

Weber State University

Davis Campus

Student Programs & Services

Program Review

2011



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Table of Contents

Unit Mission Goals and Outcomes	1
Programs and Services	6
Leadership and Staffing.....	18
Financial Resources and Budget.....	27
Facilities, Equipment, and Technology.....	30
Ethical and Legal Responsibilities.....	32
Assessment and Evaluation.....	33

Davis Campus Student Programs & Services

Davis Campus Student Programs & Services (SP&S) is made up of two combined units that cover the following areas: Student Programs provides a student leadership program, the Davis Campus Student Council; offers a series of educational workshops; and provides advising and resources for multicultural, nontraditional, and women students. Student Services provides appeals advocacy for all WSU students (both Ogden and Davis); Wildcard/ED Pass issuance; and part-time advising from the following departments who send service providers from the Ogden Campus: Career Services, Counseling & Psychological Services, Veterans Services, and Veteran's Upward Bound.

The Davis Learning Center, also a Student Affairs department, is located on the Davis Campus and includes the Testing Center, Tutoring, the Computer Lab, and Supplemental Instruction. The Student Health Center operates part-time hours at the Davis Campus as well.

Unit Mission Goals and Outcomes

Weber State University Mission Statement

Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service, and community-based learning, the university serves as an educational, cultural, and economic center for the region.

Student Affairs Mission Statement

The division of Student Affairs promotes student learning, well-being and success through comprehensive services and programs provided in an inclusive environment. Student Affairs serves the needs of a diverse student population by offering educational experiences, leadership opportunities, and academic support which advances the social, intellectual, cultural, and civic development of students.

Student Programs & Services Mission Statement

Student Programs & Services (SP&S) commits to the personal growth and development of all students by administering and correlating a comprehensive range of programs, activities, and services at WSU Davis. SP&S seeks to expand and enrich the university experience through the services rendered and by providing social, cultural, and educational programs. Accepting the shared responsibility for fostering a spirit of campus community and inclusivity, SP&S strives to develop campus relationships and interconnectedness. SP&S engages students in active, life-long learning by empowering them through opportunities for leadership and service to others. Through the excellence of the programs and services offered, the quality of life for WSU students and the local community is enhanced.

The Student Programs & Services Mission Statement Supports the Mission Statement of the University and the Division

The Weber State University (WSU) Davis Campus Student Programs & Services (SP&S) mission statement is aligned with the WSU mission statement in the following ways: The WSU mission statement phrases of “Encouraging freedom of expression and valuing diversity, ...” and “...excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom,” are captured in the SP&S mission statement phrases of “Student Programs & Services commits to the personal growth and development of all students by administering and correlating a comprehensive range of programs, activities and services at WSU Davis,” and “SP&S seeks to expand and enrich the university experience through the services rendered and by providing social, cultural and educational programs.” Additionally, the Student Affairs Mission Statement phrase, “The Division of Student Affairs promotes student learning, well-being and success through comprehensive services and programs provided in an inclusive environment,” is supported in the SP&S mission statement in these two areas: “Accepting the shared responsibility for fostering a spirit of campus community and inclusivity, SP&S strives to develop campus relationships and interconnectedness,” and “SP&S engages students in active, life-long learning by empowering them through opportunities for leadership and service to others.”

Student Programs & Services is designed to fulfill the statements in these missions by providing necessary services and programs to students. A “comprehensive range of programs, activities and services” is reflected by providing advice and support services in the areas of career advice, support for veterans, nontraditional, multicultural, and women students, and psychological counseling. Programs for students include an educational workshop series, speakers, and passive “awareness” programs that educate about issues such as domestic violence, positive relationships, and women’s history. Activities and events are provided for a variety of student populations and are inclusive of activities that are inclusive of a variety of ages, genders, and ethnicities.

Participating in activities and events offers students an opportunity to develop campus relationships and to experience the feeling of campus “community.” Students can build pride in their university and learn even more ways to connect to resources, faculty, and staff by engaging with other students.

Student leaders who plan and implement events learn how to lead others, be a part of a team, organize their time and resources, and communicate with advisors and other student leaders.

WSU Core Theme Objectives

Fostering learning through engagement and support

- **Students learn to succeed as persons and professionals**
- **Students experience an engaging learning environment and a satisfying university experience**

- **Students receive the support services they need**

Providing educational programs which are responsive

- **Provide access to higher educational opportunity**

Serving as a leading partner in the educational, cultural and economic development of the region

The mission and goals of SP&S are relevant to and inclusive of the university core theme objectives. However, the core theme objectives were decided this semester by the University Planning Council and have not been available to use in previous years as a guideline for department goal planning.

SP&S relates its programs and services, primarily, to the objectives shown above:

Students learn to succeed as persons and professionals:

The student leadership program develops leadership skills of teamwork, communication, organization, delegation, self-directedness, and self-assessment in students which will carry with them throughout their lives in personal and professional settings.

Students experience an engaging learning environment and a satisfying university experience:

Students attending the Davis Campus have many opportunities outside of class to engage with other students through activities, learn from workshop speakers, and enhance their college experience through service projects.

Students receive the support services they need:

SP&S offers support services to students in the area of career exploration and advice; support for veterans applying for the GI Bill: tutoring in math and English for pre-college veterans, psychological counseling, and support services and referral information for multicultural, nontraditional, and women students.

Providing educational programs which are responsive:

Topics scheduled for the educational workshop series are based on student recommendation and attendance numbers. The student leadership program has made changes in leadership roles and added positions based on response to students.

Serving as a (leading) partner in the educational, cultural and (economic) development of the region:

SP&S plays a modest role in this objective in two ways. Programs, workshops, and events are open to the public and often have attendance from community members. An example is the Outdoor Movie, held fall of 2010 which attracted over 1,000 people. Community entities are invited to help in the implementation of events, such as the mayor and police chief of Layton City participating in the World

Record Red-Light/Green-Light event for the Guinness Book of World Records, the Layton Fire Department's support with Mud Volleyball, and the collaboration with Clearfield Aquatic Center for the Swim Party, Volleyball Tournament, and Breakfast with Santa. In addition, the service projects performed by the Student Council involve community members, such as blood drives for the American Red Cross, and creation or collection of items donated to the Family Connection Center, Safe Harbor, and Primary Children's Hospital. Additionally, the 5K Run for Cancer Research includes many community partners and raises funds for the Huntsman Cancer Foundation.

History of the Department

Weber State University has served Davis County for more than 60 years, beginning in 1940 with aeronautics classes taught for pilots at Hill Air Force Base. In 1994, WSU opened the Davis Center and acquired the land for the present Davis Campus. At this time the Davis Center was linked administratively to Continuing Education. Courses were targeted toward evening and veteran students primarily. Student Affairs staff held some hours at this location, mostly by Services for Veterans, Veteran's Upward Bound, Career Services, and Adult Education Resource Center.

In 1995, WSU administration focused more efforts toward its presence in Davis County and created two full-time positions for the Davis Center. One was a director of the Davis Center who reported to the Dean of Continuing Education; the second was a Coordinator of Student Services who reported to the Dean of Student Development in Student Affairs. Both of these employees were housed at the Davis Center full time. The Davis Director was hired to increase course offerings and faculty appointments. The responsibilities of the Coordinator of Student Services were to organize and expand the services provided to students at this location.

At this location, the Coordinator of Student Services set up the following services: A half-day testing center and a learning center where math and English tutoring was available. The coordinator held study skills workshops and developed a booklet of services to hand out to each student. A student worker, learning center aide, was hired for the mornings to assist students with questions. At this time, the Bookstore in Ogden brought textbooks and supplies to the Davis Center for two weeks at the start of each semester.

In 1997, the university purchased a former utility building in Layton which was retrofitted to accommodate classrooms, faculty offices, and student services. With the move to this location, the university began to offer more general education courses during the mornings to attract traditional-aged students and continued to have a large schedule of evening classes.

At this new location, the Coordinator of Student Services was available to add or expand the following services and programs:

- The Bookstore at that time reported to Student Affairs. A permanent space was created for the Bookstore which was open on a split morning/evening shift.
- A permanent Testing Center was set up with full-time hours.

- The departments which came to offer services were expanded from Career Services and Veterans Services to include Services for Women Students, Services for Multicultural Students, and Counseling & Psychological Services.
- Math and English tutoring continued, provided by Tutoring Services.
- Student Affairs operated a computer lab for students at this location.
- A series of “Lunch & Learn” workshops was held, utilizing several WSU faculty and staff as speakers, and generated steady attendance.
- A hot drink vending machine and a frozen food vending machine (in addition to cold drink and candy vending already established) was brought in to provide some food options for students. And for one semester, dining services tried offering hot food choices.
- A Student Advisory Board was formed leading to students who planned and participated in service projects and events. An example of service projects students participated in were Teddy Bear Roundup, Earth Day tree planting, and walking trails clean up at Antelope Island State Park. Student activities included a hike at Adam’s Canyon, pumpkin-carving contest, Friday Night Movies, and Breakfast with Santa.
- Through the advocacy of the Student Advisory Board, in 1999 a Davis Center student senator position was approved through the Weber State University Student Association (WSUSA).

In 2003, WSU opened the first of ten proposed buildings on its 105 acres of land. The building is located approximately 12 miles from WSU campus in Ogden. In anticipation of student needs, more Student Affairs staff were hired in the following positions: Assistant Dean of Student Programs; Assistant Dean of Student Services; *Counselor for Special Student Populations; SP&S Secretary; Director of the Davis Learning Center; Tutoring Specialist; and Testing Specialist. The Student Health Center was added at this time, operated by a nurse practitioner with part-time hours. (*The Counselor for Special Student Populations title was changed in 2008 to Coordinator of Student programs to better reflect the roles and responsibilities of the position.)

