Core Theme I -- Access

Objective. WSU offers associate, baccalaureate and master degrees in liberal arts, sciences, technical and professional fields.

Graduates have “next-step” success.

The WSU Graduation Survey was administered by Career Services in collaboration with the academic colleges and the WSU Alumni Center. Data are based on the responses of 1250 spring 2011 graduates. There is a 2.2% sample error at a 99% confidence level.

Employment Status (combined WSU majors and degrees)

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full-time</td>
<td>59%</td>
</tr>
<tr>
<td>Employed part-time</td>
<td>24%</td>
</tr>
<tr>
<td>Unemployed not seeking</td>
<td>12%</td>
</tr>
<tr>
<td>Unemployed seeking</td>
<td>5%</td>
</tr>
</tbody>
</table>

n = 1250

Bachelor’s Degree Respondents at a Glance
(status at time of survey)

<table>
<thead>
<tr>
<th>College</th>
<th>Total Respondents (n)</th>
<th>Avg. Age</th>
<th>Continue Education Applied %</th>
<th>Continue Education Accepted %</th>
<th>Accept Rate %</th>
<th>Employed Full-time %</th>
<th>Employed Related To Major %</th>
<th>Avg. Annual Salary (full-time only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Applied Science and Technology</td>
<td>132</td>
<td>28.7</td>
<td>39.1</td>
<td>30.4</td>
<td>77.8</td>
<td>78.8</td>
<td>81.3</td>
<td>$47,743</td>
</tr>
<tr>
<td>College of Arts and Humanities</td>
<td>94</td>
<td>26.5</td>
<td>57.1</td>
<td>42.9</td>
<td>75.0</td>
<td>48.4</td>
<td>51.8</td>
<td>$32,953</td>
</tr>
<tr>
<td>College of Education</td>
<td>102</td>
<td>27.1</td>
<td>65.2</td>
<td>34.8</td>
<td>53.3</td>
<td>45.1</td>
<td>59.3</td>
<td>$30,345</td>
</tr>
<tr>
<td>College of Science</td>
<td>37</td>
<td>25.6</td>
<td>80.0</td>
<td>60.0</td>
<td>75.0</td>
<td>56.8</td>
<td>63.6</td>
<td>$41,000</td>
</tr>
<tr>
<td>College of Social and Behavioral Sciences</td>
<td>120</td>
<td>26.2</td>
<td>55.8</td>
<td>37.2</td>
<td>66.7</td>
<td>59.2</td>
<td>39.7</td>
<td>$31,941</td>
</tr>
<tr>
<td>Dunke College of Health Professions</td>
<td>139</td>
<td>29.7</td>
<td>48.6</td>
<td>37.1</td>
<td>76.5</td>
<td>56.1</td>
<td>89.4</td>
<td>$43,353</td>
</tr>
<tr>
<td>Goddard School of Business</td>
<td>112</td>
<td>26.5</td>
<td>53.7</td>
<td>43.9</td>
<td>81.8</td>
<td>76.8</td>
<td>70.2</td>
<td>$37,923</td>
</tr>
<tr>
<td>Misc.- Integrated Studies</td>
<td>12</td>
<td>28.9</td>
<td>60.0</td>
<td>40.0</td>
<td>66.7</td>
<td>58.3</td>
<td>87.5</td>
<td>$45,000</td>
</tr>
<tr>
<td>COMBINED</td>
<td>748</td>
<td>27.5</td>
<td>55.3</td>
<td>39.8</td>
<td>71.9</td>
<td>61.3</td>
<td>68.5</td>
<td>$39,812</td>
</tr>
</tbody>
</table>
Core Theme I -- Access

Objective. WSU provides access to higher educational opportunity.

Student enrollments reflect demographic diversity.

