout of VIP pages.

V. **GOAL: Launch “Events & Interviews.”**

Assessment Strategies & Results

- Utilize “Events and Interviews” for all campus visits and event sign-ups.
- Track campus visits and event attendees and assess the effectiveness of each program by reviewing application, admission and enrollment activity.

- Beginning in September, used “Events and Interviews” for all campus visits and event activities. Managed invitations, registration, confirmation emails, follow-up communication, and attendance through “Connect.”
- Tracked each key program or type of event for total registrations, guests and student attendance; then analyzed for application and enrollment activity by student. The information allows for an analysis of program effectiveness and return on investment.
- Completed event evaluations through “Connect” for each major program. Evaluation feedback is used to refine programming, gauge effectiveness and analyze future areas for growth.

HIGHLIGHTS

(All numbers from July 1, 2012 to June 30, 2013, unless otherwise noted.)

Recruitment & Outreach

- 427 high school visits.
- 122 Idaho high schools reached during Idaho Higher Education Days.
- 127 college fairs attended.
- 12 summer send-offs hosted.
- 34 community college transfer fairs and visits.
- 16 visits to College of Western Idaho campuses.

Campus Visitation & Events

- 5,718 students/guests participated in individual campus visits.
- 1,435 students/guests attended three Discover events.
- 290 students/guests attended five Fab Fridays.
- 479 students/guests attended seven Blue and Orange Saturdays.
- 53 students attended Mosaic.
- 1,517 students/guests hosted during Gear Up days.
- 1,729 students/guests hosted during elementary and middle school days.

Communications & Marketing

- 1,221 emails sent to prospective students.
- 23,669 information packets mailed to prospective students.
- 5,188 information cards collected from Idaho high school juniors via Idaho Higher Education Days.
- 5,462 online information requests received.
- 13,994 VIP pages accessed.
- 5,928 interest cards collected during college fairs.
- 2,015 interest cards collected during high school visits.
- 7,927 emails received/responded to via BSUInfo@boisestate.edu.
- 901,633 people visited the Admissions website, with the top views for home, apply, cost, future students, money matters and the application checklist.
- 1,665 Facebook likes, 1,125 Twitter followers, and 6,973 YouTube hits on 4 new videos allowed students to engage with Admissions via social media platforms.

Application Processing & Systems

- 13,079 total undergraduate applications processed for fall 2013, down from 16,105 applications for fall 2012 (18.8%). This decrease was the result of a shift we made to prevent application submission without the payment of the application fee.
- 3,593 total undergraduate applications processed for spring 2013, down from 4,155 applications for spring 2012 (13.5%). This decrease was the result of a shift we made to prevent application submission without the payment of the application fee.
- The Systems staff was devoted to the Roadmap Project for development of enhancements to the student module of PeopleSoft, creating plans to eliminate 83% of the current Admissions PeopleSoft customizations.

International Student Recruitment and Admissions

- Six Seattle Community College District international student transfer fairs attended.
- 116 undergraduate international students entered in fall 2013, down from 230 undergraduate students in fall 2012 (49.6%). This decrease in enrollment was due to a strategic enrollment decision to raise the minimum English proficiency score for undergraduate applicants.
- Raised the minimum IELTS English proficiency score for undergraduate applicants to 5.5 from 5.0 to enhance the readiness for college level work for admitted students.
- Created a strategic communication plan for targeted emails to applicants and admits regarding the application process, scholarship selection, housing, immigration, orientation and next steps for enrollment.
- Refined the communication plan for students currently participating in the Boise State Intensive English Program to provide information about admission and programs to allow a seamless transition from English language study to university-level coursework.

Fall 2013 Census Day Numbers

- 2,136 first-time freshmen enrolled.
- 65.4% of freshmen are residents of Idaho.
- 2.9% of freshmen are international students.
- 22.2% of freshmen are from underrepresented ethnic groups.
- 43.8% of enrolled freshmen student had a 3.5 or higher high school GPA.
- 3.40 was the average high school GPA for incoming freshmen.
- 94.9% of freshmen enrolled in full-time courses.
- 23 is the average ACT composite score and 1,031 is the average SAT combined critical reading and math score for enrolled freshmen. The class of 2013 was the first group of Idaho students to participate in statewide testing.
- 1,256 first-time transfer students enrolled.
- 72.4% of transfer students are residents of Idaho.
- 4.5% of transfer students are international students.
- 21.6% of transfer students are from underrepresented ethnic groups
- 56.0% of enrolled transfer students had a 3.0 or higher GPA at their last college/university
- 3.03 was the average college GPA at the last school attended by transfer students
- 59 total countries represented by enrolled undergraduate/graduate international students

2013-14 GOALS

I. Provide Timely/Comprehensive Data for Enrollment Planning.

- Create admission reports using Snap Shot data that will allow for a more thorough analysis of applicants, admits and students who have signed up for a BroncoVenture Orientation.
- Design reports to provide information regarding key target populations and academic metrics such as GPA, test scores, class rank, academic plans and demographics.
- Enhance reports designed to provide predictive enrollment modeling.

II. Implement a Search Name Purchase/Communication Cycle to Increase/Diversify Application Pool.

- Implement a communication flow to engage prospective students who are gathered through test name purchases and convert them to applicants and admitted students.
- Track the response/engagement rates for students who are part of the search process and compare rates to the national averages to gauge success.
- Increase the number of applications from target markets.
- Increase the number of admitted students from target markets.

III. Enhance Overall Engagement/Responsiveness/Satisfaction.

- Monitor phone, chat and email reports to improve response rates for students, families and campus partners.
- Employ applicant and admitted student analytics and trends to maximize staffing efficiency and effectiveness.
- Use evaluation feedback from event/program attendees to gauge areas of success and opportunities for growth.
- Improve the application processing by shortening the timeline for admission decisions and using enhanced communication and checklist tools.

IV. Refine Strategic Communication Plan to Provide Comprehensive Targeted Communication to Engage/Inform Key Audiences.

- Enhance the strategic communication plan with communication flow diagrams for select target populations.
- Develop a shared communication calendar that outlines deliverables, audience and enhances access.
- After one year of using “Connect,” complete a comprehensive analysis of email effectiveness and analytic data.

V. Target Communications/Programming to Serve First-generation Students.

- Increase the number of first-generation students who visit campus, apply for admission and enroll.
- Develop a specialized communication plan to meet the unique needs for first-generation students.

VI. Target Communications/Programming to Serve Students of Color.

- Increase the number of students of color who express interest in Boise State, visit campus, apply for admission and enroll.
- Develop a specialized communication plan for students of color, which will promote opportunities on campus and in the community.
- Coordinate with key campus partners to provide comprehensive messaging, programming and services.

FINANCIAL AID & SCHOLARSHIPS

VISION

The Boise State University Financial Aid and Scholarships office aspires to create an exceptional student-centered culture, while remaining compliant with applicable laws, regulations, and policies. In partnership with students, families and the Boise State community, we strive to support the educational goals of our students by assisting them in making informed decisions and improving access to higher education.

MISSION

The mission of the Financial Aid and Scholarships office is to provide education and information, guidance, and support for individuals and families interested in the financial aid process. In this role we:

- Process Applications
- Determine Eligibility
- Exercise Stewardship Over Funds
- Adhere to Rules and Regulations Governing Distribution of Aid
- Minimize Procedural Barriers
- Provide Efficient Service to Students Who Have Completed the Necessary Requirements

The Financial Aid and Scholarships office recognizes the distinct needs of students and families, and projects a positive attitude with each interaction. Through our outreach efforts we support the mission of Enrollment Services and the overall mission of Boise State University.

VALUES

Education First!

- Compassion
- Empathy
- Respect
- Efficiency
- Quality
- Responsiveness
- Consistency
- Integrity
- Accountability

PROGRAMS & SERVICES

CUSTOMER SERVICE

Staff members on the Customer Service Team are the first point of contact for prospective students, current students, their family members, high school counselors, and other departments on campus. The primary purpose is to provide individualized assistance in a succinct and professional manner via daily email, phone, and in-person interactions, while continuing to facilitate and streamline the financial aid process on behalf of the university and its students. In doing so, staff members proactively respond to the short and long-term needs of students and their families when seeking solutions. The Customer Service Team coordinates:

- Departmental outreach programs
- Published financial aid information
- Email announcements
- Financial literacy program
- FAFSA promotion activities

Presentations provided at:

- New Student Orientations
- University 101 classes
- Faculty advising institutes
- High schools
- Community organizations

Significant effort is made to write up-to-date, user-friendly information visible on the Financial Aid and Scholarships website, especially the Timely Tips and Financial Aid Handbook sections. Proactive email notices are also sent to targeted groups of students to help them anticipate important deadlines and changes in federal financial aid regulations. The coordination of the Satisfactory Academic Progress (SAP) review, appeals process, and appeals committee are also the responsibility of the Customer Service Team.