The departments of Career Services, Counseling & Psychological Services, Services for Veterans, and Veteran’s Upward Bound are still provided part-time by departments at the Ogden Campus. The SP&S secretary processes Wildcat ID cards and ED Passes for students and handles a variety of customer services issues. The Assistant Dean of Student Services is the appeals and advocacy officer for all of WSU. The Assistant Dean of Student Programs manages the budget and oversees daily operations related to goals and initiatives. Services for nontraditional, women, and multicultural students are provided by the full-time Coordinator of Student Programs. Both the Assistant Dean and Coordinator of Student Programs co-advise the Student Council.

The Student Council functions within Student Programs, providing activities, events, and service projects for students. The Davis Campus Student Council functions in a similar manner to the department of Student Involvement & Leadership at the Ogden Campus. Two of the positions on the council, the Davis Campus and Off-Campus Centers Vice President and the Davis Campus senator, are elected positions and part of the WSUSA executive board and student senate, respectively. The seven director and six

assistant director positions on the Student Council are appointed positions. All of these student officers are advised by either the Assistant Dean of Student Programs or the Coordinator of Student Programs

In 2008, the Northern Utah Academy for Math, Engineering, and Science (NUAMES), an early college charter high school, leased a portion of the land at the Davis Campus to house 400 high school students, grades 10-12. Approximately 125 of these students are in the WSU Early College program and are taking college-level courses on campus. The introduction of NUAMES has had an impact on the campus. Some NUAMES classes are held in the Davis Campus buildings and, in turn, WSU uses the NUAMES classrooms for overflow evening courses. NUAMES students use the commons areas and the billiards table as their main lunch room and 'hang out' space. Student Programs has intentionally included these early college students in activities as volunteers and encouraged them to apply for leadership positions. There is a designated NUAMES liaison who attends the council meetings.

Currently, the enrollment at WSU Davis is around 3,400. The campus offers seven associate's degrees, five bachelor's degrees, and eight master's degrees. More complete student demographics are stated in the section on Assessment and Evaluation.

Programs and Services

Core Programs and Services

The core programs and services in SP&S are the following:

- Student Council involvement and leadership program
- Advising and support services from Career Services, Counseling & Psychological Services, Veterans Services, and Veteran's Upward Bound; and for multicultural, nontraditional, and women students
- Advocacy support for students with appeals to the university (both Ogden and Davis)
- Educational workshops
- Recreation and exercise opportunities

Purpose

- The purpose of **the Student Council involvement and leadership program** is to provide opportunities for students to get involved on campus; learn significant life skills such as, leadership, communication, problem solving, and organizational skills; and be active in co-curricular activities, resulting in greater connection to the university, increased retention, and better persistence to a degree. The Student Council is the programming board for Davis Campus activities and events, organizing 12 to 15 events in an academic year. Almost all of the events are open not only to the faculty and staff of WSU, but to the surrounding community. Faculty, staff, and the community often bring their children to child-specific events. The general community attends the outdoor movie and participates in the 5K Run for Research. Community members have attended workshops sponsored by the Student Council on topics such as domestic violence awareness and breast cancer awareness.

- The purpose of **advising and services** is to support students in a variety of ways to assist in their pursuit of a college education.
 - Specifically, Veterans Services provides students with information concerning veterans' benefits and the GI Bill;
 - Veteran's Upward Bound offers pre-college veterans who do not qualify for the GI Bill enrollment information and college-preparatory tutoring in math, English, and computer literacy;
 - Career Services provides students guidance, which includes interest/aptitude inventories, preparation for interviews and writing resumes, and career exploration;
 - Counseling & Psychological Services assists students with short-term counseling for difficult personal and emotional issues;
 - Services for women students provides information concerning scholarships, single parent support groups, women's advocacy sources, and referrals to community agencies;
 - Services for nontraditional students provides information on social support networks, childcare, and family activities;
 - Services for multicultural students provides methods of helping students connect to diversity organizations and multicultural peer mentors.

- The purpose of **advocacy and appeals** is to assist students in preparing appeals they may have to university administration, either Enrollment Services or Financial Services.

- The purpose of the **educational workshops** is to provide academic, financial, and personal information and support to students in directing their college experience.

- The purpose of the **recreation and exercise opportunities** is to supply students with an avenue to exercise, lower stress levels, and socialize.

Alignment with university/Student Affairs mission and goals

SP&S aligns with the university and Student Affairs missions with the shared goal of providing an excellent educational experience for students, valuing diversity and inclusivity, promoting student learning, fostering a spirit of campus community, and providing opportunities for enriching campus engagement. Because of this we offer programs and services that provide opportunities for students to connect with other students through activities and recreation and to receive advice and support from student affairs professionals.

Alignment with university core themes and objectives

SP&S aligns with the university core theme of "Fostering learning through engagement and support" by providing departmental advising (Career Services; Counseling & Psychological Services; Services for Veterans; Veteran's Upward Bound; Services for Women, Nontraditional, and Multicultural Students; Advocacy and Appeals), helping students to "receive the support services they need" and helping students to "succeed as person and professionals." SP&S aligns with this same core theme by offering students opportunities to engage in a student leadership experience and "a satisfying university experience."

The core theme of “Providing educational programs which are responsive” is reflected by the educational workshops offered each semester which provide students with information and resources that can be applied to their success as students. These workshops are evaluated by students as to their effectiveness. Workshops that are rated high in value to students and which draw steady attendance are repeated each semester or each year. Students’ suggestions for worthwhile topics are taken into consideration when scheduling workshops.

Theories and philosophies

Council for the Advancement of Standards in Higher Education (CAS) is used in guiding the student learning outcomes for the Student Council. Each year the student leaders are assessed by their advisors on leadership skills and asked also to reflect on their own improvement. The areas the advisors and students are assessing are based on CAS standards. Additionally, the research by educators such as Astin, Kuh, Terenzini, and Tinto on the impact of out-of-class experiences on student learning and personal development has influenced the programs and services within SP&S.

Initiation of new programs and services

SP&S offers new events and service projects each year as the student leadership team is appointed. Other program changes have been the addition of leadership positions in the form of Student Council assistant directors. Peer mentors for women and nontraditional students and a diversity advocate for LGBT students are new positions. Limitations in staff, space, and budget prevent adding programs or services that are larger in scope. However, some programs and services have expanded. These expansions have been initiated for different reasons. Initially, when the Davis Campus was built, Student Affairs decided which services should be provided to students on a full-time basis and which could be provided on a part-time basis. The determination was made that services for nontraditional, women, and multicultural students would be available full time, being a part of the job responsibilities of the Coordinator for Student Programs (formerly Counselor for Special Student populations). This decision was made to reflect the large population and/or greater vulnerability of these groups.

The other services, Career Services, Counseling & Psychological Services, Veterans Services, and Veteran’s Upward Bound, send out representatives for a few hours per week or month to serve students. Except for Counseling & Psychological Services which requires appointments, these representatives will see students on a walk-in basis. From 2003 to 2008, Services for International Students sent a representative, but has not done so for three years due to staffing shortages. This semester, spring 2011, Counseling & Psychological Services was unable to send a counselor due to a staffing shortage. The Student Health Center offers part-time hours in fall and spring semesters. This department is currently staffed, but was closed for a year because of staffing shortages. This service reports to the Dean of Students, who is also within the Student Affairs Division.

Table 1 Service Provider Hours

Department	Hours per week	Hours per Month	Currently not Available
Career Services	Average 2.5	10	

Counseling & Psychological Services	Average 6	24	X Will resume in fall 2011
International Student Services	0	0	X
Services for Veterans	15	60	
Student Health Center	8	32	Closed summer term
Veteran's Upward Bound Advising	2	18	
Veteran's Upward Bound Tutoring	9	36	

Services Schedule

Career Services:

8:00 AM to 5:00 PM, January 19, February 14, March 9, April 4

5:00 PM to 7:00 PM, January 18, February 15, March 29, April 5

Counseling & Psychological Services:

Fall 2010 – Monday and Thursday, 1:30 PM to 3:30 PM

Spring 2011 – Currently unavailable due to counselor on maternity leave

Services for Veterans

Monday and Wednesday, 1:30 PM to 5:00 PM

Tuesday, 12:00 PM to 5:00 PM

Friday, 1:30 PM to 4:30 PM

Student Health Center

Monday, 9:00 AM to 2:00 PM

Thursday, 9:00 AM to 12:00 PM

Veteran's Upward Bound Advising

Wednesday, 3:00 PM to 5:00 PM

Veteran's Upward Bound Tutoring

Tuesday and Thursday, 8:30 AM to 11:30 AM

Wednesday, 3:00 PM to 6:00 PM

The goal of Student Affairs is to provide as many services as possible to students at the Davis Campus as are provided to students at the Ogden Campus, based on demand for and utilization of these services. The Assistant Dean of Student Services acts as the Advocacy and Appeals officer for the entire university and is housed at the Davis Campus. This position also coordinates the service representatives from the departments which offer the part-time services.

Other services at Davis are part of the Davis Learning Center. These include the Testing Center, tutoring, disability services, Supplemental Instruction, and the computer lab. These services report to the

Executive Director for Academic Support Centers and Programs, who is also within the Student Affairs Division.

The Student Council/Leadership Program has grown and added six new positions this year. The Student Council has also evolved in its position description over the years. Originally, the position of the Student Council President had a dual role and was also the Davis Campus student senator. The council was then made up of an executive secretary and six directors. In 2005, the WSUSA Student Senate approved the student senator and the Student Council President to be two separate positions. In 2009, the WSUSA Student Senate approved the Student Council President position to be an elected position, and to be a part of the executive board as the Vice President of the Davis Campus and Off-Campus Centers. This change from Student Council President to Davis Campus and Off-Campus Centers Vice President was a promotion. Therefore, the senator and Vice President are now elected positions, and the executive secretary and six directors and assistant directors remain appointed positions.