- During the spring semester, 426 international students were enrolled from 45 countries. This includes 220 new students who were admitted and enrolled in classes at WSU over the fall and spring semesters.
- Due to outreach initiatives by Education Access and Outreach, 135 students enrolled at WSU in the fall of 2010. 76% of these students returned for the spring semester.
- The new Summerbridge program transitions traditionally under-represented high school seniors to the University. Summerbridge has two tracks, “Connecting to College” and “SmartStart.” Connecting to College strives to prepare 200 graduating high school seniors for their first year in college through monthly events held June through November. These events guide participants through placement tests, course selections, and basic college survival skills as well as to provide social opportunities with peers.
- SmartStart assists 60 high school seniors in their transition to WSU through mentoring, seminars, and workshops. SmartStart enrolls 40 of these students into a four-week summer English seminar class taught by the same professor who will be teaching the students’ class in the fall. In these seminars, students are provided with a taste of the college environment.
- The Multicultural Youth Conference was held on November 3, 2010 to provide multicultural and other under-represented youth an on-campus experience that exposed them to college opportunities, the steps of enrollment, and the importance of diversity. Approximately 515 underrepresented juniors and seniors came from 23 high schools across the state. 204 of the seniors who attended applied for college admissions.
- Approximately 100 rising 12th grade students participated in a two-day Summer Summit, “Creating a Pathway to College,” sponsored by the Student to Student Outreach program that ran three sessions, with 35-45 students per session. Students attended workshops focusing on college support services, ACT preparation, and development of scholarship essays and personal resumes. Students were also assigned two college advocates (trained paraprofessional college students) that will work with them through their senior year of high school as they complete college enrollment. Finally, participants had the opportunity to explore ways to be involved in college.
Core Theme II – Learning

Objective. Students experience an environment of knowledge creation, free inquiry and free expression.

Engagement in creative and scholarly activity.

Grant Funding

The Division of Student Affairs coordinates 10 active grants for a total of $1,793,256. New grants for 2010-11 included the following:

- The Weber State Archery Club received a $24,978 grant, primarily for archery equipment, from the Easton Foundation, which is a supporter of the U.S. Collegiate Archery Program. The grant also included $500 for target stands.
- Education Access and Outreach (EAO) received a Citi Foundation grant for $10,000 to support the college advocate program in the Ogden, Weber, and Davis school districts.
- EAO also received a one-year grant from USHE (“Creating a Pathway to College”) for $75,000 to provide pre-college outreach services and activities for underrepresented students and their families.
- SmartStart/Student Support Services also received a USHE grant (“Connecting to College”) for $50,000 to assist 200 students in their transition to college. These students will attend a Summer Bridge program to prepare them for college as well as several programs during their first semester.
- Student Involvement and Leadership received a $10,000 Solomon Education Grant to fund the purchase of StrengthsQuest codes for use in regional high schools.
- Student Support Services, a retention program for WSU students who are low income and/or first generation, was re-funded by a grant from the U.S. Department of Education for five years at $413,936 per year.
- Educational Talent Search, a pre-college outreach program for low income, first generation students, was re-funded by the U.S. Department of Education for five years. Funding for the first year (beginning September 2011) will be $230,000. This program will serve 510 students.
- Dianna Abel, Counseling & Psychological Services Director, and Kristy Jones, College of Health Professions, and the Northern Utah Hope Community Suicide Prevention Task Force received a $6000 grant from the Alan and Jeanne Hall Endowment for Community Outreach for suicide prevention training called “QPR.”
Publications

Six individuals within the Division of Student Affairs contributed to publications this year:

- Teri Bladen, Director of Campus Recreation, co-authored two chapters in the soon-to-be released American College of Sports Medicine’s Group Exercise Instructor Manual.
- Greg Nielsen, Associate Director of Career Services, earned his PhD in Geology from The University of Utah. He has published his findings in the Utah Geological Survey Report.
- Jessica Oyler, Coordinator of Student Affairs Assessment, was a contributor to “Aligning Co-Curricular Initiatives with Learning Outcomes” published by the Education Advisory Board. She also co-authored the following publication: Weiner, L., Bresciani, M., Oyler, J., & Felix, E. (2011). Developing and implementing learning goals for student affairs practitioners. *Journal of Student Affairs, XX*, 86-93.