Unexpected Financial Reversal

A high priority for the department is to assist students and families who have experienced an unexpected financial reversal. Approximately 90% of these families speak with a financial aid counselor in person or by phone. From these appointments, families receive early notice of additional documentation, or learn an estimated outcome of their requests.

Financial reversals are usually due to a death of a parent or a divorce, a major medical issue, or the loss of a job or unemployment. These conversations provide an opportunity to demonstrate compassion for their circumstances and to share additional campus resources over and above those initially offered through the standard financial aid process.

SCHOLARSHIPS

The Scholarship Team offers support to students who demonstrate the potential for exceptional academic performance or who have the ability to make a unique contribution benefiting Boise State University. Entering students are considered for general scholarships once admitted. In most cases, students must be enrolled full-time, maintain a cumulative 3.00 GPA, and complete full-time credit hours each semester to renew their scholarships.

The online Boise State Scholarship Application is available for all students to complete for additional scholarship opportunities. Each academic department has scholarships available for their students to help offset costs. To apply for departmental scholarships, students must complete that specific department's scholarship application. Several departments have opted to join the university's online scholarship application, but many departments still maintain a separate scholarship application they administer internally.

The Scholarship Team also administers the nonresident tuition waiver programs:

- Gem: waives entire full-time non-resident portion of tuition for out-of-state students

- Western Undergraduate Exchange (WUE): waives a portion of the full-time nonresident tuition for out-of-state students. The Boise State General Scholarship committee analyzes academic records and test scores of new incoming students and new transfer students and awards promising students nonresident tuition waivers.

PRODUCTION/PROCESSING

The Production/Processing Team ensures that aid is awarded as quickly and correctly as possible, based on federal, state, and university regulations. Based on information provided when a student files their FAFSA, students are awarded appropriate levels of grants, federal loans and work-study.

Approximately 30% of students are required to provide verification, a manual process that can take from a few days to several weeks, depending on the requested document. Federal financial aid cannot be disbursed to a student until all verification documents have been reviewed.

A parallel relationship exists between the volume of customer contacts and back-office processing. When the office experiences an increase in phone, email, and in-person inquiries, it is a direct reflection of an increase in awarding, disbursing, and management of manual processes within the office, as well as a reflection of changes in federal regulations that affect students.

COMPLIANCE

Disbursements for federal and state financial aid programs must be reviewed and reconciled periodically to comply with applicable laws and regulations. The Accounting Team gathers the data to meet compliance requirements and files the required reports in an accurate and timely manner.

PLANNING & EFFECTIVENESS

I. GOAL: Improve Services to Students.

Assessment Strategies

- Meet with Telephone Services consultant for recommendations on how to best utilize upgraded phone system, especially during peak times.
- Convert the website from Dreamweaver to WordPress.
- Evaluate use of work-study funding and student help to launch a calling campaign to continuing students who have not completed the FAFSA application and/or “To- Do” items prior to leaving for summer break.
- Review outgoing communications to ensure message is caring, supportive, clear and concise.
- Implement an online calculator for families and students to estimate balances owed or expected refunds after financial aid has been applied to BroncoWeb expenses.

Assessment Results

- Met with Telephone Services representatives; phone tree implemented January 2013.
 - Number of calls presented during fee payment week in January (very high volume period) decreased 37% from the same time period in 2012.
 - Of the calls presented, 73% were handled vs. 52% in 2012.
- Converted the website from Dreamweaver to WordPress.

- Worked with Admissions to utilize work-study students to call newly admitted students for a variety of enrollment and financial aid initiatives.
 - Dr. Lisa Harris committed to providing between \$5,000 and \$6,000 for student wages during the summer.
 - Encouraged new and continuing students to sign up for orientation, accept financial aid and scholarships, and to complete their “To-Do” items on myBoiseState.
- Revised outgoing communications to students who face warnings and/or loss of aid due to SAP (Satisfactory Academic Progress) conditions; students are being encouraged to contact Academic Advising and Enhancement to discuss options for appeal and/or to develop academic plans; worked with members of the Customer Service Team to revise the financial aid award letter; revised additional email communications.
- Due to significant delays in the re-implementation of PeopleSoft, implementation of the online calculator was not accomplished and will be addressed for 2014.

II. GOAL: Refine Online Scholarship Application & Improve Functionality.

Assessment Strategies

- Meet with OIT to improve the scholarship applications design and user ability.
- Collect user feedback regarding the design and user ability of the scholarship application from academic departments, campus constituents and students.
- Set up the scholarship application to allow for additional documentation (e.g., résumés, letters of recommendation, essays) to be submitted within the application.
- Increase number of academic departments using the online scholarship application to reduce the number of separate scholarship applications students must complete.

Assessment Results

- Met with OIT to inform the design and development of the online scholarship. Once changes were developed, sought user feedback from students and staff. Renee Rehder presented the online scholarship application in an English class: students logged on, completed the application, and submitted recommendations for additional improvements. The application allowed for electronically submitting additional documentation.
- For the 2013-14 scholarship-awarding season, three academic departments were added to the online scholarship application. Will continue to add new academic departments to the online application each year, with an end goal of having only the online scholarship application for the entire university.
- OIT developed an interface so students could attach additional documentation to scholarship applications.
- Academic departments that have added their scholarships to the online application have been pleased with results as it eases the process of awarding scholarships.

III. GOAL: Maintain Compliance with New Federal Regulations/Participate in Experimental Sites Program.

Assessment Strategies

- Review published regulations regarding the Pell Grant Lifetime Eligibility limits. Track students close to reaching their limit to ensure the correct amount is disbursed. Outreach may also be provided to these students about the possibility of limited grant funding.

- Implement processes to administer federally selective experiments:
 - Single disbursement of a one-term loan for study-abroad students who will be awarded the full amount of their student loans in a single lump sum instead of two separate disbursements.
 - Current regulations requiring two separate disbursements for a one semester Studies Abroad student create financial hardships for students who need to pay fees at the beginning of the term.
- For students participating in approved study abroad programs and students enrolled in foreign institutions: develop disbursement schedule that will allow early and timely disbursement to students based on program start dates.
- File required follow-up reports with the Department of Education.

Assessment Results

- In 2011, President Obama signed into law the Consolidated Appropriations Act of 2012 (Public Law 112-74), significantly impacting the Pell Grant Program. Since fall 2012, students have been limited to 12 semesters or 600% Lifetime Eligibility of the Pell Grant, a change that affects all students regardless of when/where they received their first grant. Students currently receiving Pell Grants who would have reached or exceeded their Lifetime Eligibility Used (LEU) are no longer eligible to receive a Pell Grant. Central Processing now notifies students via email once they have used at least 450% of LEU.
- Boise State applied for and was granted permission to participate in two experimental programs related to students participating in study abroad programs:
 - 1) Award a single disbursement to students studying abroad. The ability to have a single disbursement (instead of one prior to the term starting and one at midterm) for one semester proved beneficial. Many expenses are incurred in the first couple of weeks (travel, fee payment, etc.) and students need to have full disbursement to avoid financial hardship.
 - 2) Disburse aid early to students participating in approved study abroad courses. In the past, regardless of when their academic program started, the students could not receive aid until 10 days prior to Boise State beginning classes for the semester (regardless of when the study abroad campus started classes). The experimental program allowed disbursement to the student up to 30 days prior to the beginning of their program.
- The Department of Education will require Boise State to report information on the students affected by the experiments, as well as on comparable students enrolled in a similar program when the experiment was not in effect.

IV. GOAL: Complete Campus Solutions Refresh Project.

Assessment Strategies

- Remove custom processes; replace with PeopleSoft to meet business needs.
- Streamline security with defined roles for users to allow for better maintenance and administration of rights.
- Implement User Productivity Kit to enhance end-users experience of PeopleSoft.
- Develop training documentation for new processes.

Assessment Results

- Removed 35 customizations and created processes to utilize the delivered features of PeopleSoft, allowing staff to learn new functionality of the system, and developing opportunities to write new procedures to accompany these changes.
- Conducted assessments for users in the office and across campus, and security was refined where necessary to adapt to the campus security policies.
- Still evaluating the best use for the User Productivity Kit as a resource to create training documentation for staff.
- Have not yet found a good fit as the resources required to fully implement this product would be more than the office can accommodate at this time (due to staffing shortages).