Another impetus for expansion occurred when the Northern Utah Academy for Math, Engineering, and Science (NUAMES) moved onto the campus. Student Programs & Services intentionally strived to connect with the early college students and encourage their participation with the council. As a result, many NUAMES students volunteer at events and apply for council positions when they graduate from high school and enroll at WSU. Also, over the eight years the Davis Campus has been in this building, the campus enrollment has grown, and more students are seeking ways to get involved and have leadership experiences. In 2010, six assistant director positions were added to the council due to receiving triple the amount of applications (25) than in the previous years. The council is now a group of 15: Vice-President, Senator, Executive Secretary, six Directors, and six Assistant Directors.

Another area where new services or programs have been initiated because of student demand is an exercise/recreation component at WSU Davis. Student Affairs has been implementing a survey to students each spring for over 16 years. Since the Davis Campus opened at the current location in 2003, students have consistently requested a fitness center. In 2005, a faculty workroom was relinquished to be a fitness center for students, faculty, and staff. On subsequent surveys, students have continued to request a larger facility with more equipment and showers. Also, a non-credit yoga class was first offered in 2005 and is very popular. Five classes per week were reduced to four classes per week in 2010 because of budget. The class is provided by WSU Campus Recreation. More recreation opportunities followed in 2009 with a half-basketball court and grass volleyball court being built. NUAMES paid a portion of the construction and uses the equipment for physical education classes. Student Programs & Services, with the collaboration of Campus Recreation (specifically Intramurals), has held basketball shootouts and volleyball tournaments.

Outreach, Campus Relations, and Collaborations

Advertise

Programs and services are advertised in multiple ways. The Advertising Assistant, a student employee, creates the posters and flyers for the events and services that are not sponsored by the Student Council. Students holding the position of Director and Assistant Director of Publicity create the marketing for events and programs sponsored by the Student Council. The Assistant Dean of Student Programs

manages a list of e-mail addresses of all of the students who take a class at the Davis Campus and faculty who teach at the Davis Campus. Among these three sources, the following advertising avenues are used:

- Davis Campus e-mail list
- Nontraditional Student Center e-mail list: Announcements sent by the Nontraditional Student Center on the Ogden Campus to students who use that Center include Davis Campus events
- Women's Center e-mail list: Announcements sent by the Women's Center on the Ogden Campus to students who use that Center include Davis Campus events
- WSU Davis web pages - weber.edu/davis
- Tabloid – Programs and Services overview for each semester: Davis Campus Student Programs & Services publishes a handout fall and spring semester, listing staff, services, and a calendar of the workshops and student-sponsored events
- Brochures for nontraditional, women's and multicultural student services
- Electronic sign: This is a large structure on the highway north of the campus
- Kiosk in front of campus
- WSU Davis building bulletin boards, easel signs, restroom signs, elevator ads, classrooms
- WSU electronic bulletin in the homepage portals of students, staff, and faculty
- WSU Media Relations
- Signpost student newspaper
- Ogden Campus kiosks and bulletin boards
- Student Involvement & Leadership Event Calendar
- Announcements at Student Affairs Division, Davis Campus, and Student Affairs Davis Campus meetings

Outreach

Student Programs & Services provides outreach to students and the community through programs and events. The programs and services offered are intended to engage students in accessing information, referrals, and support services that will assist them in completing their college education. The educational programs are intended to enhance students' experience at WSU and to broaden their thinking. The social events are intended to connect students to WSU and increase their sense of belonging.

Although outreach to the community is not a major focus of our programs and services, many of the Student Council events involve providing service to nonprofit organizations. Two of the Student Council positions are dedicated to service. Service projects are offered at family events, such as Halloween and Breakfast with Santa. During these events, children and parents have the opportunity to create gift bags for children in hospitals or to write letters to soldiers. Other events include blood drives, food drives, and Angel Tree gift donations. The community is also invited to participate in events, such as annual health fairs and 5K run fundraisers.

Collaboration within the Division

SP&S collaborates within the Division in a variety of ways. The structure for providing services to nontraditional, women, and multicultural students is part of the job responsibilities of the Coordinator for Student Programs. This position has the primary responsibility for serving the needs of these three populations. Within that role, the coordinator also works with the following three departments at the

Ogden Campus: Women's Center, Multicultural Student Center, and the Nontraditional Student Center. Collaborations include sharing information and advertising for events, planning programs at both campuses, periodically attending staff meetings, and participating in bi-monthly planning meetings at alternating campuses. Specific examples of collaborations are the Multicultural Youth Fair, the Single Parent Alliance workshop series, and Women's History Month events.

A second structure of collaboration within the division is the office hours held by the service representatives from the Ogden Campus. The Assistant Dean of Student Services facilitates the services delivered by Career Services, Counseling & Psychological Services, Veterans Services, and Veteran's Upward Bound. These four representatives spend time in a range from two to 15 hours per week at the Davis Campus.

A third method of collaboration is structured through the Student Council positions. Collaboration occurs between students who represent the same group of student characteristics or interests. For example, the Assistant Dean of Student Programs and the Coordinator for Student Programs co-advise the Davis Campus Student Council members. The coordinator advises the student directors who have the responsibility for providing educational programming and events for women students, nontraditional students, service projects, and diversity education. Student leaders are responsible for providing programming in these areas and connect with departments and other student leaders who also represent these groups of students. Examples are the Director for Nontraditional Students teaming with the Nontraditional Student Senator and the Director of Service teaming with the Volunteer Involvement Program. The Coordinator of Student Programs additionally collaborates with the Diversity & Unity Center through overseeing the student director responsible for diversity education and with the Women's Center through the student Director of Women.

A connection exists between Student Involvement & Leadership (SIL) on the Ogden Campus through the student leaders. The Vice President and Senator are elected positions within the Weber State University Student Association (WSUSA). The students in these two positions regularly attend meetings with their counterparts on the Ogden Campus. The Vice President also leads the programming efforts of the Student Council, and the council functions, too, as the Davis Campus Senator's area council. Student leaders from both campuses attend the SIL Academy of Leadership and various training sessions throughout the year. However, the Davis Campus Student Council also has an independent training retreat.

The SIL and SP&S staff do not make plans together regarding the student leadership programs; however, the SIL staff and all executive leaders are invited to the Student Council leadership retreat to meet the Davis Campus Student Council. There are no formal methods by which SP&S advisors are introduced to Ogden Campus student leaders. The student senate began holding meetings at the Davis Campus once or twice a semester in 2006, but SIL training lunches for students are all held at the Ogden Campus.

The Student Health Center operates part-time hours at the Davis Campus. It functions independently of other departments at the Davis Campus, although the director comes to the Student Affairs Davis Campus (SADC) monthly staff meetings and annual staff planning retreats.

As previously stated, Davis Campus students have expressed a strong interest on surveys for fitness and exercise options. This has led to collaborations with Campus Recreation which provides the yoga teacher for four non-credit classes per week and staff to conduct orientation sessions on how to use the

Fitness Center. As recreation facilities have been built, the half-court basketball and grass volleyball courts, Campus Recreation has collaborated with SP&S to run tournaments.

Another important partner within the Division and located at Davis is the Davis Learning Center. The Davis Learning Center includes the testing center, tutoring, the computer lab and Supplemental Instruction. The Director of the Davis Learning Center and the Assistant Dean of Student Programs have collaborated in most large issues that affect Student Affairs at the Davis Campus or involve joint decisions to be made concerning Student Affairs and Davis Campus Administration. Examples of this collaboration will be illustrated in the next section.

Student Affairs committees are an example of collaborations across the Division. SP&S staff participates on several committees:

Assistant Dean of Student Programs – Student Affairs Scholarship Committee; Student Affairs Student Engagement Task Force; Davis Campus Recognition Committee; Davis Campus Student Affairs Advisory Committee; Retention and Persistence to Graduation Committee; Davis Watkins Scholarship Committee

Assistant Dean of Student Services – Mt. Ogden Rotary Club; Northern Utah Food Co-op; Interfaith Works

Coordinator of Student Programs – Student Affairs Diversity Task Force; Student Affairs Assessment Committee; Women’s Studies Executive Council; Safe Zone Advisory Board

Collaboration outside the Division

The Davis Campus department heads meet twice monthly to share information. This council consists of staff from Davis Campus Administration, Student Affairs, Facilities Management, Campus Police, Technology Support, Bookstore, Enrollment Services, NUAMES, and Masters in Business Administration and Information Systems & Technology.

SP&S collaborates with NUAMES by including NUAMES student body officers (SBO), in events that the Student Council presents. Also, a SBO liaison attends the Student Council meetings. This link is important to providing a smooth pathway for NUAMES Early College students to be involved at WSU. NUAMES students have a choice of what university they will attend when they graduate from high school. An important part of college for many students is the opportunity to be involved with other students in co-curricular activities. The Student Council leadership group is the primary organization at the Davis Campus that provides this opportunity for students. When NUAMES students are encouraged to be involved with the council through volunteering at events, they feel prepared to apply for positions on the Student Council when they graduate. For the last three years, 25-30% of the council members have been NUAMES graduates.

A Student Affairs Advisory Board was formed this year which includes staff, faculty and students. The purpose of the Davis Campus Advisory Committee is to gather viewpoints on how the Davis Learning Center and SP&S can best meet the needs of faculty and students, and to explore ways in which faculty can support and become involved in Student Affairs at the Davis Campus. (Appendix U- Membership Roster)

Faculty also present at the educational workshops presented by SP&S. The bookstore and the library have, at times, used events to advertise their products or services. Some of the student employees work at both the bookstore and SP&S.