Presentations & Related Professional Activity

- Women’s Center Student Programming Board Member and student staff, Caitlyn Jensen, presented “Media, Stereotypes, and Powerful Women” at the National Conference for College Women Student Leaders sponsored by NASPA (Student Affairs Administrators in Higher Education) and AAUW (American Association of University Women.)
- The Outdoor Program in Campus Recreation facilitated three nationally recognized certification courses: National Ski Patrol Avalanche 1 Certification Course, Swift Water Rescue Technician Certification Course, and AMGA Single Pitch Instructor Certification Course.
- The Fitness and Wellness Program in Campus Recreation facilitated three nationally recognized fitness certifications for the Aerobics and Fitness Association of America.
- Mark Adams, Counseling and Psychological Services, presented a breakout session entitled *Working with the system: Resources for teaching systemic principles in therapy* at the 2010 Utah University and College Counseling Centers (UUCCC) annual conference in Park City.
- Leslie Loeffel, Director of the Davis Learning Center, presented at the National Association for Developmental Education (NADE) national conference in Washington, D.C. in February 2011 as a member of the panel “Voices of Certification.”
- Adrian Tinajero, Sheldon Cheshire, Roxana Luna and Greg Woodring (all staff members in Education Access and Outreach) presented at the state Secondary School Counselor
conference sponsored by USHE (Utah System of Higher Education) in September 2011 on building effective and collaborative tutoring models.

- Ruth Stubbs, Director of Education Access and Outreach, presented at the USHE conference in September and the ITESOL (Intermountain Teachers of English to Speakers of Other Languages) regional conference held in October at WSU on effectively working with underrepresented students, and at the statewide ACT conference on reaching out to first-generation students.

- Prasanna Reddy, Director of Tutoring, Testing and Supplemental Instruction, and Lynnae Dopp, Appointment Tutoring Center Coordinator assisted in hosting the CRLA (College Reading and Learning Association) national conference held in Salt Lake City in November 2010. Tutoring Coordinators also assisted with the conference and presented at a pre-conference workshop. In addition, Prasanna took seven Writing Center tutors to the annual Rocky Mountain Peer Tutoring Conference at Westminster College in Salt Lake City where one of the tutors presented a paper on the benefits of peer workshops for student success, tutor development, and program outreach.

- Aaron Newman, Assistant Director of Student Involvement and Leadership, facilitated a session at the NASPA Regional Conference regarding Campus StrengthsQuest Development. He also facilitated a similar presentation for the Salt Lake Community College Student Association. Working with the Park City Education Foundation, the Park City School District, and the Park City Charter Schools, the Department of Student Involvement & Leadership has been developing a new teacher training course to be offered this coming summer to encourage teachers to identify and embrace students’ strengths within the classroom.

- Greg Nielsen, Associate Director of Career Services, co-presented at the Northwest Association of Student Affairs Professionals Conference in October 2010 on “Career Pathways as a Tool for Improving Student Participation and Outcomes in Career Guidance”.

- Adrienne Gillespie, Diversity and Unity Center Coordinator, presented a session entitled “Let’s Talk! I’ll Call You/Text You/IM Later” for the Utah Leadership Academy in May 2011.

- Jessica Oyler, Coordinator of Student Affairs Assessment, and Brett Perozzi, Associate Vice President, presented a program session entitled Examining learning in a student employment program at the NASPA Assessment and Persistence Conference in May 2011.

- Jan Winniford presented a session entitled Ethical Decision Making for Student Affairs at the Salt Lake Community College Student Services Institute in October 2010.
Core Theme II – Learning

Objective. Students experience an environment of knowledge creation, free inquiry and free expression.

Faculty and students perceive that WSU fosters knowledge creation, free inquiry and free expression.