PERFORMANCE METRICS

Boise State University Financial Aid Disbursed To Students

For the Award Year 2012-2013 YTD

	2012-13	2011-12	% Change
FAFSA Applications Received	24,831	24,872	-0.16%
Students Packaged with Federal Aid ¹	18,836	19,360	-2.71%
Number of Boise State Students Receiving Financial Aid²	14,841	15,070	-1.52%

Type of Aid	Disbursed Amount			Number of Awards		
	2012-13	2011-12	% Change (FY11-FY12)	2012-13	2011-12	% Change (FY11-FY12)
GRANTS						
Pell Grant	\$ 29,508,998	\$ 31,436,256	-6.13%	7,983	9,200	-13.23%
SEOG ³	\$ 605,737	\$ 544,371	11.27%	1,047	865	21.04%
LEAP Grants ⁴	\$ -	\$ 155,800	-100.00%	0	466	-100.00%
SUBTOTAL	\$ 30,114,735	\$ 32,136,427	-6.29%	9,030	10,531	-14.25%
LOANS						
Federal Subsidized Loans ⁵	\$ 35,431,489	\$ 44,307,304	-20.03%	9,094	11,794	-22.89%
Federal Unsubsidized Loans	\$ 49,594,382	\$ 44,259,782	12.05%	9,239	10,800	-14.45%

Federal Perkins Loans ⁶	\$ 1,250,965	\$ 1,437,385	-12.97%		1,223	1,119	9.29%
Federal Parent Loans	\$ 4,028,391	\$ 4,185,698	-3.76%		312	374	-16.58%
Graduate Plus Loans	\$ 138,890	\$ 131,133	5.92%		26	23	13.04%
Private/Alternative Loans	\$ 4,794,811	\$ 3,591,078	33.52%		501	482	3.94%
SUBTOTAL	\$ 95,238,928	\$ 97,912,380	-2.73%		20,395	24,592	-17.07%
SCHOLARSHIPS							
Gem Scholarships ⁷	\$ 7,859,280	\$ 5,059,600	55.33%		722	511	41.29%
WUE Scholarships	\$ 4,448,703	\$ 4,120,256	7.97%		559	569	-1.76%
Nonresident Tuition Waivers	\$ 663,520	\$ 634,400	4.59%		67	66	1.52%
President's Scholarships ⁷	\$ 309,199	\$ 163,375	89.26%		67	34	97.06%
Dean's Scholarships ⁷	\$ 508,500	\$ 223,357	127.66%		177	76	132.89%
Departmental Scholarships							
Boise State Funded Dept Awards ⁸	\$ 663,866	\$ 522,928	26.95%		666	592	12.50%
BSU Foundation Funded Dept Awards	\$ 1,715,870	\$ 1,492,638	14.96%		1060	993	6.75%
General Scholarships							
Boise State Funded General Awards ⁷	\$ 616,621	\$ 437,397	40.98%		199	119	67.23%
BSU Foundation Funded Gen. Awards ⁹	\$ 1,141,530	\$ 1,099,968	3.78%		484	462	4.76%
State of Idaho Scholarships	\$ 1,370,012	\$ 1,343,337	1.99%		2007	2,056	-2.38%
Outside Scholarships	\$ 2,605,885	\$ 2,494,694	4.46%		1438	1,412	1.84%
Athletic Aid ¹⁰	\$ 6,703,818	\$ 5,766,739	16.25%		586	629	-6.84%
SUBTOTAL	\$ 28,606,803	\$ 23,358,689	22.47%		8,032	7,519	6.82%
WORK-STUDY							
Federal Work-Study	\$ 516,812	\$ 497,256	3.93%		248	228	8.77%
Idaho Parry Work-Study ³	\$ 380,395	\$ 445,599	-14.63%		186	183	1.64%
BSU Work-Study (\$4,000 Annually)	\$ 3,865	\$ 3,936	-1.80%		1	1	0.00%
SUBTOTAL	\$ 901,072	\$ 946,791	-4.83%		435	412	5.58%

TOTALS	\$ 154,861,538	\$154,354,287	0.33%		37,892	43,054	-11.99%
---------------	-----------------------	----------------------	--------------	--	---------------	---------------	----------------

2012-13 NOTES

¹ This year, we changed the process for reporting the number of students packaged with federal aid. In the past, we looked at students who had been offered an award, but this data could change from day to day. We are now reporting the total number of students originally packaged with federal aid for the year. The 2011-12 data has been updated with this consistent data for reporting purposes.

² This figure represents all students who have received some sort of financial assistance through the Financial Aid Office. This includes federal financial aid as well as students who received scholarships.

³ The Department of Defense and Full-Year Continuing Appropriations Act of 2011 (P.L. 112-10) (enacted on April 15, 2011) reduced funding for the 2011-12 SEOG Program by \$20 million. We shifted unspent Work Study funds to SEOG in spring and summer 2012 and were able to award more students SEOG grants.

⁴ This year, Congress did not fund the LEAP program; no awards were given.

⁵ Beginning in 2012-13, graduate students were no longer eligible to receive subsidized loans. The difference is noticeable in the increase in unsubsidized loans, as well as the increase in Private/Alternative loans.

⁶ In 2012-13, the Perkins Loan was set at \$1,000, whereas Perkin's Loans were set at \$1,500 in 2011-12. Although we had less money, we were able to award more students.

⁷ In 2012-13, a late (April 25th) enrollment initiative began in response to a projected decline in fall 2012 enrollment. High achieving non-resident students, who had been offered WUE scholarships, were now awarded GEM scholarships and more WUE scholarship offers were made. Resident students who had been offered Boise State General Scholarships were now offered Dean Scholarships, and additional BSI General Scholarships were awarded to the next tier of top academic students in Idaho.

⁸ Academic Departments increased scholarship awards from their departmental funds.

⁹ University fundraising for scholarships resulted in a 3.78% increase in Foundation funded scholarships.

¹⁰ As tuition has increased, so has the dollar amount of athletic aid awarded. At the same time, there were fewer student athletes in football and track due to NCAA violations. There were also fewer students on degree completion in 2012-13, and athletics has hired several graduate assistants into permanent positions, resulting in fewer GA positions.

HIGHLIGHTS

- Campus Solutions 9.0 Refresh project went live.
- Working in concert with Administrative Accounting, the interest rate for Woody Loans was changed from 10% to 5%. A student now has up to three consecutive missed or late payments before going into default (previously, student had one missed or late payment before going into default).
- The Scholarships Team worked with OIT to move the scholarship report to MyInsights.
- Office Services Supervisor position created to provide training, management and oversight of customer service representatives.

- New federal regulations regarding students undergoing changes in marital status were adopted; allowing a dependent student to become an independent student in the middle of a financial aid year.
 - A manual review was conducted for dependent aid applicants who married after filing the 2012-2013 FAFSA.
 - Before accepting the marital status change on the FAFSA, the counselor reviewed the corrected FAFSA and determined whether the student was eligible for a better financial aid package.
 - Of the 44 students enrolled at Boise State, 43 students benefited from the new federal regulation.
- Involved in the early development of a “Guardian Scholars” program for students who have aged out of foster care.
- A case study of Boise State University's financial literacy efforts was featured in the Decision Partners national newsletter. Boise State was the first university featured.
- Successfully transitioned to using an electronic Work Study-EAF form. The form allows departments to easily identify whether a student has work-study eligibility and to complete their hiring paperwork.
- Provided approximately 95 Financial Aid outreach presentations/events.
- Clean external audit for 2011-12.

2013-14 GOALS

- I. Continue to Improve Services to Students.**
 - Hire and train replacement staff.
 - Refine structure of Customer Service Team.
 - Define role of Client Services Supervisor.
 - Evaluate Customer Service responsibilities to determine whether some of their tasks can be moved to the Client Services Supervisor.
 - Work with Telephone Services to determine whether a “call back” feature can be added to phone queue.
 - Begin the planning process for a complete remodel in summer 2014.
- II. Evaluate Efficiency/Effectiveness of Administration of Financial Aid Programs, Evaluate/Improve Regulatory Compliance.**
 - Meet with office of Institutional Compliance; complete risk assessment.
 - Complete NASFAA Self-Evaluation tool.
 - Review Policies & Procedures Manual; use NASFAA templates to organize it.
 - Provide key staff access to training; ensure compliance with federal regulations.
 - Explore the possibility of hiring a professional staff member to maintain and review the Policies & Procedures Manual.
- III. Maintain Compliance with New Federal Aid Regulations.**
 - Participate in the following experimental programs: Single disbursement of a one-term loan for study abroad students; and early disbursement for students participating in approved study abroad programs and students enrolled in foreign institutions.