Other examples of collaborating are the Hourly Employee Training and the Davis Watkins Scholarship. The Hourly Employee Training is held once a year and is co-planned and presented by members of Davis Campus Administration, the Davis Learning Center, and SP&S. The Davis Watkins Scholarship committee that administers scholarships to Davis Campus students each semester is a collaboration of Davis Campus Administration, The Davis Learning Center, and SP&S.

The Assistant Dean of Student Services' role in advocacy and appeals (assisting students to prepare appeals to Enrollment Services or Financial Services), focuses primarily on collaborating with Enrollment Services, whose functions are admissions, registration, records, graduation, residency, scholarships, and financial aid. When a student is denied a petition (1st level due process step), the denial letter includes the information to contact the advocate's office for assistance in the hearing process. An appeal to an Administrative Hearing Officer (one in Enrollment Services and one in Financial Services) is the 2nd level due process step. Should an appeal be denied, the 3rd level due process step is a review by the University Due Process Officer (currently a professor in the Psychology Department). The petition, appeal, and due process levels are found in the University Policy and Procedures Manual, PPM 6-22 Section IX.

SP&S also collaborates with entities outside of the Division. The Coordinator for Student Programs serves on the Women's Studies Executive Council and works with staff and faculty to promote the Women's Studies minor and educational events, such as Women's History Month. The Coordinator represents WSU on the local school district's Head Start Policy Council and is a member of the Community of Promise, a representative group of non-profit community organizations in Davis County. These connections have led to several partnership projects and have served as excellent community outreach for our campus programming. Examples include a community event sponsored with the Davis Behavioral Health and Intermountain Health Care on prescription drug abuse; working with the lesbian, gay, bi-sexual, and transgendered (LGBT) community members to help the Ogden Resource Center raise donations for their young adult after school program; and partnering with Layton City and local businesses to promote the annual 5K Run for Research which benefits the Huntsman Cancer Foundation. The Coordinator of Student Programs is in the third year of serving on the state NASPA conference planning committee, working with colleagues from other colleges and universities within the state. NASPA, Student Affairs Administrators in Higher Education, is the organization that is the voice for student affairs administrative policy and practice.

Initiation of Collaborative Projects Collaborative projects are initiated with the following goals in mind: To provide students with need-to-know information, to connect students to services, to bring awareness of SP&S to students and faculty, to enhance public relations with the community, and to offer students opportunities to be involved.

Educational Workshops

The educational workshop series topics are planned based on past attendance numbers, “need-to-know” information, and student suggestions. For instance, Time Management is a popular topic that is presented early in the semester, along with other study skills topics, such as Note Taking. Students are thus provided the opportunity to improve these skills to build a strong foundation for the rest of the semester. The Searching for Scholarships workshop is offered at a time when students are planning to apply for financial assistance and will be required to meet a deadline. Test Taking Tips and Overcoming Test Anxiety workshops are offered at times in the semester when students are most likely preparing for final exams.

Another strategy for planning effective workshops is to feature those staff members who provide services at WSU Davis; for instance, the representative from Career Services may speak on career exploration or resume writing. At times, the Student Council directors schedule workshops on a topic that relates to their position. For example, the student Director of Women organized a workshop on domestic violence last semester. In the past the student senator booked a legislator whose efforts were instrumental in establishing the Davis Campus.

Faculty members are also asked to present workshops. From this, the faculty becomes more informed about SP&S, a different mix of students may attend the workshop, and faculty get the chance to present on a topic they enjoy. Approximately eight to ten workshops are held each semester in a classroom on the first floor. Attendance varies from ten to fifteen students, on average. The Assistant Dean and Coordinator of Student Programs present some of these workshops and also present workshops at the WSU West Center (a small branch campus that offers some tutoring and testing, General Education classes, and workshops).

Service Projects

The majority of collaborative service projects are developed from the interests of the Student Council. The Student Council decides on a service project and the advisors help the students connect with university and local resources to implement the project. An example is Primary Children’s Hospital’s need for blankets. The Student Council communicated with the hospital staff to verify the type of blankets needed and the blanket tying activity was part of an event for nontraditional students. Other projects are generated from community connections made directly by the Coordinator of Student Programs, such as the Sub-for-Santa toy drive. This was initiated through the contacts formed within the Davis County Community of Promise and then implemented in collaboration with the Davis County Family Connection Center.

Activities and Events

Twice a year the Ogden and Davis Campus staff come together to discuss collaborative projects to be implemented for the year. Through these meetings, ideas are generated for working together. Monthly meetings, alternating between campuses, are held with the department heads of nontraditional, multicultural, and women students. The Student Council has two planning retreats where they calendar events for the semester. They are encouraged to collaborate with Ogden Campus leaders, related departments at Davis, and the community

Outreach to the Campus and CommunityThe primary focus of SP&S is to provide opportunities for currently-registered students at the Davis Campus. Therefore, most service projects are promoted

within the university, utilizing the multiple methods of disseminating information to the student population. These include advertising with flyers posted around the building, on the webpage, through the e-mail list, the outdoor kiosk, and electronic sign. When the project involves a targeted interest group, SP&S will reach out to include those groups who may want to promote the project in their area. An example would be the “Letters to Soldiers” campaign. Communication is made with military and veterans organizations. An example of reaching out to the larger community is the 5K Run for Research which is advertised through running clubs, businesses carrying running equipment, and gyms in the local community.

Efforts to reach more students could be improved by providing more direct outreach targeting specific student groups. For example, more visible awareness of our nontraditional student services could be achieved by having information tables set up throughout the building with staff available to answer questions and promote upcoming activities/events and workshops as nontraditional students are arriving on campus for their evening classes. Outreach can also be improved through the development of more visible displays around campus promoting the services we provide for our nontraditional students. Another area to improve on is in outreach efforts to community groups in regard to being able to provide service-learning opportunities for students. Presently, students seeking service learning opportunities are directed to the Ogden Campus. The Davis campus, currently, does not have any representation from the Ogden Community Involvement Center. This oversight leads to many missed opportunities for students to connect with Davis non-profit organizations or take advantage of the several service-oriented programs that are promoted on the Ogden campus.

Program Changes Appeals

A change affecting the appeals process began in April 2009 when a major revision of the university PPM 6-22 IX (Procedures for Administrative Issues) created the three-step due process of petition level, appeal level, and review level. Previously, the appeals process had been managed solely by Enrollment Services. In 2009, Financial Services began managing their own petitions and appeals. Up to that time, the petition denial letter sent to students included a reference to contact an Appeals Officer for assistance with the hearing process. Financial Services elected to edit out of the petition denial letter any reference to contacting an Appeals Officer; however, Enrollment Services kept this reference in their petition denial letter. This has created a disparity in “help available” between the two letters that still exists, despite recommendations by the Assistant Dean of Student Services that the two letters be brought into parity.

International Student Services

Three years ago, the Director of International Student Services withdrew the part-time student advisor support for the Davis Campus. The assessment made was that low international student enrollment and lower budgets precluded the sharing of limited staff from the Ogden Campus.

Veteran’s Upward Bound

This year, Veteran’s Upward Bound (VUB), Tutoring Services, and SP&S combined resources to establish tutoring specific for VUB students. Beginning Summer Term, 2010, a math tutor was made available three hours per week and an English and computer literacy tutor made available for six hours per week located in the SP&S conference room.

Nontraditional Students

In 2008, there was no visible outreach program or webpage presence designed to assist nontraditional students attending the Davis Campus. In 2009, an individual webpage was designed for multicultural students, nontraditional students, and women students. In 2010, it was determined to target the nontraditional student population for specific outreach. A comprehensive needs assessment was conducted via the Davis Campus Annual Survey. Although 70% indicated they were satisfied with their overall experience at WSU Davis, only 23% of nontraditional students felt moderately or very connected to the campus community. Results showed that the nontraditional student population lacked a cohesive connection to the university and many did not know that services for nontraditional students were offered at the Davis Campus. From these results, a brochure was developed specifically outlining opportunities for nontraditional students and is available for students at multiple campus locations. (Appendix R – Nontraditional Student Brochure)

In collaboration with the Ogden Campus Nontraditional Student Center, a new online resource was developed (meetup.com) to connect and work smoothly with other online resources currently used by both campuses. Along with this was the development of a Nontraditional Student Peer Mentor position to help reach out to and connect with students on a personal level.

Student Council

The Davis Campus Student Council has made some fundamental changes in its structure: The leader of the Student Council was in a dual role functioning as the president of the programming board and as the student senator. First, these roles were separated and now are filled by two students. Subsequently, the role of president was upgraded to an executive and elected position with the title of Vice President of Davis Campus and Off-Campus Centers. The new Vice President position has more responsibility and is part of the WSUSA Executive Officers.

In fall of 2010, the Student Council positions of seven directors were increased to add six assistant directors. This nearly doubles the size of the council and offers more students leadership opportunities and tuition waivers or stipends. This increase in positions expands the leadership and involvement opportunities for students and has strengthened the Student Council in the following ways: Student directors now have the additional responsibility of building a working relationship with a designated assistant director; more students on the council creates greater synergy for creative ideas for events; and students are able to offer larger or more complex events because they have more students to help.

Recreation and Fitness

Because of many student responses to the Davis Campus Annual Survey, room for a Fitness Center was made on the third floor of the building. A faculty workroom was given up and equipment brought in. There are three cardio machines and two multipurpose weight machines. It is a serviceable space with a satellite television and lockers, although there are no showers.

Five years ago, SP&S began offering non-credit yoga classes four or five times per week with the instructor supplied by Campus Recreation. Although the class shares a conference classroom space (having to move tables and chairs each day for class), the yoga is popular with faculty, staff, and students.