In Fall 2010, WSU students completed the “Profile of Today’s College Student” survey, which is administered on a three-year cycle. 399 students responded for 5% sample error at a 95% confidence level. Almost 90% of students reported that they are either very satisfied or somewhat satisfied with their learning experience at WSU.
Core Theme II – Learning

Objective. Students experience an engaging learning environment founded on extensive personal contact among faculty, staff and students in and out of the classroom.

Students participate in learning experiences such as undergraduate research, service learning, and other forms of experience-based learning.

- 186 residents participated in living learning communities in the residence halls. These included a Global Village and Health Professions Community. When comparing the Biomedical Core course grades of students in the Health Professions learning community to those not in the learning community, those in housing passed at a rate of 72%, which is 6% points higher than their peers not living in housing.
- 436 student employees work within Students Affairs. Approximately 20% participated in the Division of Student Affairs Student Employee Training pilot program. Through supervisor observation, student employees improved their learning significantly in the following learning outcomes: responsibility/accountability, intrapersonal competence, and problem solving/critical thinking.
- The Epiphany Literary Journal completed its fourth edition of the journal Spring 2011. The journal is published in both the spring and fall by students affiliated with the Nontraditional Student Center. The journal features fiction, flash fiction, poetry, creative non-fiction, and informative non-fiction articles that provide information to students about the various opportunities available to nontraditional students. Submissions for the year included 102 for fall and 104 for spring.
- Career Services has visited over 100 employers during the 2010 – 2011 year encouraging them to provide internships and hire Weber State students.
- 168 students participated in the third annual Deliberative Democracy Day in March, which explored the topic of health care reform and its implications for college students. This in-depth learning experience is a collaboration between Student Involvement and Leadership, the History Department, and Political Science.
Core Theme II – Learning

Objective. Students experience effective support services.

Students utilize and are satisfied with educational support services.

The Division of Student Affairs provides a wide variety of educational support services that deliver intentional learning and development opportunities for students. Information below details satisfaction, usage, adequacy, and benefit data.

A bar chart is shown indicating a satisfaction score of 4.49.

Six departments completed surveys with a total of 19 survey questions measuring student satisfaction related to educational support services. These questions were compiled for the educational support services satisfaction indicators. All survey responses were gathered on a 5-point Likert Scale.

Approximately 127,000 sessions, with over 8700 unique students, were held by the following educational support services within the division: Davis Student Programs, Career Services, Tutoring Centers, Multicultural Student Center, Nontraditional Student Center, Supplemental Instruction, Student Involvement and Leadership, Student Support Services, and the Women’s Center.
An indirect indicator of students’ feelings regarding academic support was gathered in the fall 2010 administration of the “Profile of Today’s College Student Survey.” In this survey, more than 80% of students reported that they strongly agree or somewhat agree with the statement “WSU students are provided with necessary academic support (e.g., tutoring, supplemental instruction).”

Benefit data for academic support services is gathered by departments within the division. Below are a few examples of these data from within the division:

- **Nontraditional Student Center**: 3,622 students were tracked as utilizing the Nontraditional Student Center programs and services from Fall 2005 – Spring 2011 (swiped WSU ID card when coming into the center, Epiphany editors and writers, Childcare parents, and Pinnacle Honor Society members.) Students that used the Nontraditional Student Center since 2005 (1,132 students) and started as first-time freshmen sometime between Fall 1991 and Fall 2004 have a 15.2% higher retention rate and a 43.9% higher graduation rate than their traditional peers.
- **Davis Student Programs**: Student directors for the Davis Student Council and their advisors worked together on an in-depth assessment approach that involved self, peer, and supervisor assessment. Findings will inform fall training.
- **Tutoring**: Pretest and post-test scores, supervisor observations, and tutor self-assessments are used on a continuing basis within the tutoring program. In addition to capturing data on learning outcomes for tutors, the tutoring coordinators also capture data on the success of the tutoring program. For example, students using tutoring for English 1010 were compared with their peers (all having an average ACT score of 21). Those students who were tutored more than once passed at a rate of 9% higher than that of their peers.
Students utilize and are satisfied with general support services.