- Provide a Financial Aid Shopping Sheet to all new students. The goal is to provide a standardized award letter allowing students to easily compare financial aid packages and make informed decisions on where to attend college. Approximately 600 post-secondary institutions provide a shopping sheet.
- Adjust cost of attendance for part-time students based on their enrollment. In the past, Pell Grants were adjusted for part-time enrollment, but not loans. Beginning fall 2013, loans will be adjusted for part-time attendance.

IV. Enhance Online Scholarship Application.

- Add up to five departmental scholarship applications to the online process.
- Improve reporting functionality to allow academic departments to run their own student scholarship report.
- Eventually, have all academic departments participate in the online application.

NEW STUDENT & FAMILY PROGRAMS

VISION

New Student & Family Programs will become a premier office in the Division of Student Affairs, known for our ability to provide comprehensive, creative and research-based orientation and transition programming to both new students and family members. We will:

- Become a champion for special populations on campus and first-year experience curriculum for traditional, nontraditional, and transfer students, with consultation and support from our campus community partners and others.
- Provide nationally competitive Parent & Family involvement opportunities and transparency of family member roles, in which families advocate for student success via emotional and financial support.
- Become a model office for collaborative programming with campus partners and faculty, and demonstrate innovative practices in new student programming.

MISSION

New Student & Family Programs believes that a positive and smooth transition to our university community is crucial to the future success and persistence of all students. We believe that parents and families are vital partners in our community and play a significant role in their students' journey.

Through the creation and implementation of orientation, transition and ongoing engagement programs for new students and their families, we make the transition to Boise State University less stressful and complicated for students and their families by creating connections, providing important information, and assisting with the navigation of university processes.

New Student & Family Programs strives to be the foremost resource for the entire first-year experience at Boise State. We are passionate about:

- Creating an environment where everyone feels like they have an intrinsic right to belong and succeed.

- Focusing on the educational purpose in everything we do to create intentional and guided learning experiences.
- Advocating for the success of new programs and populations.
- Striving to incorporate innovative ideas across programs and practices.
- Fostering positive and collaborative relationships with campus and community partners.

PROGRAMS & SERVICES

BroncoVenture

Orientation for Traditional Age Students: a two-day, overnight program. Attendees are placed in groups according to major and they attend activities that provide opportunities to make connections to the university and other new students, learn about campus support resources, receive academic advising and register for classes.

Orientation for Transfer & Nontraditional Students: a one-day program focused on creating connections to the university community, providing advising and class registration, and specific programming for active duty and veteran students and their families.

Long Distance Orientation: for new students who cannot attend in-person because of:

- Living more than 300 miles from Boise
- Active military service
- Distance employment (e.g. forest firefighting)
- Traveling/service abroad

Convocation in the Morrison Center

Convocation serves as the kick-off to the school year and features dynamic speakers from faculty and staff. All students, families and Bronco community members are invited to attend this address, followed by a celebratory barbecue on the Quad.

Parent & Family Outreach

NFSP presents orientation programs for parents and family members of traditional students as well as transfer and non-traditional students. In 2012-13, NSFP offered BroncoVenture Family Orientations during one and two-day fall and summer programs to prepare parents and family members to support their students in seeking and utilizing resources that contribute to students' personal and academic success in the first year of attendance.

BroncoVenture Family Orientations also inform parents and family members about resources and involvement opportunities available through the Bronco Parent & Family Association, the Alumni Association and University Advancement initiatives.

Parent & Family Association

The Bronco Parent & Family Association is the formal link between parents and family members of current undergraduates and Boise State University. Membership is free and benefits include:

- Access to information
- Updates about Boise State

- Advance notification about university events
- The quarterly e-newsletter “In Bronco Parentis”
- Volunteer and leadership opportunities

The Bronco Parent & Family Association operates under the leadership and direction of NSFP with internal leadership by an elected chair and appointed council of seven family members. The Parent & Family Association hosts its annual membership meeting during Parent & Family Weekend.

Parent & Family Weekend

This event is held each fall semester in celebration of parents and family members of current undergraduates. The weekend attracts more than 1,700 guests to campus for various events related to academics, athletics, student life and the Bronco Parent & Family Association. Highlights include the annual brunch with University President Bob Kustra, his wife, and the academic deans.

PLANNING & EFFECTIVENESS

I. GOAL: Create An Online Orientation.

Assessment Strategy & Result

- With collaborative support from IT and Student Media, design and implement a distance orientation option for students, parents and family members, domestic and abroad, who are unable to attend orientation; made improvements and increased efficiency in long distance orientation, including the use of Blackboard quizzes to assess a student’s progress and understanding of content.

PERFORMANCE METRICS

Orientation programs for students and families are assessed through a Qualtrics Survey sent one week after the program. In the summer of 2012, two professional consultants from the National Orientation Directors Association visited campus and evaluated all programs based on CAS standards and NODA standards and suggested program modifications.

HIGHLIGHTS

- Convocation 2013: more than 2,300 students, families and campus members attended.
- For students starting in spring 2013, hosted six one-day BroncoVenture (BV) programs for 432 transfer and non-traditional students.
- Fall 2013: hosted 8 two-day BV programs with 2,174 traditional age students attending.
- Fall 2013: hosted 6 one-day BV programs with 1,204 transfer and non-traditional students attending.
- For international students starting in spring, increased the level of orientation programming in academic advising, placement testing availability, class registration assistance and classroom expectations

- For students starting in fall 2013, re-tooled parts of its Long Distance Orientation program to be more transparent about the populations of students the program is meant for, as well as greatly easing a student's progress through the program via more automated online check points.
- Fall 2012: partnered with Admissions for the first time on a student leadership position. Orientation leaders from summer 2012 continued on into the fall to be Admissions tour guides, providing support for such programs as the Bronco Parent & Family Weekend and spring 2013 orientations.
- During Parent & Family Weekend, hosted more than 2,175 guests on campus to celebrate parent and family engagement in the lives of Boise State undergraduates.
- 2013-14 Orientation: approximately 2,699 family members attended BV orientations.
- As of fall 2013, more than 4,000 family members belong to the Bronco Parent & Family Association.

2013-14 GOALS

- I. Pilot a Pre-Registration at Summer Orientations.**
 - Collaborate with Advising and Academic Enhancement, College of Arts and Sciences, College of Engineering and the STEM Station to pilot a pre-registration process to pre-enroll all science, technology, engineering and math (STEM) majors in classes prior to orientation. The project will prepare the program for a full pre-registration implementation in summer of 2014.
- II. Develop a Parent & Family Communication Plan.**
 - Map all official communications to family members from NSFP and official campus partners at all stages of the undergraduate experience from prospect to orientation attendee to enrolled student to graduate; identify areas for improvement in university messaging to families; create calendar and templates for communication with intention of annual review.
- III. Increase Level of Support for Underrepresented Student Populations.**
 - Through BroncoVenture Orientation and pre/post-orientation communication, increase support and resource knowledge for students from underrepresented populations. Focus on students from low-income backgrounds, first-language-Spanish families, and first-generation college students. Work with related campus offices, such as the Student Success Program and CAMP.

OFFICE of the REGISTRAR

VISION

We are student focused, innovative and providers of personal service and quality support.

MISSION

The Office of the Registrar upholds the mission of Boise State University by providing quality support and personal service to the academic community, emphasizing processes related to the integrity and accuracy of academic records, registration, enrollment data, course administration, and graduation.

As a primary information resource for the university community, we actively seek ways to effectively communicate policies and procedures to students, alumni, faculty and staff. In collaboration with Enrollment Services, we facilitate inclusiveness and are dedicated to assisting our students with successful navigation through their academic journey. In promoting civility, we serve our diverse community with care and respect by holding ourselves to a standard of excellence.

PROGRAMS & SERVICES

The Office of the Registrar

- Maintains integrity of student records and issues official academic transcripts
- Provides proof of student enrollment/degree verification as a service for students/alumni
- Assumes the responsibility of data steward across campus for student records

Production Team Responsibilities

- Verifying/computing GPAs
- Posting changes of grades
- Removing incompletes
- Processing special registration (study abroad, credit for prior learning, internship/practicum, independent study/directed research, grade exclusion)
- Modifying records based on approved exceptions to university regulations, including complete and/or military withdrawals, multiple careers, term switching, and other appeals processing
- Researching student records
- Posting deceased notices
- Transferring older records into PeopleSoft and/or imaging system

Academic Policy Enforcement/Appeals

- Regularly consulted about policy changes/new policy implementation
- Administers/enforces academic and Student Affairs policies
- Maintains/updates Student Affairs policies relating to student records

Residency Determination

The legal residence of a student for fee purposes is determined at the time of initial application for admission. Students requesting to update their residency status do so by contacting the residency coordinator. The burden of proof in requesting reclassification to resident status rests with the applicant by providing clear and convincing evidence of residency as defined by Idaho State Law.