In the fall of 2009, a half-court basketball area and a grass volleyball court were built. This space is utilized by NUAMES as well as WSU Davis students. SP&S has held basketball shootouts, intramural volleyball tournaments, and mud volleyball games. Campus Recreation has been a collaborator for some of these events.

New Programs and Services

Presently, no new services are being considered, but service expansion and restoration is underway and described in the following paragraphs. Funds have been approved recently by the state legislature to build a second building at the Davis Campus. Consequently, discussion of plans to improve and expand programs and services will begin this summer.

Services for Women Students

In 2009, a webpage for WSU Davis Services for Women Students was developed.

<http://programs.weber.edu/davissws/> This website contains several resources for students including a calendar of events, service and activism opportunities, scholarships and financial aid assistance, referral information, and a virtual bookshelf containing printable resources for a variety of women's interests: physical health, body image, relationship violence, and reproductive health. In 2010, Services for Women Students expanded to provide more educational workshops and campus awareness campaigns for domestic violence and sexual assault awareness. Future goals include developing a comprehensive needs assessment for the women of WSU to help aid in future initiatives for Davis Campus Services for Women Students. This project will be conducted in fall of 2011.

International Student Services

Recently, a study was conducted to determine how many international students 1) live in Davis County; 2) take classes at the Davis Campus, and 3) both live in Davis County and take classes at the Davis Campus. Data has shown that not a sufficient number of international students are warranted to reestablish services for international students at WSU Davis.

Leadership and Staffing

Organizational and Reporting Structure

Student Programs and Services staff consists of the Assistant Dean of Student Programs, the Assistant Dean of Student Services, the Coordinator of Student Programs, and the SP&S Secretary. The two assistant dean positions report to the Associate Vice President for Student Affairs. The Coordinator of Student Programs reports to the Assistant Dean of Student Programs and the secretary reports to the Assistant Dean of Student Services.

Two student office aides work at the front desk and report to the secretary. A student advertising assistant reports to the Assistant Dean of Student Programs. The Davis Campus Student Council members are responsible to either the Assistant Dean of Student Programs or the Coordinator of Student Programs, according to their position; and one student peer mentor for nontraditional students, two student peer mentors for women students, and one diversity advocate for LGBT students report to the Coordinator of Student Programs.

The full-time professional staffing was established in 2003 when the current building was completed. Changes in student positions were made in 2009 when the need for an advertising assistant was determined to maintain bulletin boards and create brochures. The peer mentor for nontraditional students was added in 2010 to create a social and networking community for nontraditional students in response to the annual survey that is administered. And the six assistant director positions were added to the Student Council in 2010. Two peer mentors for women students and a diversity advocate for LGBT services have recently been added.

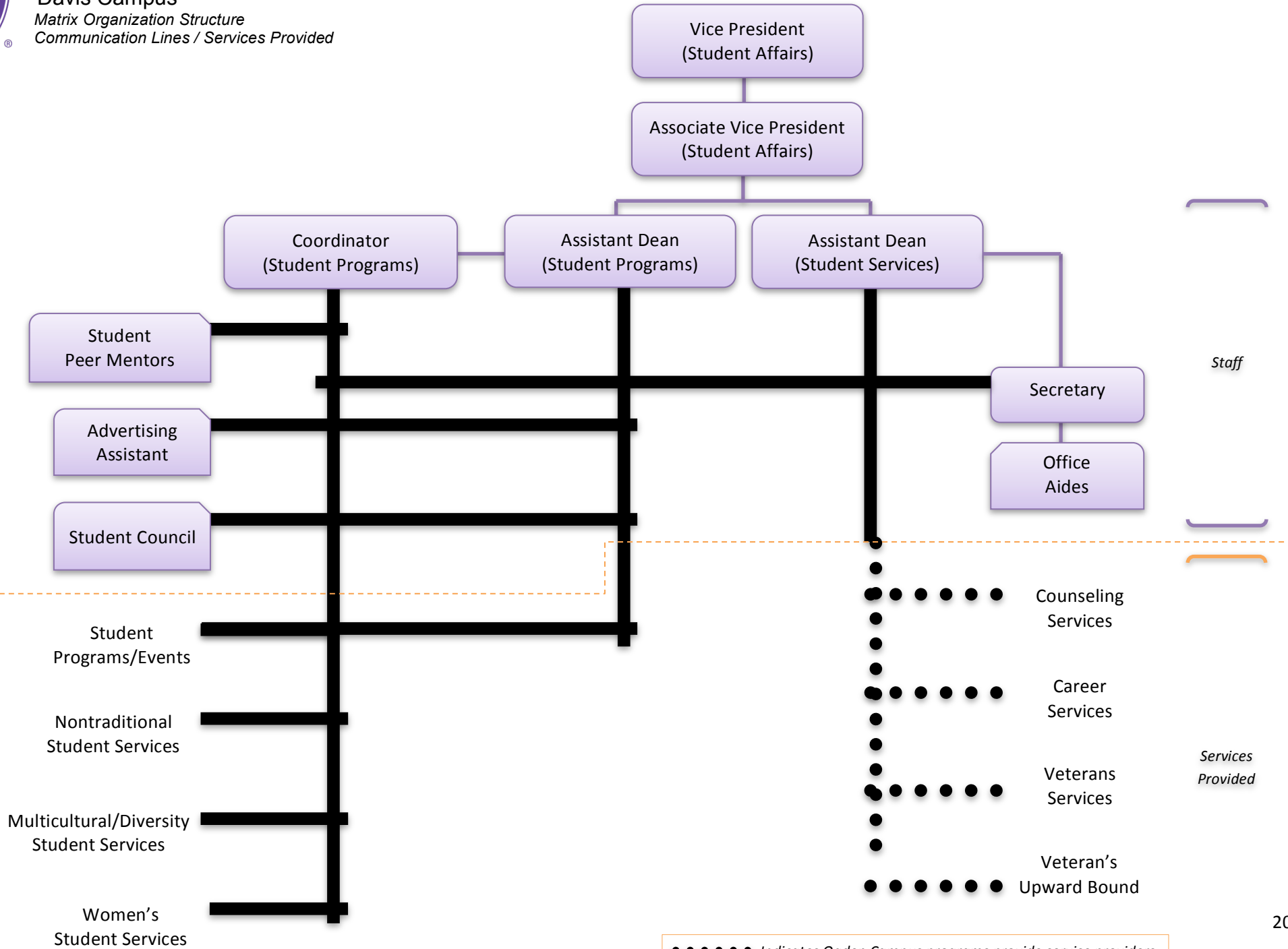


Student Programs & Services

-Davis Campus-

Matrix Organization Structure

Communication Lines / Services Provided



..... Indicates Ogden Campus programs provide service providers

Decisions made and communicated

Student Programs and Student Services are autonomous units. Daily decisions regarding the two areas are made independently. The Assistant Dean for Student Programs and Coordinator for Student Programs meet, formally, twice per month to discuss the progress or challenges to meeting department goals and objectives. Decisions regarding the Student Council are communicated in the bi-weekly Student Council meeting, in the weekly or bi-weekly advisor appointments, and to students via e-mail or text.

Information which impacts both Programs and Services is first shared, informally, among the office staff. The Student Affairs Davis Council (SADC) is the group of Student Affairs departments connected to the Davis Campus. These include Student Programs & Services, the Davis Learning Center, and the Student Health Center. This group meets once a month and the supervisors of this group, the Associate Vice President for Student Affairs and the Executive Director of Academic Support Services and Programs, attend the meetings in alternate months.

The Davis Council is a group consisting of staff representatives from all of the departments at the Davis Campus (not just Student Affairs) who meet twice a month to discuss issues and share information: Administration, Enrollment Services, Library, Faculty, Student Affairs, Facilities Management, Bookstore, University Police, and Technology Services. Large issues affecting the entire campus are communicated during this meeting.

Both assistant deans and the director of The Davis Learning Center attend the Ogden Campus monthly meeting of department and program heads chaired by the Vice President for Student Affairs.

Additionally, the Assistant Dean of Student Programs and the Assistant Dean of Student Services meet together with the Associate Vice President monthly; each assistant dean meets one-on-one with the Associate Vice President on a monthly basis; and all the department heads reporting to the Associate Vice President of Student Affairs meet once a month.

Staff and responsibilities

Demographic information

(Staff demographic information on page 24.)

Recruiting

Recruiting for professional staff positions follows Human Resources guidelines which requires a position to be posted for 30 days. Positions are posted on the WSU HR website and in two or three local newspapers. Within the past five years, the Coordinator of Student Programs was hired through this type of recruitment effort. All other professional staff has remained constant.

Student employees are recruited through the WSU student employment website, by flyers posted on the bulletin boards, and by listings in the weekly student e-mail message.

Student Council and peer mentor positions are recruited by applications placed in classrooms and other conspicuous locations, through word-of-mouth in the community of those interested in WSUSA student positions, and by flyers and e-mail messages.