Student Affairs provides a multitude of general support services for students, ranging from testing and computer labs to health and counseling center appointments. Information below details satisfaction, usage, and benefit data.

Eight departments completed surveys with a total of 10 survey questions measuring student satisfaction related to general student support. All survey responses were gathered on a 5-point Likert Scale.

Approximately 763,400 sessions, with approximately 14,400 unique students, were held with the following general support services: Campus Recreation, Computer Labs, Counseling and Psychological Services, Education Access and Outreach, International Student Services, the Health Center, the Testing Centers, Services for Students with Disabilities, and Veteran’s Upward Bound.

Benefit Data: Learning data is also captured within general student support services areas. One example is Counseling and Psychological Services:

- Results of Counseling Center Assessment of Psychological Symptoms (CCAPS) administrations for clients whose standardized baseline subscale scores were above average show clinically significant mood improvement especially in the areas of depression, generalized anxiety, and hostility. In addition, on the CPSC annual satisfaction survey, 81% of clients agreed or strongly agreed with the following statement: “I am able to cope with my problems more effectively now than when I began therapy.”

Other Accomplishments Related to Learning & Engagement

- The Academic Support Centers and Programs (ASCP) Tutoring Program completed a five year certification process through the National Association of Developmental Education (NADE). They received full certification in June 2011.
- The Multicultural Student Center successfully reinvigorated the Black Scholars United organization and student-athletic partnership. As a result, a greater sense of community and cultural awareness has been fostered among African American students, and a stronger tie exists with the Athletics Department.
- The 2011 International Student Banquet was a great success with over 450 participants. Guests at the banquet were treated to cuisine from ten countries and were entertained by students who shared their talents ranging from songs and dance to a Kung Fu demonstration.
- Approximately 300 students attended a Spring 2011 Stress Awareness Fair in the Shepherd Union to help them understand and moderate their stress.
The International Student Center held “Coffee Breaks” throughout the year for students, faculty, and staff to gather and learn about different cultures. Coffee Breaks included a taste of Germany, Spain, Kuwait, Georgia, China, Russia, Saudi Arabia, El Salvador, and others. These Friday gatherings have been a great opportunity to connect international students with each other as well as faculty and staff on campus.

A Division of Student Affairs Student Engagement Task Force developed a new “Cat Connections” website to help potential and currently enrolled students find opportunities for getting involved at Weber State. These include volunteer opportunities, leadership positions, and student employment.

Last fall the Student Wellness program partnered with the Human Performance and Health Promotion Department to teach a Wellness Coaching course to senior HPHP students in which 22 students participated. After completing the course half of the students participated in the associated practicum experience where they coached fellow students and “Weber in Motion” program participants.

The Wildcat Block Party had 135 booths with approximately 6,000 student interactions. Popular Block Party traditions include the President’s Purple Pancake Breakfast and booth competitions.

National Depression Screening Day (NDSD) is a campus-wide outreach event held each year to promote awareness of mental health, provide screening to students concerned about their mood, and facilitate referrals to CPSC for follow-up care. Approximately 200 students attended NDSD Fall 2010.

The Purple Pals Kids Club was started by the Nontraditional Student Center in May of 2010 to provide on-campus experiences for the children of WSU students. As of June, 125 nontraditional students have signed up 215 children to participate.

The Center for Diversity and Unity provided a myriad of programs, resources, and services to the campus and community this past year including the Annual Diversity Conference held in October, which had more than 1200 faculty, staff, students, and community members in attendance. In January, the annual Martin Luther King, Jr. breakfast and march had 500 participants, and later that day, 1400 individuals watched a performance by the Harlem Gospel Choir in the Browning Center.

Chip Coleman, Systems Engineer, and Klint Holmes, Student Programmer, created multiple mobile applications including apps for ChiTester, the Bookstore, WSU Radio, and the Computer Lab. The Computer Lab also has an app for Android.