The residency coordinator determines if a person meets the criteria for residency and notifies that person in writing of the decision. Appeals of the decision are vetted through the Residency Appeals Committee chaired by the assistant vice president for Enrollment Services.

Transfer Evaluation/Support

- Processes transfer credit evaluations for all admitted degree-seeking students with coursework from other institutions; evaluator determines transfer course acceptability and equivalency to courses based on Idaho State Board of Education policy, articulation agreements, internal transfer policies and accreditation status.
- Subscribes to the Transcript Evaluation Service from College Source to access course descriptions from other institutions; evaluators provide information to prospective students, current students, faculty and staff regarding the transferability of courses.
- Utilizes World Education Services to verify the validity of documents provided by international students and accreditation of their institutions.
- Processes all test and military credit for the university; departments and the American Council on Education determine test equivalencies.

Registration Support/Customer Service

System Team: supports a 12-computer kiosk with two network printers; works in collaboration with the OIT Help Desk to troubleshoot technical issues; assistance available in person, via the phone or email.

Customer Service: help center staff, systems team, evaluators, scheduling/catalog staff provides answers or assists with registration-related questions, including:

- Adding, dropping, wait-listing classes
- Class schedule
- Requisite issues
- Class set-up
- myBoiseState
- Complete withdraw

Graduation Evaluation, Degree Posting/Commencement

- Verifying/posting more than 3,000 degrees annually
- Ensuring that all graduates have met requirements
- Supporting the planning/facilitation of two commencement ceremonies each year. Support includes:
 - Associate registrar co-chairing the University Commencement Committee
 - Overseeing all communications with students, including development of the brochure, invitation and program
 - Coordination with Provost's Office
 - FOAM
 - Taco Bell Arena
 - Printing and Graphics
 - Jostens, Herff Jones
 - Michael Sutter Company
 - Grad Images
 - Bookstore (coordination of graduates with special accommodation needs, oversees all volunteers for set-up and clean-up of ceremonies)

Support of Intercollegiate Athletics/NCAA Certification

- Supports the participation of Boise State University in NCAA athletics at the Division I level, including verification of academic eligibility for nearly 500 student athletes per year, per NCAA and conference regulations.
- Provides daily reports on student athletes, their enrollment and withdrawals. Certification specialists determine transfer evaluations and graduation eligibility.

Course Scheduling/Maintenance & Catalog Development

- Produces fall/spring class schedules available through myBoiseState.
- Maintains course catalog online and in print. Course catalog changes originate at the department and college levels and are approved by the curriculum committees (undergraduate by the University Curriculum Committee, graduate by the Graduate Council) with final approval from the Provost's Office. Course maintenance and catalog development consists of either updates to existing courses or creation of new courses.

Grading

- Collects final grades for more than 4,000 sections of courses each fall and spring semester and more than 2,500 for each summer semester.
- Follows up with any faculty delinquent in submitting grades. After online grading has been turned off for the semester, paper grade change cards must be submitted with appropriate signatures.

Academic Standards (Probation & Dismissal/Honors & Awards)

Enforces academic standing rules to include notification of academic probation/dismissal. The Office of the Registrar also awards Deans List honors to undergraduate students who have met GPA requirements.

Reporting

The Office of the Registrar is responsible for:

- Filling nearly one thousand ad hoc query requests each year, focusing on current, point-in-time reports. Reports requiring analysis or historical trends are referred to IAAR or the Data Warehouse team. All requests are submitted via an online query request form.
- Regularly reporting enrollment/degree verification information to the National Student Clearinghouse nineteen times a year.
- Compiling Census Day reports for the university.

PLANNING & EFFECTIVENESS

I. GOAL: Develop Communication/Marketing Plan.

Assessment Strategies & Results

- Rebranding of BroncoWeb and Office of the Registrar with the implementation of myBoiseState; completed.
- Review all communications for content and message; ongoing.
- Develop master communication plan; updated inventory, plan was not finalized.
- Redesign FAQs, make interactive; postponed as a result of Roadmap Project.

- Explore moving the home page/catalog Web pages to WordPress; transition to WordPress was delayed when the Roadmap go-live was delayed.
- Incomplete items will carry forward as a goal for 2013-14.

II. **GOAL: Review Processes for Transfer Students/Improve Retention & Graduation.**

Assessment Strategies & Results

- Partner with Academic Advising and Enhancement to help transfer students through their transition; partnered with AAE to review communications/timelines.
- Partner with Provost Office to redesign Equivalency Guide process; partnered with Provost Office to encourage academic departments to establish equivalency rules; implemented a Transfer Equivalency System.
- Hire temporary staff to help establish more equivalency rules in PeopleSoft; two temporary employees hired.
- Participate in statewide project to ease articulation issues; statewide project is considering a portal solution; Registrar continues to serve on this committee.

III. **GOAL: Review/Update/Implement Academic Policies.**

Assessment Strategies & Results

- Review/update Final Credits to Be Taken (BSU Policy 2240); completed.
- Review/update Change in Awarded Grade (BSU Policy 2230); completed.
- Review/update Grade Exclusion (BSU Policy 2210); completed.
- Develop method to enforce W Limit (BSU Policy 2220).
- Implement New Repeat Policy (BSU Policy 2190)
 - System specifications have been written to develop the functionality to enforce 2220 and 2190; implementation delayed when the Roadmap go-live was delayed.
- Incomplete items will carry forward as a goal for 2013-14.

IV. **GOAL: Move Veterans Services/Complete Withdrawal Process to DOS.**

Assessment Strategies & Results

- Collaborate with DOS (Dean of Students) to facilitate the transition; collaborated with DOS to transition Veterans Services/complete withdrawal process.
- Determine the Registrar's Office role in administrative and/or technological support; Registrar's Office continues to provide some administrative support for this process.

V. **GOAL: Successful Completion of Roadmap Project.**

Assessment Strategies & Results

- Dedicate the necessary resources to support the Roadmap Project; project went live.
- Communicate changes; partnered with OIT to communicate changes and continue to provide assistance, supporting faculty, staff and students through the transition.

PERFORMANCE METRICS

PROCESS STATISTICS

Process	Summer 2012	Fall 2012	Spring 2013	Total
Students Placed on Probation	61	936	484	1,481
Students Continued on Probation	55	117	115	287
Students Removed from Probation	95	320	370	785
Students Academically Dismissed	63	314	426	803
Students Awarded Honors (Dean's List)		2,916	2,684	5,600
Official Transcripts Processed				23,540
Residency Reviews		497	189	686
Grade Exclusion Reviewed				75
Grade Changes Processed	298	303	675	1286
Transcripts Entered into PeopleSoft from Historical Records				903
Academic Adjustments Entered				3,701
Graduation Applications (10 th day)	388	1,419	2,225	4,032
Degrees Awarded	344	1,303	2,318	3,965
Commencement Participants		798	1,445	2,243
Transfer Credit Evaluations Processed				5,089
World Education Evaluations	11	47	27	85
Test Credit Evaluations	129	1,394	339	1,862
Internships Entered	228	424	490	1,142
Independent Study Entered	57	195	207	434
Credit for Prior Learning Processed	192	758	893	1,843
National Student Exchange Students		20	17	37
International Student Exchange Students		25	13	38
Study Abroad Students	35	52	86	173
Correspondence Courses		1		1
Academic Appeals		483	432	915
Schedule Change Requests		2,561	1,754	4,315
Ad-hoc Events Scheduled Resource25	97	542	573	1,212
Security Requests (not including upgrade)				520
Ad-hoc Query Requests				371
BroncoWeb Phone Calls				38,505
Documents Imaged				81,130

FALL 2013 ENROLLMENT NUMBERS

Total Students 22,003
Total Credit Hours 229,941
Total FTE 15,599

Undergraduate 19,042 / 87%
Graduate 2,961 / 13%

HIGHLIGHTS

- Roadmap Project went live; contributed to the reduction of overall system modifications by 58% and PeopleSoft modifications by 72%.
- Worked in partnership with OIT to roll out the new myBoiseState.
- Rebranded back to the Office of the Registrar.
- Transitioned Vet Center/Complete Withdrawal Process to Dean of Students Office.
- Redesigned equivalency guide process; established more equivalency rules.
- Continued to partner with Provost Office, Foundation Studies Program and AAE to support the university in the transition to the new UF.
- Collaborated with Provost Office, Taco Bell Arena, and idahotickets.com to implement ticketing for guest seating for the 2013 Spring Commencement Ceremony.