Staffing components

Assistant Dean of Student Programs

Qualifications

Master's degree in Student Development, Student Affairs, or related field; a minimum of five years of experience in higher education; demonstrated experience with and understanding of student development and student advocacy

Job responsibilities

Serve as the primary Student Affairs interface with the Davis Campus Administration and the Ogden Campus Student Affairs Division; manage the budget for Student Programs & Services; supervise and train the Coordinator for Student Programs; co-direct a student development and leadership training program; facilitate the planning for team building retreats and goal-completion activities

Assistant Dean of Student Services

Qualifications

Master's degree in Student Development, Counseling, Psychology, or related field; a minimum of five years of experience in higher education; extensive experience in and knowledge of student services and student advocacy

Job responsibilities

Coordinate Counseling & Psychological Services, Career Services, Veterans Services, and Veteran's Upward Bound; supervise and train office secretary; serve on the Davis Campus Council; and serve as student advocate for all WSU students in the administrative appeals process

Coordinator for Student Programs

Qualifications

Master's degree or equivalent in Student Development, Student Affairs, or areas related to responsibilities; a minimum of two years of experience in higher education; experience working with two or more of the following areas: student leadership, multicultural student services, nontraditional student services, women's student services

Responsibilities

Co-direct a student leadership and training program; provide support services to multicultural, nontraditional, and women students

Secretary

Qualifications

Associate's or bachelor's degree in office administration, education, or related field; minimum of four years clerical and secretarial experience; competent interpersonal skills; proficiency in computer applications; type 50-60 WPM

Job responsibilities

Oversee Wildcard student I.D. system, distribute ED passes, supervise and train student office aides; maintain customer service requests at front desk; provide clerical support for Assistant Dean of Student Programs, Assistant Dean of Student Services, and Coordinator of Student Programs

Student Office Aides

Qualifications

College student; software computer skills; good customer service skills; ability to multi-task

Job responsibilities

Answer multi-phone lines at front desk; field customer service questions and make correct referrals; issue Wildcards and ED Passes; perform clerical tasks as assigned; issue equipment for billiards table, volley, and basketball

Student Advertising Assistant

Qualifications

College student; knowledge of graphic design programs, such as Photoshop and InDesign; creativity and self-initiative

Job responsibilities

Create advertising posters and flyers for educational workshops; create brochures and program-descriptive documents; keep bulletin boards and kiosk updated



Student Programs & Services
-Davis Campus-

® *Department Staff Profile*

	Professional	Support	Student	Student Council
Female	1	1	2	9
Male	2		1	6

Degrees:				
Ph.D	1			
MA, MS	2			
BA, BS		1		
AA, AS			2	5

Years of experience in the field:				
None				
Less than 5				
5-10				
11-15	1			
16-20				
20+	2	1		

Full Time	3	1		
Part Time			3	

Training and Professional Development

Employee orientation

Student Affairs has an Employee Training for new professional and classified staff. The new employees spend a day learning about WSU and hearing from heads of departments as they explain their services and programs. Within SP&S, each supervisor trains the new employee reporting to him or her. For instance, when the Coordinator of Student Programs was being hired, it was at a time near to the Student Affairs Davis Campus (SADC) annual retreat. The new coordinator was flown out for this training. Job-specific training and orientation occurred subsequently, over a few-week period.

The Advertising Assistant is trained by the Assistant Dean of Student Programs and walked around the campus to be introduced to staff. The student aides are trained and oriented to the campus by the secretary.

Professional development training

WSU provides many opportunities for staff training. The Office of Workplace Learning (OWL) has a large range of training topics online through Training Tracker, an online workshop/class scheduling system. Staff may sign up to learn such topics as grant-writing, suicide prevention, stress relief, anger management, and computer programs. Student Affairs offers Division trainings three or four times per semester and the Student Affairs Academy once a year. Each department is encouraged to attend state, regional, or national NASPA conferences or the conferences relating to their particular organization. The Assistant Dean of Student Programs attends the regional NASPA conferences and the Coordinator of Student Programs attends the national NASPA conference.

Evaluation

Evaluation methods

For professional and classified staff, WSU uses the Performance Review and Enrichment Program (PREP). This formal review is done on an annual basis and is an interactive process between employee and supervisor. Informal methods of evaluating performance are conducted in bi-weekly meetings or as needed. Student employees are evaluated informally from week to week as their work is reviewed.

Feedback methods and timeline for changes

The PREP process includes written and verbal feedback between employee and supervisor. If changes are required, a timeline will be decided at the time of the PREP. For student staff, addressing improvements is more immediate.

Departmental rewards/recognition programs

WSU Davis has a recognition program for staff and faculty who work at the Davis Campus and for students who attend the Davis Campus. Hourly employees are nominated monthly and honored with a certificate, letter of congratulations, and gift card. Permanent staff, faculty, and students are honored on a semester basis. The outstanding staff, faculty, and student are given a certificate, letter of

congratulations, and gift card. Their photo is placed on a wall of recognition until the next nominating cycle.

Staffing needs

Student Programs has grown in the last five years due to both increased enrollment at the Davis Campus and expansion of programs. When Student Programs relocates to the new building in 2013, there is a need for another coordinator position and a secretarial position.

In the past two years, the Davis Campus enrollment has grown as much or more than the enrollment at the Ogden Campus:

Table 2 WSU Enrollment Growth

Percent of Change	2009	2010
Davis Campus	9.6%	12.3 %
Ogden Campus	10.00%	7.3%

WSU Institutional Research (April 2011)

The population of Davis County is larger than that of Weber County and grew at a faster rate from 2005 to 2010.

Table 3 Census Population

	2005	2010	Rate of Growth
Davis County	276,374	304,502	10%
Weber County	212,707	230,145	8%

<http://governor.utah.gov/dea/demographics.html>

Now that the new building has been approved to be built and open in fall of 2013, the anticipated future enrollment at Davis will grow by another 2,000 students by 2014.

NUAMES has added a demographic to the campus that is interested in student involvement. When these students graduate from high school they seek to have leadership positions on the Student Council. Student Programs has made efforts to include NUAMES in events and with council positions as they graduate. More positions were added to the Student Council this year to accommodate increased interest. Because of the growth in the Student Council/leadership program and the demand for fitness and recreational opportunities, there will be a need for additional staff to oversee recreational programming, to advise student peer mentors, and to co-advise the Student Council.

The areas of services for nontraditional and women students have the potential to be more vital if focused on. The Coordinator of Student Programs is working to create ways to connect nontraditional and women students with one another by creating social support groups. Another effort is to build a

peer mentor program to facilitate these efforts. A nontraditional student peer mentor position was added in fall of 2010 and two more peer mentor positions, for women students, have recently been approved. Additionally, a student diversity advocate position was approved to begin providing services to LGBT students. These goals to provide more support to nontraditional, women, and LGBT students has created more responsibility for the Coordinator of Student Programs. Creating six new Assistant Director positions on the Student Council has added more responsibility to both the Coordinator and Assistant Dean of Student Programs in terms of time interviewing students, holding advising appointments, and assessing leadership growth. Currently, lack of space limits the hiring of another full-time staff member, but the need for a full-time coordinator and full-time secretary will be needed for the move to the new building.

Financial Resources and Budget

Budget over five years

(Budget tables on page 29-30)

The Student Programs & Services budget is funded both by E&G (Education and General: State-appropriated funds from the legislature and student tuition) and by student fee monies. One hundred percent of the salaries of the Assistant Dean of Student Services and the Secretary and 28% of the salary of the Assistant Dean of Student Programs come from E&G funds. The remainder of the budget (including 78% of the salary of the Assistant Dean of Student Programs and 100% of the salary of the Coordinator of Student Programs) is funded by student fees.

Cost per student

The cost per student is a complicated figure to compute. Data is collected in a variety of ways. For instance, at events, participants are asked to write their names on a sign-in sheet. Most events are open to the community. The sign-in sheets ask participants to identify themselves as students, faculty/staff, or community members; however, this is not always done accurately. The fitness center also has a sign-in sheet available, but the center is unstaffed and, therefore, the sign-in process is unmonitored. The use of other services is able to be tracked more precisely, for instance, advising appointments, yoga classes, billiards, and issuing Wildcards. The Five-Year Budget Cost per Session Table shows the cost per session using only the programming budget. The information given is determined by the programming budget and the total number of students who have attended Student Council events.

The One-Year Budget Cost per Session Table shows the cost per session using the total budget. The information given is determined by the total budget and the total number of students who have used all the services and programs in SP&S.

Outside funding

Activity waivers, currently titled fellowships, fund the WSUSA and Davis Student Council positions. These funds are held with the Scholarship Office and requested through a central committee, the Student

Affairs Scholarship Committee. Many departments in Student Affairs have accounts for these fellowship waivers. The fellowships for Davis Campus vice president and senator are funded through the Student Involvement and Leadership (SIL) account. The seven directors, the three peer mentors, and the one diversity advocate are funded through the Davis Campus account. And the six assistant directors are funded as stipends in the base budget of SP&S.

Budget priorities

The Assistant Dean of Student Programs manages the budget and allocates funds to the Assistant Dean of Student Services, the Coordinator of Student Programs, and the Student Council. Hourly wages for two student office aides come from the account for the Assistant Dean of Student Programs. Expenses for services for multicultural, nontraditional, and women students comes from the account for the Coordinator of Student Programs. The funds allocated to the Student Council are dedicated to student programming. The account for the Assistant Dean of Student Programs pays for the hourly wages for the student advertising assistant, the daily operating budget, travel, and other general expenses.

Budget priorities are discussed in staff meetings as the need arises. For example, the account for multicultural, nontraditional, and women student services was established this year to track the needs for these student groups. Equipment and technology needs are discussed as machines wear out.

Budget changes

A few changes have been made to the budget in the last five years. In 2007, a greater percentage of the salary for the Assistant Dean of Student Programs was allocated to E&G funds, moving up from 45% to 78%. In 2007-2008, the salary for the Tutoring Specialist (who reports to the Davis Learning Center) was appropriately moved into the budget of the Davis Learning Center.

A minor change was the hiring of a student advertising assistant. This impacted the hourly wage budget by bringing the total number of student workers from two up to three. The most recent change made was in the 2011-2012 budget where \$6,600 was added to the base budget to fund the Student Council Assistant Directors.