Throughout the past year, the Convocations and Arts and Lectures Series at WSU has had the privilege of hosting a variety of individuals on campus who not only spoke to large groups of students and community members in a formal Convocation lecture, but also personally visited various classes with more intimate question and answer sessions. Amongst these speakers were rapper and actor Common, music legend Rev Run, and Alena Fernandez, the daughter of Fidel Castro.

Over 1000 students and alumni attended the spring Career Fair involving 68 employers who were hiring for both career positions as well as internships. During career fair week, the Career Center held information sessions for companies as well as targeted events for athletes, alumni, and ethnically diverse students.
Core Theme III -- Community

Objective. WSU contributes to pre K through 16 education in the region.

Contributions to pre K through 16 education and professional development.

- Five Family Night programs were held with area junior high schools (Highland, Mt. Ogden, Mound Fort, Washington, and DaVinci Charter). At these events, sessions for parents focused on availability of financial aid, careers, and other opportunities that are available. In addition, Education First for Parents (a program sponsored by the Education Access and Outreach Department) conducted an 8-week course at Highland and Mount Ogden Junior Highs on the topic of College Readiness and Academic Achievement.
- During February, Lindsay Beddes, Educational Talent Search Coordinator, organized the WSU FAFSA February events. In collaboration with various programs and departments, including Financial Aid, Health Careers Opportunities Program (HCOP), Northern Utah Area Health Education Center (AHEC), Student Support Services/SmartStart, Multicultural Student Center, Education Access and Outreach, and the College of Education, more than 100 students received assistance in completing and submitting their FAFSA application. Approximately 180 people attended five events (3 on Ogden campus and 2 at Davis campus).
- The student chair for the VIP Head Start program in collaboration with Dr. Adam Johnston assisted in training 40 teachers with a new Science curriculum that is being implemented at Ogden Area Community Action. Twenty-seven students assisted with Head Start this past year volunteering 712 hours with the agency.

Pre-college preparation

- The Student to Student Outreach program worked with 145 high school seniors in the Weber and Davis School Districts. Of that, 117 completed admissions applications to WSU.
- TRIO-Talent Search worked in the Ogden School District with 600 students of which 130 were seniors. Of that, 105 completed the admissions process.
- The GEAR UP Partnership worked with 841 ninth grade students in the Ogden School District to help them prepare for postsecondary education.
- Upward Bound worked with approximately 70 students between the ages of 13 and 18 in the Ogden, Weber, and Davis School Districts to prepare them for college.
Core Theme III -- Community

Objective. *WSU contributes to the richness of cultural and intellectual offerings in the region.*

Community Participation

- More than 150,000 community members participated in events in which Student Affairs had integral involvement. These included events sponsored by the Women’s Center, Student Involvement and Leadership, the Multicultural Student Center, the Testing Center, Education Access and Outreach, Campus Recreation, Counseling and Psychological Services, Davis Learning Center, the Shepherd Union, and Davis Student Programs.
- Over 7,000 WSU students engaged in service to the community through the Volunteer Involvement Program, community-based learning courses and the AmeriCorps program contributing 131,229 hours of service. This is estimated to be equivalent to over 2.3 million dollars in volunteer time. An overwhelming majority of 261 community engaged students who participated in a survey measuring their perception of their service experience reported positive outcomes.

Core Theme III -- Community

Objective. *WSU contributes to the community and economic development of the region.*

Economic Development in the Region

- Scheduling, Events, and Conferences in the Shepherd Union contributes to the economic health and development of the region by partnering with local entities, such as the Ogden/Weber Convention and Visitors Bureau (CVB), to provide venue options that would not be available without a WSU partnership. Examples of this are below. Each summer conference has an economic impact derived from hotel stays, restaurant patronage, and travel expenses.