2013-14 GOALS

- I. Develop Communication/Marketing Plan.**
 - Develop a master communication plan.
 - Redesign FAQs to be an interactive tool.
 - Check feasibility of moving Registrar's home page/catalog Web pages to WordPress.
 - Move all PeopleSoft communications to CommGen.
- II. Review/Update/Implement Academic Policies.**
 - Facilitate Final Credits to Be Taken (BSU Policy 2240) through the policy process.
 - Facilitate Change in Awarded Grade (BSU Policy 2230) through the policy process.
 - Facilitate the Grade Exclusion Policy (BSU Policy 2210) through the policy process.
 - Review/Update Practicum/Internship (BSU Policy 3060).
 - Review/Update Last Week of Classes/Final Exams (BSU Policy 3080).
 - Submit Last Day to Add/Last Day to Drop policies for review.
 - Implement W Limit (BSU Policy 2220).
 - Implement new Repeat Policy (BSU Policy 2190).
- III. Develop/Implement New Online Class Scheduling Tool.**
 - Work with OIT and clients to develop specs.
 - Work with OIT to develop timeline for implementation.
 - Work with chosen departments to pilot the new functionality.

IV. Develop Campus Education Plan for FERPA.

- Expand the FERPA Web page.
- Work with faculty to include FERPA statements in syllabi.
- Develop protocol for reporting violations.
- Work with campus partners to explore opportunities to train new employees.

V. Partner with Provost Office, OIT & AAE on the eAdvising Project.

- Dedicate 25% of Registrar's Office BA to the project.
- Participate on search committee to hire temp staff to support the project.
- Help oversee data entry and set-up required for eAdvising.

VI. Continue Working Toward an Environment of Assessment.

- Update assessment catalog.
- Review the 2011 CAS Evaluation/Opportunities; evaluate next steps.

Departments Reporting to the Executive Director of Campus Services

BOOKSTORE & BRONCO SHOPS

VISION

A vital, not-for-profit retailer that is a dynamic resource for Boise State University.

MISSION

The Boise State Bookstore serves the students, faculty, staff and community as the campus retailer, fostering academic success, university allegiance, and providing student scholarships.

VALUES

- Provides relevant products and services that contribute towards academic success, promote institutional pride, and serve convenience needs.
- Exemplifies a customer focus by utilizing our PRIDE service standards.
- Advances a caring, developmental work philosophy with flexible scheduling to enhance academic experiences and professional growth.
- Provides financial resources to student scholarship endowments/other university priorities.
- Sustains a goal-oriented environment, integrity, sound business practices and financial responsibility.

PROGRAMS & SERVICES

Educational Outreach

The Bookstore Graphic Design Internship gives students the opportunity to build a portfolio of design work. Projects include printed brochures, postcards, T-shirts, digital graphics, and large-scale environmental graphics. They develop technical skills in Adobe Photoshop, Illustrator, InDesign, and Flash and work directly with professionals off campus to gain valuable networking experience. Two interns have been hired by local design agencies immediately upon graduating.

Training

Employee Annual Training is mandatory and provides an opportunity for all staff to take part in specific training focused on customer service and emergency procedures.

Employment

The Bookstore and Bronco Shops offer student employment, which includes customer service training, academic support programs and professional development opportunities.

Support Services

Continued strong financial performance has allowed the Bookstore to offer financial support services in the following manner:

\$7,610	Merchandise donations.
\$121,367	Union lease for rent and Student Activities Support.
\$1,161,043	Intercollegiate Athletic Commission.
\$418,311	Royalty payments for use of the university logo.
\$53,240	Support for Boise State trademark and licensing office.
\$125,824	Administrative service fee.
\$51,780	Online camp registration module for Kinesiology and Athletics savings. Sign-ups at
\$15	Per transaction @ 3,452 transactions.
\$600,000	Academic scholarships and Foundation endowment.

Support Services

The Bookstore carried 3,030 textbook titles for fall semester, 2,730 text titles for the spring semester and 628 text titles for the summer sessions. The Bookstore rented 14,814 books and sold 80,759 books for the 2012-13 academic year.

PLANNING & EFFECTIVENESS

I. GOAL: Increase Market Share/Net Income to Increase Return to Boise State.

Assessment Strategy & Results

- Open a new Meridian Bronco Shop; opened in summer 2012 and increased market share in Meridian by a revenue of \$576,587.

II. GOAL: Increase/Maintain Process Efficiencies to Realize Additional Savings.

Assessment Strategy & Results

- Review/develop standard operating procedures for all areas.
 - Review is ongoing.
 - New processes in place (e.g., for textbook inventory, clothing transfers)

HIGHLIGHTS

Bookstore \$600,000 Return to Scholarships

With a net income of \$ 828,152 (5.59% of sales), the Bookstore's financial results continue to exceed national averages (2011-12 National Association of College Stores fiscal year industry comparisons of 3.7%). Due to the financial success, the Bookstore was able to return \$600,000 back to the University (4% of sales). This return has allowed \$500,000 for unrestricted scholarships and \$100,000 for the Foundation's endowment of the Capital Scholars program

New Bronco Shop

The location of the new shop helps serve a growing fan base and increased the market share of insignia products in the Meridian/Eagle area. Adding this location produced revenue of \$576,587.

Bookstore Receives Award for NACS Collegiate Retailer of the Year

The Bookstore continues to show successful results financially and in the area of implementing new and cutting edge ideas and technologies. With this focus on a solid foundation and a willingness to seek out new business models, the Bookstore received an “Honor Roll” for the National Association of College Bookstore’s “2013 Retailer of the Year” award.

2013-14 GOALS

- I. Improve Customer Service/Customer Retention by September 2013.**
 - Develop a “secret shopper” program.
 - Develop an incentive program for student staff employees.
 - Develop a “customer loyalty” or a “frequent shopper awards” program.

- II. Increase the Use of Digital Content & e-Textbooks.**
 - Implement an e-book pilot program to start fall 2013.
 - Specific content identified April 2013.
 - Process for ordering/purchasing by students in place by June 30, 2013.
 - Review program’s success by March 2014.

- III. Research New Inventory & POS System.**
 - Identify critical concerns and “wish list” by August 2013.
 - Compose/edit list to submit to Nebraska Book by September 2013.
 - Identify providers to present systems by November 1, 2013.
 - Make a decision to move to a new system or not by May 2014.

BRONCO CARD

VISION

The Boise State University Bronco Card Office supports students and faculty/staff throughout the university by providing ID card services, products and integrated technology on campus.

MISSION

The Boise State University Bronco Card Office enables students to be active in campus life. Bronco Card achieves this by providing access into academic buildings, housing, recreation center, ticketing for sporting, cultural, and social events, meal plans, printing, parking, testing center, library services, and the Bookstore.

SERVICES

Ticketing Services

Ticketing services are provided for sporting, cultural, and social events, and enable students to purchase/obtain tickets by using their Bronco ID Cards, while maintaining reports of ticket usage.

Purchasing Services

By using their Bronco ID Cards, students can purchase: meals, flex dollars, and Bronco Bucks for use at the Bookstore, testing center, Recreation Center, Game Center, parking facilities, printing and laundry facilities.

Access Services

Housing, recreation center, Albertson's Library and academic buildings.

Support Services

The Bronco Card Office is the point of contact for issues concerning meal plans, Bronco Bucks, flex dollars, and card functionality. The office also supports New Student Orientation and Family Programs by being available to take photographs as requested and provide Bronco Cards at the end of each orientation.

PLANNING & EFFECTIVENESS 2012-13

I. GOAL: Change Funding Model.

Assessment Strategies & Results

- Create a model that all ID cards cost \$25.
- Maintain trend analysis with different types of card purchases.
 - Students are satisfied that all cards cost \$25 each, rather than \$25 and \$50.
 - To eliminate waste, maintained accurate data to analyze types of cards used.
 - Better data collection resulted in more accurate forecasts.

II. GOAL: Combine Info Desk & Bronco Card Office.

Assessment Strategy & Result

- Gather information for architectural design and implementation: approval process completed; construction began July 2013.

III. GOAL: Upgrade System for Purchase of Voluntary Meal Plans.

Assessment Strategy & Results

- Upgrade system: occurred January 2013 as recommended by CBORD.
- Informed by CBORD in February that the software lacked the capability to allow students to purchase meal plans online.