No changes are anticipated in the near future; however, budget needs for the new building will need to be increased in several categories:

- The staff budget will need to be increased to accommodate another professional staff position (a coordinator) and another classified staff position (a secretary).
- The current expense budget will need to grow as more staff is hired.
- There will be a need for a larger advertising budget as printed publicity will need to cover two buildings instead of one.
- The programming budget will need increasing to hire speakers and entertainers since there will be an actual event space in the new building.
- The travel budget may need increase for travel between campuses and travel to conferences when more staff are hired

FINANCIAL RESOURCES AND BUDGET

This calculation for cost per session is based on the programming budget only, divided by total attendance numbers at events. A session is the total number of times students access services or attend events. Sessions are duplicated headcount. As such, one student may have attended multiple different events, and that is not accounted for.

Table 4 Five-Year Budget/Cost per Session

Year	Total Budget	E&G	Student Fees	Programming Budget	Number of Event Sessions	Cost per Session
2005-2006	\$365,079	\$193,425	\$171,654	\$6,655	2,078	\$3.20
2006-2007	\$361,904	\$213,233	*\$148,671	\$6,784	2,265	\$3.00
2007-2008	\$350,817	\$241,878	**\$108,939	\$11,452	3,853	\$3.00
2008-2009	\$344,665	\$230,312	\$114,353	\$9,475	4,647	\$2.03
2009-2010	\$356,857	\$232,288	\$124,569	\$13,690	5,441	\$2.50

*Beginning in 2006-2007, a greater percentage of the salary for the Assistant Dean of Student Programs was allocated to E&G funds, moving up from 45% to 78%.

**In 2007-2008, the salary for the Tutoring Specialist was appropriately moved into the budget of the Davis Learning Center.

This calculation for cost per session is based on the total budget, divided by the total session numbers for all programs and services, including events. (Student Usage Table on page 48.)

Table 5 One-Year Budget/Cost per Session

Year	Total Budget	Number of all SP&S Sessions	Cost per Session
2009 2010	\$301,890	7,704	\$39

*Consistent data is not available for numbers of individual students.

Table 6 Current Year Budget Detail

Year	Total Budget	Total St Fee Budget	E&G Salaries	St. Fee Salaries + Benefits	Hourly Wages +Benefits	Current Expense	Travel
2010-11	\$359,478	\$126,665	\$177,846	\$76,500	\$18,430	\$27,535	\$4,200

Facilities, Equipment, and Technology

Current space

SP&S is limited by the current space. As services and programs expand, there is need for more space. Several offices are used for multiple purposes. Services are scheduled at different times to accommodate more than one service being offered. An example is that Career Services and Counseling & Psychological Services use the same office at different times and Veterans Services and VUB use the same office, but at different times. Another example is the use of the conference room. It is used as a meeting room, a lunch break room, a tutoring space, and for publicity production.

The Student Council office is very small with only two computers for 15 students. Each student is required to log two office hours per week. At times, there are three or four students fulfilling their office hours at the same time and there is no room for them to sit and not enough computers.

More storage space is greatly needed. Storage space is limited for files and Student Council supplies. Student Council has to use two additional areas in the building to store event supplies. The Davis Campus administration has been kind enough to allow the council to share storage space on the third floor near the faculty offices and in large cabinets in two classrooms on the first floor.

Student leaders need a larger conference room in which to meet and a larger open space to plan and prepare for events. Over the years the Student Council has outgrown three conference rooms on the second floor and now meets in the largest conference room on the first floor for bi-weekly meetings. A designated area is needed for publicity production. Often the students are creating banners and laying out decorations for events. A layout table is needed for this type of design. Currently, the students use the floor for this purpose.

More space would allow an area for women and nontraditional students to connect. A designated location for these student populations would allow for students to meet with peer mentors and for students to find one another to connect and form support networks.

With the addition of NUAMES in 2008, The Haven, the open area in front of the SP&S front desk, is used nearly all day. This area offers a billiards table and television for student use, but was also used as a study area in the past for some hours of the day. On past surveys, students have remarked that they would like more designated study space in the building. The Haven used to fulfill this purpose, but now is quite noisy much of the time with NUAMES students. The benefit of NUAMES students using the area is that the area is vital and students are connecting. The drawback is that the space which has now become a “hangout” space is also near offices where staff need quiet to do their work or near customer service desks where staff members are assisting students.

Accessibility

Offices are accessible, but not easy to locate due to their being in a back hallway. SP&S does have a front desk customer service area, but the services and programs offered are not obvious to students passing by. Some services, such as VUB tutoring, place standing signs near the suite entrance to display their hours.

Safety

The Davis Campus is a safe environment with nearly no crime. There is a police officer on staff during the day, but no one in the evening hours. The police officer leaves at 3:30 PM. Both the front desk of SP&S and the office that Counseling & Psychological Services uses have alarm buttons under the desks. Each office door is self-locking. Some areas of the building have surveillance cameras. Counseling & Psychological Services has expressed concern regarding safety with the separation of their office from the front desk and have reduced their late afternoon hours because of these concerns. Another safety consideration is for staff, primarily students, who work in the evenings and lock up the building. Arrangements have been made with the night custodian to watch student employees as they walk to their cars after the latest shift, ending at 11:00 PM.

Equipment and technology

SP&S carries forward some funds each year to accommodate upgrading equipment and technology. Primary computers are upgraded every three to four years. Other computers are replaced with used, but better-working equipment. A maintenance contract is carried on the copy machine. Some printers are used by more than one staff member.

Incorporating technology

SP&S has web pages on the Davis Campus website: weber.edu/DavisStudentServices On this site, programs and services are fully explained. Photos of staff and student leaders are posted with descriptive information. Hours for the different services are posted. And a calendar of workshops and events dates and time is displayed. Technology is used also while presenting workshops which are held in a classroom where advanced technology is available to show PowerPoint presentations or access the Internet.

Nontraditional Student Services has collaborated with the Ogden Nontraditional Student Center to incorporate various methods of technology to help promote their events and services. These methods include utilizing Twitter, Facebook, e-mail group lists, and the Meetup.com site.

Technology is also incorporated in advertising services and programs. The Assistant Dean of Student Programs has an e-mail list of all students attending the Davis Campus. An e-mail is sent each Monday which announces all events and other pertinent information, such as scholarship and student employment opportunities. Events are posted on the electronic sign that is on highway 193 near the campus. Events are submitted to the WSU Bulletin which is visible through the students' portal on their homepage. The Student Council posts event notices on Facebook and uses the texting system for these announcements as well.

Adequacy of equipment

SP&S recently replaced three computers that were not adequate to meet the needs of the Coordinator of Student Programs who manages the website, the Student Council Director of Publicity who works with graphics programs, and the Advertising Assistant. Computers are updated about every three to four years, but not always with new computers. The color printer used for publicity is slow and needs upgrading. The copy machine is adequate, but very old.

Projected needs

As mentioned before, more space is needed for student leader offices, and space for publicity and storage. Ideally, the campus would have areas designated for students' social use that were not adjacent to staff offices or customer service desks. There may be a need for more offices to accommodate the Ogden Campus service representatives who could spend more hours per week at the Davis Campus if offices were available to them. The color printer used for advertising and publicity is very slow. A more professional machine will be needed in the future to accommodate the volume of advertising produced. These are present needs. The future projected needs have been addressed previously.

Ethical and Legal Responsibilities

Regulations

Staff members have been trained in the Family Education Rights Privacy Act (FERPA) and the Davis Campus includes this information in its Hourly Employee Training. The issuing of Wildcard I.D.s and ED bus passes is tightly controlled at every step in the process. Proper training for the office aides is provided by the Ogden Campus supervisors and by the office secretary. All cards are individually accounted for and locked in a secure safe in a locked office in a locked office suite in the locked building.

Students requesting either card are asked for their W# (WSU student identification number), which is entered into the computer. Students are asked for their birth date and address to validate their identity. Wildcards are \$10.00 (\$20.00 for replacements). ED bus passes are free, but available only for

students who pay student fees (\$50.00 for replacements). Since both card systems are driven by W#,s, these numbers are also kept confidential.

In the student advocacy appeals area, ethical and legal processes are closely followed. A student seeking help must prove identity at the outset via a valid W# (since most initial contacts are via phone, voice, e-mail, fax, etc., and not in person). Parents, spouses, etc., are not involved in the process unless the student provides a properly-executed "release of information" form. Parents who provide a current federal tax filing that lists the student as a dependent are exempted from the above form. All appeal documents are in a locked office during working hours, and are secured in locked file cabinets in locked offices. Appeal files are kept for three years and then shredded.

Student Programs has changed some procedures to better ensure student privacy. Students used to be asked for their WSU ID numbers when signing in for events and when using the Fitness Center. The Fitness Center has recently installed an electronic tracking system to take the place of sign-in sheets. At events, students are asked to sign in, but not to write their ID numbers.

Other kinds of private information, such as job or tuition waiver applications, are stored privately in locked offices or shredded.

Counseling & Psychological Services has a designated computer in their shared office for the sake of privacy. And to provide more privacy, a sound barrier system was installed outside of the office to make sure private conversations cannot be heard.

Student Council members attend a three-day training session to learn leadership skills. These students receive training in policies and procedures related to confidentiality, ethical conduct, and financial regulations.

Information Security Policy PPM10.1-10.4

SP&S ensures the security and protection of high-risk, restricted, and confidential information in its custody by the university's technology security systems and the locking up of private documents. The offices can be closed for private conversations. Sensitive information is shredded when no longer needed. And, the office used for counseling has been additionally sound-proofed.