<table>
<thead>
<tr>
<th>Event</th>
<th>Year</th>
<th>Length</th>
<th>Economic Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Cup Archery</td>
<td>2010</td>
<td>7 day</td>
<td>$800,000</td>
</tr>
<tr>
<td>Council on Undergraduate Research</td>
<td>2010</td>
<td>4 day</td>
<td>363,720</td>
</tr>
<tr>
<td>IRS Training</td>
<td>2010</td>
<td>1 day</td>
<td>87,000</td>
</tr>
<tr>
<td>World Cup Archery</td>
<td>2011</td>
<td>7 day</td>
<td>800,000</td>
</tr>
<tr>
<td>National Council on Undergraduate Research</td>
<td>2012</td>
<td>4 day</td>
<td>2,000,000</td>
</tr>
</tbody>
</table>
Service to public purpose community organizations.

- Adrienne Gillespie, Coordinator for the Diversity and Unity Center, serves on the Catholic Community Services Board and the American Red Cross of Northern Utah Board. She (and her office) also provides service and support to Your Community Connection (YCC).
- Betty Sawyer, GEAR UP Coordinator, served on the planning committees for the Community Cinco de Mayo Festival (over 400 attendees) and the Northern Utah Family Expo (over 1,000 attendees).
- Dan Czech, Enrollment Advisor for Veterans Upward Bound, and Randy Wilson, Director of Veterans Upward Bound, serve on the Northern Utah Veterans Association.
- Alan Dayley, Assistant Dean of Students for Davis Student Services, is a member of the Northern Utah Food Co-op. He is also a member of the Mt. Ogden Rotary Club.
- Brett Perozzi, Associate Vice President for Student Affairs, is the Chair of NASPA’s International Advisory Board and serves as NASPA’s International Exchange Coordinator.
- Charlie Chandler, Veterans Services Coordinator, serves as a board member for the National Association of Veterans Professionals (NAVPA), the Northern Utah Veterans Association, and the Utah Homeless Veterans Association.
- Daniel Turner, Outdoor Programs Coordinator, serves on the board of directors for the Ogden Community Foundation, the Ogden High Adventure committee, Association of Outdoor Recreation and Education Access committee, and American Mountain Guides Association.
- Dianna Abel, Counseling and Psychological Services Director, has been an active member of the Northern Utah-Hope Community Suicide Prevention Task Force for three years. Within the past year, she has assumed a leadership role in the implementation of an initiative to provide a standardized prevention curriculum (QPR for Suicide Prevention) across campus and throughout the local community.
- Erik Ashby, Coordinator for Davis Student Programs, and Jessica Oyler, Assessment Coordinator, served on the State NASPA conference committee where they collaborated with colleagues from other institutions to plan a statewide professional development conference for student affairs professionals in Utah in September 2010. Erik Ashby, Jessica Oyler, and Carey Anson, Computer Lab Coordinator, serve on the committee to plan the Fall 2011 conference.
- Jan Winniford, Vice President for Student Affairs, serves on the NASPA Foundation Board of Directors and the Planning Committee for the 2012 Manicur Symposium for Women Aspiring to become Senior Student Affairs Officers.
- Jeff Simons serves on the American Indian/Alaska Native Education Council.
- Jessica Oyler, Student Affairs Assessment Coordinator, serves as the Utah State Representative on the Region V NASPA Advisory Board.
- Lindsay Beddes, Educational Talent Search Coordinator, served this past year as the president for ASPIRE-Utah, the professional organization for TRiO personnel within the state. She also is involved in planning the upcoming regional conference in Salt Lake City in October 2011.
- Lynnae Dopp, Appointment Tutoring Coordinator, has served as a reviewer on the College Reading and Learning Association’s International Tutor Training Program Certification Committee for 15 years and has received the award of “Certified Ruby Master Reviewer.”
- Michiko Nakashima Lizarazo serves as a board member for the Utah Coalition of La Raza, for the Zions Bank Multicultural Advisory Board, and for Image. She also serves as a
scholarship committee member for the Utah Hispanic Chamber of Commerce, the Ogden Area Hispanic Chamber Board of Commerce, and the Oportunidad Scholarship Fund.
  o Monica Rodrigues Mesa serves on the scholarship selection committee for the Oportunidad Scholarship Fund.
  o Roxana Luna, Academic Advisor for Educational Talent Search, served this past year as secretary for ASPIRE-Utah.
  o Ruth Stubbs, Director of Education Access and Outreach, serves on the statewide College Access Network of Utah with outreach administrators from other public and private Utah universities. The group is spearheaded by the Assistant Commissioner for Access and Outreach at USHE (Utah System of Higher Education.) Ruth also serves on the Ogden Adult Education Advisory Board, and two Ogden/Weber Chamber of Commerce committees (Partners and Education and Workforce Development.)
  o Teri Bladen, Director of Campus Recreation, serves on American College of Sports Medicine Group Exercise Instructor Certification Committee (2010-13) and as the Utah State Director for the National Intramural-Recreational Sports Association (2010-12).
  o Tim Nguyen, Assistant Coordinator for Outdoor Programs, currently serves on the Climbing Wall committee for the Association of Outdoor Recreation and Education.