IV. GOAL: Develop Standard Operating Procedures.

Assessment Strategy & Results

- Create in-depth procedures for more efficient operations: standard operating procedures were finished July 2012; completed review of student employee's accuracy of following procedures.

HIGHLIGHTS

Info Desk & Bronco Card

- Completed plan and construction documents for combining Info Desk and Bronco Card.

New Funding Model

- Increased student satisfaction by reducing the lost card fee from \$50 to \$25.

2013-14 GOALS

- I. Combine Info Desk & Bronco Card Office.**
 - Meet with architect to maintain timeline.
 - Cross-train Info Desk and Bronco Card employees.
- II. Upgrade System for Purchase of Voluntary Meal Plans.**
 - Voluntary Meal Plans to be available for purchase online by fall 2013.
 - Coordinate with CBORD for when software with capabilities to purchase meal plans online will be available.
 - Find other method outside of CBORD to enable online purchases.
- III. Upgrade Hardware.**
 - Purchase new ID card printer for the Bronco Card Office.
 - Purchase ID card readers to be located across campus for improved customer satisfaction and reduced hardware maintenance issues.
- IV. Bronco Card Design**
 - Re-design the Bronco Card to incorporate the B logo.

CHILDREN'S CENTER

MISSION

Our mission is to provide quality early childhood learning experiences to the children of the Boise State University community in a warm and nurturing developmentally appropriate environment.

This environment will stimulate and encourage growth and a desire to learn through a curriculum tailored to meet the needs of every child. We:

- Are dedicated to providing and fostering a network of support for the children and their families through education, encouragement and community partnerships.
- Will collaborate and provide other departments on campus a site for Boise State students to complete observations and internships, practicums and special projects.

VALUES

The Children’s Center strives to provide a warm and nurturing environment for children that will promote each child’s physical, social, emotional, creative and intellectual development. Our philosophy is based on the belief that each child is unique. Because we understand that children are naturally curious, we know they learn best when allowed to explore and work together with adults and peers. As they are involved in meaningful play, they are able to build on what they already know. Classroom activities reflect these needs and foster independence, creativity, a sense of empathy and cooperation. We also know children need knowledgeable, nurturing, consistent teacher/caregivers who understand the stages of child development, respect family needs and promote cultural diversity. The staff is dedicated to building strong partnerships with families to enrich children’s experiences.

PROGRAMS & SERVICES

Educational Outreach

- Training through the IdahoStars program provides students the opportunity to gain knowledge in parenting styles, classroom activities and learning styles among children.
- Collaboration with the University Education Department provides the opportunity for children to participate and benefit from “play therapy” exercises.
- Partnership with Elizabeth Barnes (English 123 professor) provides children ages 3-5 opportunities to explore cultural difference in language, identity and tradition. Students shared their culture and supported the children’s emerging literacy skills through a journal exchange. The Children’s Center Parent Handbook was translated to Arabic through this partnership.

Support

- Students have the opportunity for employment and professional development.
- Partnership with the TRiO-Upward Bound program provides high school internships.
- Financial assistance is provided for parents via the Idaho Child Care Program (ICCP).
- Parent-Teacher conferences are conducted bi-annually to assist families with the individual needs of their children.
- Children’s Center Parent Committee
 - Advises staff in the development/implementation of local program policies, activities and services.
 - Plans, conducts, and participates in informal/formal programs and activities for parents and staff.
 - Participates in the recruitment and screening of the Center’s employees.

PLANNING & EFFECTIVENESS

I. GOAL: Develop 5-10 Year Strategic Plan.

Assessment Strategies & Results

- Identify needs of Center: completed fall 2012.
- Write capital plan and funding for projects into 10-year fiscal plan: completed February 2013.

II. GOAL: Children's Center Reaccreditation.

Assessment Strategies & Results

- Annual Report: completed March 2012
- Intent to Renew: completed April 2012
- Purchase and Submit Renewal Materials: completed June 2012
- Site Visit: completed October 2012
- NAEYC Accreditation 5-year term achieved: January 25, 2013
(Accredited until April 1, 2018)

III. GOAL: Renovate the Children's Center Playground.

Assessment Strategies & Results

- Assess the needs and interests of staff and children: summer 2012
- Set meeting with A & E and ZGA to discuss playground plans: fall 2012
- Request plans from A & E: spring 2013
- Determine funding and develop timeline for completion of projects: March 2013
- Project formal bid: May 2013
- Complete playground renovation: September 2013

HIGHLIGHTS

Successfully completed the NAEYC Reaccreditation process for a 5-year term.

2013-14 GOALS

I. Improve Overall Appearance/Security.

- Install keyless entry and security system.
- Remodel/reconstruct infant room.
- Replace hallway cupboards.
- Remodel/update two restrooms.
- Replace classroom cupboards.

II. Completion/Submission of CCAMPIS Grant. (Child Care Access Means Parents in School)

III. Recruit/Admit More Boise State Student Parents.

- 50-50 Initiative: March 2014
- 50% of children served will be representative of Boise State student families.
- 50 % of children served will be faculty, staff and/or community

IV. Create a Plan to Manage/Foster Professional Staff Growth/Development.

- Develop SOPs for all classroom procedures.
- Develop new hire orientation program.
- Identification and creation of “mentor” team for first-year teachers.

V. Open a Full-Day Kindergarten Program (fall 2013).

STUDENT UNION

MISSION

The Boise State Student Union serves as the center for campus life providing educational, cultural, social, recreational and leadership programs and services that are integral to the academic experience.

VALUES

- Serves as the central gathering place for members of the university community.
- Encourages civic responsibility and participation in service.
- Provides programs and services that expand competencies, enhance understanding and promote personal growth.
- Demonstrates a commitment to the visual and performing arts, cultural diversity and intellectual development.
- Provides a forum for unifying a diverse campus community.
- Exemplifies a customer orientation and provides convenient, useful services in a clean and friendly environment.
- Provides meeting and event space for student organizations and the campus community.
- Provides an environment that is conducive to innovation, learning, empowerment, and creative thought.
- Serves as a point of outreach to the greater community.

PROGRAMS & SERVICES

Sustainability Internships

- Rooftop Garden: Environmental internship supports organic urban agriculture. Objectives are to grow organic foods for the dining hall, the Boise River Café; be financially self-sustaining; provide an experimental learning environment; and collaborate with other university departments on Service-Learning projects. Provided/completed nine internships.
- Apiary: Environmental internship supports organic urban agriculture. Objectives are to learn the art of beekeeping and honey production. Provided/completed four internships.
- Sustainability Center: PR, marketing, communications, and environmental internship managing and providing content for the Center located on the first floor of the Student Union.
- Children’s Center Seedlings Garden Program

Conference Services

Provides meeting and event services for the Student Union, Stueckle Sky Center and various campus locations. Services include audio/visual equipment and technical staff, room sets, tear-down services, pre-sets for trade show and exhibits, performance production and a wide variety of banquets and speaking engagements.

Fine Arts Internships

Internships provide students hands-on learning opportunities in the visual and performing arts through a variety of media, campus events and public programming. Provided/completed two internships:

- Student Union Art Gallery/permanent collection exhibits
- Student Union Performance Series

Student Employment

Student employment includes certification training, customer service training, academic support and various job-related training programs and professional development opportunities (CPR Certification, conference attendance, etc.). Student Union Operations, Maintenance, Facilities, and Conference Services employed 62 students.

Service-Learning

The Rooftop Garden program and apiary provided Service-Learning opportunities.

Student/Campus Programming

- Game Day at the SUB (away football games on big screens)
- Student Union Performance Series (live music):
 - Amphitheater
 - Student Union Patio
 - Brava Stage
- Holiday Help Program
- March Madness Bowling Tournament

Games Center

- Bowling, billiards, and table tennis available seven days a week
- Party packages available for birthdays and family gatherings
- Video game room free to students

Information Desk

- Campus information and maps
- Tickets sales for campus/community events
- Marketing/promotions services: kiosks, campus poster route, banners
- Meal plans for purchase

Maintenance & Facilities

- Repair/maintain all food service equipment in the Student Union
- Repair/maintain all campus retail locations
- Maintenance/facilities services for Student Union Operations and tenant departments

PLANNING & EFFECTIVENESS

I. GOAL: Implement New Student Union Performance Series.

Assessment Strategies

- Three amphitheater concerts
- Six Boise State student concerts
- Six patio concerts featuring regional/local bands
- Two Special Events Center concerts
- Conduct assessments on attendance, type of attendee, learning outcomes and satisfaction with above programs.

Assessment Results

- Higher attendance numbers than previous classical music series
- Student feedback at events supportive and positive
- Ability to schedule more events per year due to lower cost of local bands versus higher priced nationally known classical ensembles

II. GOAL: Transition Stueckle Sky Center Event Management to Student Union.

Assessment Strategies

- Organize storerooms, April 2012.
- Complete physical inventory, April 2012.
- Complete assessment, budget for A/V upgrades to the three main event spaces
- Implement EMS Enterprise, May 2012.
- Update website, May 2013.
- Track revenues; compare to previous years.
- Compile customer surveys to identify strengths/weaknesses.
- Develop operational and facilities strategies to improve guest experience.

Assessment Results

- High client satisfaction from event evaluations.
- Athletics feedback positive on event production and leadership in Athletics wants the Student Union to continue with the management of events.
- Revenue increased 10% from previous year.
- Technical team approved installation of upgraded A/V system in three main ballrooms.

III. GOAL: Capital Projects

Assessment Strategies

- ILC: cashier's stand, C-Store upgrades, Papa Johns
- Install Geo-Thermal system.
- Install Panda Express at the ILC.
- Install POD C-Store/Grill at Chaffee Hall.
- Install COBE J.R. Simplot Café.
- Install Subway in Student Union Food Court.
- Remodel retail dining.
- Remodel Information Desk.
- Remodel Lookout restrooms.

Assessment Results

- Increased retail sales.
- Increased student satisfaction with retail variety and price.
- New equipment and FF&E.
- ARAMARK investment: \$900,000 in retail upgrades.

IV. GOAL: Sustainability Program Development & Growth

Assessment Strategies

- Install Sustainability Center.
- Begin PR internship for theme development/content management of the Sustainability Center.
- Expand Rooftop Garden and bee farm to increase yields of honey and produce for sale to University Dining services.
- Fully develop the "seedlings" program at the Children Center to include a garden and written curriculum.
- Collaborate with Environmental Studies senior project team on a vermicomposting business plan and feasibility study.

Assessment Results

- Ten student internships completed.
- Revenue from garden and apiary exceeded expenditures.
- Increase in the number of internship applications each semester.
- Increased participation from University Dining in the garden and bee program.
- Added a compost program to the garden with the cooperation of University Dining.
- Senior project team completed vermicomposting study for their senior project.

PERFORMANCE METRICS

Daily Building Counts

- Average daily building counts for students, visitors and guests increased from the previous year by 1,000 to 7,500 daily.

Meeting & Event Bookings

University Conference Services Bookings				
May 1, 2012 - April 30, 2013	FY2013	FY2012	FY 2011	FY2010
On-Campus Bookings	11,950	11,129	10,614	10,342
% On-Campus Bookings	91.45%	90.78%	89.80%	90.92%
Off-Campus Bookings	1,117	1,130	1,206	1,033
% Off-Campus Bookings	8.55%	9.22%	10.20%	9.08%

Attendance				
May 1, 2012 - April 30, 2013	FY 2013	FY 2012	FY 2011	FY 2010
Attendance	405,956	388,665	348,906	306,504

Waived Revenue				
May 1, 2012 - April 30, 2013	FY 2013	FY 2012	FY 2011	FY 2010
Waived Revenue	\$4,770,378.53	\$4,516,198.46	\$4,373,893.46	\$3,895,343.88

Stueckle Sky Center Bookings		
May 1, 2012 - April 30, 2013	FY 2013	FY 2012
On-Campus Booking	552	533
% On-Campus Bookings	45.73%	52.10%
Off-Campus Bookings	655	490
% Off-Campus Bookings	54.27%	47.90%

Educational Benchmark Institute Survey/Student Unions

- EBI Survey conducted spring 2012
- Areas scored “Excellent”: Union has a positive environment, Union staff, Union cleanliness, Union is student oriented.
- Areas scored “Good”: Food variety, quality and price, Union is a source of entertainment.

Conference Services Surveys

Conference Services Client Survey/Cumulative Results
--

Grade Received	Percentage Received
A =	78.71%
B =	16.23%
C =	3.39%
D =	.81%
F =	.323%
NA =	.54 %

HIGHLIGHTS

- Student Union returns \$642,787 to reserves.
- EMS upgrade for University Conference Services, Athletics, Parking & COBE.
- Installed J.R. Simplot Café in the Micron College of Business and Economics.
- Installed Papa John's and Panda Express at the ILC.
- Installed Subway in the Student Union.
- Installed the POD C-Store/Grill at Chaffee Hall.
- Completed first full year of event management at the Stueckle Sky Center.
- Remodeled Lookout restrooms, dining room and Info Desk.
- Provided 10 internships for Environmental Studies students through the Rooftop Garden, Apiary and Sustainability Center programs.
- Collaborated with two senior teams on capstone projects/Environmental Studies program.
- Parking Services relocated to Student Union.
- More than 3,000 people attended Game Day.
- Completed Bay Window Art Project.
- 34 families served through the Holiday Help Program.

2013-14 GOALS

- I. **Dining Area & Info Desk Remodel**
 - Complete on time and on budget, November 1, 2013.
 - Survey students/guests: measure level of satisfaction with the design, comfort and functionality.

- II. **Stueckle Sky Center Audio/Visual Upgrades**
 - Purchase/install the Stueckle Sky Center Audio/Visual upgrades, October 2013.
 - Track evaluation surveys on client satisfaction with AV production.
 - Track AV revenue compared to previous years.

- III. **Global Showcase**
 - Install and program the Global Showcase, November 2013.

- Work with Diversity and Inclusion to identify programs; contribute to the showcase.
- Encourage student organizations to participate and get involved with programming.
- Quantify the programs showcased during the year and survey students and guests to determine awareness and educational benefits.

IV. **Host the ACUI Regional Conference, October 2013.**

V. **Complete the Student Union Five-Year Strategic Plan.**

UNIVERSITY DINING SERVICES

VISION

University Dining provides services where and when needed for students, staff, faculty and community partners.

MISSION

University Dining Services strives to offer the best in campus dining for students, faculty, staff and visitors through a wide variety of menu items and quality customer service, and to provide a clean, well-maintained setting where sustainability guides us and encourages others toward environmental stewardship.

PROGRAMS & SERVICES

Support Services

University Dining provides funding for food to Athletics, Taco Bell Arena, and Student/Academic Affairs to help promote the university and the program.

University Dining works with cultural student groups, providing them with specific menus as part of their events. Students are permitted to use the kitchens and prepare special menus, while being supervised by ARAMARK chefs to ensure that proper food handling and safety precautions are maintained for serving food to the public.

Educational Outreach

University Dining partners with the COBE residential college to provide students with experience in managing a food service location. With the new COBE building, there has been extensive work in improving this program, including management positions that earn stipends based on venue, financial results and staff performance, hourly paid positions, and connections with work and classroom learning.

University Dining supports the Student Union's Rooftop Garden and Bee Farm by purchasing products and utilizing those products in campus dining operations, and promoting products via signs to increase program visibility across campus.

PLANNING & EFFECTIVENESS

I. GOAL: Develop New Retail Dining Option in Housing for Late-Night Service.

Assessment Strategy & Result

- Implement a POD w/grill: Opened the POD and reviewed the late-night usage of additional service; provided late-night service at the BRC until POD opened January 2013. Students utilize the facility daily. Hours have changed to fit student needs.

II. GOAL: Open New Retail Dining Option in COBE.

Assessment Strategy & Result

- Partner with the COBE Residential College to create an entrepreneurial learning environment for the LLC students: Opened COBE food outlet, which is operated by the residential college.

III. GOAL: Mobile Application for Nutritional Information.

Assessment Strategy & Result

- Mobile application to go live spring 2013: “Campus Dish” went live on Android and iPhone.

HIGHLIGHTS

- Opened The POD in Chaffee Hall.
- Increased meal replacement options across campus.
- Opened Papa Johns and Panda Express at ILC.
- Opened second SUBWAY in the Student Union.
- Partnered with the Student Union and the COBE Living-Learning Residential College for the new food outlet located in the COBE building.
- Healthy 4 Life Nutritional program on mobile app.

2013-14 GOALS

I. Implement Mobile Application for Online Ordering.

- Work with CBORD to introduce application to university in spring 2014.

II. C-Store Remodel.

- Coordinate with Student Union to convert the current C-Store to a POD.

III. Add Flex Dollars to Residential Meal Plans/Increase Voluntary Meal Plan Sales.

- Coordinate with Student Union and Housing to develop a meal plan for apartment students.