Other Highlights within the Division of Student Affairs

Departmental Accomplishments
  o Six Student Affairs areas completed a comprehensive program review process: Campus Recreation, Multicultural Student Center, Supplemental Instruction and Tutoring, Nontraditional Student Center, the Shepherd Union and Davis Student Programs & Services.
  o The Davis Learning Center and Davis Student Programs & Services established a Davis Campus Advisory Committee consisting of Davis faculty, staff, and students. The purpose of the committee is to discuss ways the Student Affairs’ programs and services at Davis can best meet the needs of faculty and students as well as to explore ways in which faculty can become involved in Student Affairs at the Davis Campus.
  o The Scheduling, Events and Conferences office laid the groundwork for a new campus master calendaring system called EMS, which will be implemented in July 2011. Currently, the Hurst Center, Alumni Center, Val Browning Center, Stromberg Swenson, Shepherd Union, Dee Events Center, and the Football Stadium are all using the system.
  o The Women’s Center began a program called W.O.W. (Women of Wonder) Awards to recognize faculty, staff, and students who excelled in various facets of leadership and mentoring. 24 members of the campus community were honored.
  o Every year, the Student Affairs Staff Development Committee promotes professional, organizational, and personal development through theory-based programming and intentional learning opportunities for division staff. During 2010-2011, the committee
planned eight division-wide meetings with national, local, and campus speakers such as Dr. Jillian Kinzie, Associate Director, Center for Postsecondary Research & NSSE Institute, Susan Madsen, Director of the Utah Women and Education Project for the state of Utah.

- The first phase of a new residential village will open this fall. Planning and construction is also underway for two additional buildings that will open over the next two years to accommodate students who desire a traditional campus experience. The semi-suite style units and common areas will provide students with the opportunity to engage academically and socially with their peers. The new residence hall will be LEED Silver certified.

- The College Participation & Outreach Committee is developing an outreach clearinghouse website which will provide a comprehensive overview of the community involvement, precollege outreach, and professional development opportunities on campus.

- The Shepherd Union facilities staff set up for 5,217 events and programs this year.

- The Counseling and Psychological Services Center remodeled office space, adding three new clinical offices, an expanded reception area, and an enlarged group room to meet the growing demands of students.

- Debbie Cragun, Nontraditional Student Center Coordinator received the Patriotic Employer Award given by the National Committee for Employer Support of the Guard and Reserves.

- Arene Newman, Nontraditional Childcare Supervisor, received her Career Ladder Level Eight from the Childcare Professional Development Institute.

- The Volunteer Involvement Program and several other student groups partnered to open a student food pantry in the Shepherd Union. To most effectively reach students in need of assistance, the pantry primarily serves students through referrals from offices such as the Women's Center, Nontraditional Student Center, Counseling & Psychological Services, the and Multicultural Student Center.