Assessment and Evaluation

Outcomes – Educational Goals

Core Student Learning Outcomes Each department in the Student Affairs Division has been asked to respond to Division objectives each year. A six-column model is used to tie both program and educational goals together in one annual planning document. Goals are related to divisional and/or university initiatives and priorities. Multiple assessment methods are employed, and each department articulates how the assessment results are used. Student Programs & Services has examined primarily the following student learning outcomes:

- 1) Students will learn and apply their knowledge of campus resources; study skills; financial information; and appeals preparation to succeed as persons and professionals.
- 2) Student leaders will demonstrate skills in team building; organization; event planning; and self-assessment.
- 3) Students will gain an awareness of diversity issues through student events and educational workshops.

Methods used to examine outcomes

Prior to 2008, SP&S administered mostly satisfaction surveys. For example, workshops were evaluated as to whether or not students felt the presenter was effective, how the workshop could be improved, and what workshop topics students would suggest for the future. Services were evaluated on the basis of whether or not students were satisfied with their service. As WSU has moved to assessing learning outcomes, the assessment instruments have been revised to ask students what they have learned. SP&S is now using all of the following methods of assessment:

ASSESSMENT METHODS

Copies of assessment instruments are in Appendices F – P, with the exception of the Davis Campus Annual Survey which is a separate attachment due to its length.

DIRECT

Reflective questionnaires and peer evaluations

CAS (Council for the Advancement of Standards in Higher Education) standards are used to assess student leadership skills. These assessments include reflective questionnaires, and often peer evaluations.

Internal review of performance and assessing with rubrics

The advisors for the student leaders use a rubric to assess student behavior and improvement. (Appendix M – Rubric)

INDIRECT

Departmental survey

Each spring SP&S administers the Davis Campus Annual Survey on StudentVoice that assesses use of and satisfaction with services campus-wide. The survey also asks demographic information. (Davis Campus Annual Survey is a separate attachment from this document.)

Focus groups

Focus groups have been used to gather information from NUAMES students, Student Council members, Gay-Straight Alliance club members, and with Safe Zone allies.

Graduation and retention rates and grade-tracking comparison

The Student Council is the cohort used to track graduation rates and grades. This group was not tracked prior to 2010-2011 because it was under ten students. This year the group has increased to 15.

How do the outcomes relate to the university core theme objectives?

The following chart shows the core student learning outcomes SP&S is using that relate to the university core theme objectives. The university core theme objectives were finalized by the University Planning Council this semester, spring 2011. The core theme objectives are similar to objectives from other years and similar to core strategies that the Student Affairs Division has focused on in the last five years. However, the core student learning outcomes that SP&S is using may be somewhat different in their specifics compared to the university core theme objectives because the SP&S learning outcomes were decided upon in last summer’s planning retreat for the 2010-2011 year.

Core Student Learning Outcomes

University Core Theme Objectives

<p>Students will learn and apply their knowledge of campus resources; study skills; financial information; and appeals preparation to succeed as persons and professionals.</p>	<p>I. Fostering learning through engagement and support</p> <ul style="list-style-type: none"> • Students learn to succeed as persons and professionals • Students experience an engaging environment and a satisfying university experience • Students receive the support services they need
<p>Student leaders will demonstrate skills in team building; organization; event planning; and self-assessment.</p> <p>Students will gain an awareness of diversity issues through student events and educational workshops.</p>	<p>II. Providing educational programs which are responsive</p> <ul style="list-style-type: none"> • Provide access to higher educational opportunity <p>III. Serving as a leading partner in the educational, cultural and economic development of the region</p>

Students learn to succeed as persons and professionals.

All three of the student learning outcomes listed above help prepare students to succeed as persons and professionals: Students that can utilize campus resources, including options to finance their education, are empowered during their university experience. Students who improve study skills facilitate their academic endeavors. The 13 students who attended the educational workshops on improving note-taking and test-taking skills spring semester 2008, indicated on the assessment that they learned the objectives presented in the workshop and were satisfied with the information and the presenters. (Appendix C – 2007-2008 Five Column Model)

Students experience an engaging learning environment and a satisfying university experience

SP&S designs its programs and services to be available to students, to encourage students to use services, to participate in programs, and to connect students to one another through support groups

and social networking. The Student Council connects students at large to the campus through offering activities and service projects. The Student Council engages with one another in an environment fostering teamwork and collaboration. (Appendix D – 2008-2009 Five Column Model)

Students receive the support services they need

SP&S strives to listen to students, assess their needs, and provide them with support services through advocacy and training in the appeals process, advising for veterans, tutoring for VUB students, career and psychological counseling, and advising for nontraditional, women, multicultural, and veteran students.

Providing educational programs which are responsive

SP&S provides WSU Davis students with a variety of programs and services. Evaluations from the educational workshops ask students on what topics they need instruction. The Coordinator of Student Programs is then able to recruit speakers who can address students' needs.

SP&S plans a diverse schedule of programming each semester. Student leaders are able to hear through word-of-mouth what students are interested in or curious about. The Student Council positions are structured to be inclusive of the entire campus community. Five of the director and assistant director positions are responsible for planning programs responsive to traditional, nontraditional, diverse, and women students. SP&S has been proactive in promoting diversity by creating a diversity training component for hourly employees and offering a "Let's Talk" diversity speaker for staff and faculty. (Appendix O – Let's Talk Assessment Instrument)

Program Goals

Program goals have shifted some over the years to adapt to varying Division initiatives and university core objectives. Program goals have been added due to changes, such as the arrival of NUAMES Early College High School (2007-2008). Program goals have been given more or less emphasis in some cases due to changing personnel in the department (2008-2009). However, the following program goals are consistent with the mission of Student Programs & Services and the university core theme objectives:

Develop an effective student leadership program:

Related to "Fostering learning through engagement and support":

- *Students learn to succeed as persons and professionals*
- *Students experience an engaging learning environment and a satisfying university experience*

Student Council members are provided with leadership training and assessed each year on aspects of their training. The following indicates the different leadership aspects emphasized each year. Highlights of the results of assessments are given for some years.

06-07 –Student Council members will learn and demonstrate their knowledge of teamwork, time management, event planning, collaboration, and policies and procedures.

07-08 – Student Council members will learn the steps to effectively ‘Open and Close an Event’ – Student leaders showed 87% success in demonstrating the steps and 70% success in listing the steps from memory (Appendix H – Learning outcome and assessment instrument)

08-09 – Student Council members will learn effective methods of Planning Events and Working as a Team. This year, the leadership skills were assessed in three ways: 1) the students rated themselves in both Planning Events and Working as a Team; 2) the students rated one another on their strengths and weaknesses in Working as a Team; and the advisors rated the students on their strengths and weaknesses in Working as a Team. Results from the students’ self-assessment on teamwork skills (scale of 1-low to 5-high), increased fall to spring from 4.0 to 4.16; planning and implementing events increased fall to spring from 3.35 to 4.08. (Appendix I – Assessment instrument)

09-10 – Student Council members will learn Goal Development, Event Planning, and Assessment Skills. Four student council directors received a direct assessment tool to measure their skills in goal development, event planning and assessment of their programs. Three of the four directors displayed a very marginal level of improvement (averaging 3% improvement) in these categories while the fourth director increased their knowledge by 52%.

10-11 – Student Council directors will assess themselves with CAS standards for Leadership Development. Student Council assistant directors will assess themselves with CAS standards for Realistic Self-Appraisal. Advisors will assess both directors and assistant directors on these standards. (Appendix L – Assessment instrument)

Findings Based on Goal Examination

Each year, the Student Leadership Training Retreat is planned with the input of the Davis Campus and Off-Campus Centers Vice President. Most years, the Vice President has been a former council member and experienced the previous year’s leadership training. Each new Vice President will make adjustments to the training agenda, based on his or her own experience, priorities, and goals for the coming year.

From the assessments given to the students, advisors can determine where students need stronger training or where training is lacking. An example of this is that the year the students were assessing themselves and each other on working as a team, they suggested that they receive training on clearer expectations of shared responsibilities. So, the next year, training was implemented on defining roles and responsibilities for each council position. Another example of student input is that last year the council members asked for more budget training and to have more autonomy with their portion of the funds. This year, budget training was implemented and students decided as a group how to allocate their programming budget among each director.

Starting with the 2010-2011 year, six positions were added to the nine-member Student Council. This was due to campus growth, NUAMES involvement, and a surge in the number of applications to be on the council. In addition to the Vice President, Senator, and seven Directors, six Assistant Directors were added. Adding more students to the council has increased the opportunity for student involvement, allowed the council to implement larger and more complex events, and strengthened the connection between the Davis and Ogden campuses.

Implement and expand services for nontraditional students

Related to “Fostering learning through engagement and support”:

- *Students receive the support services they need*

Services for nontraditional students were assessed on the spring 2010 Davis Campus Annual Survey. From those results, the following were put into place: 1) a network for nontraditional students was organized on meetup.com; 2) a peer mentor program was organized; 3) workshops were offered to educate nontraditional students to access scholarships and other financial resources

Findings Based on Goal Examination

In the spring of 2010, questions were added to the Davis Campus Annual Survey specific to nontraditional students to review the current student demographics and provide a needs assessment. One statistic that stood out was that although the nontraditional students who attended the Davis Campus were satisfied with the services they received throughout the campus, they did not feel they were ‘connected’ with the university. With this concern, an initial phase of expanding services and opportunities for nontraditional students was explored. A Nontraditional Student Mentor position was created to reach out to connect more with the nontraditional student population and a Nontraditional Student Social Support Group was created utilizing an online community format to help keep students connected with events and opportunities on and off campus.

Establish connections with NUAMES student body officers

Related to “Fostering learning through engagement and support”:

- *Students experience an engaging learning environment and a satisfying university experience*

In 2008, NUAMES moved onto our campus. The Student Council established the following ways to connect with the student body officers: A fall getting-to-know-you barbeque; a NUAMES liaison who attends Student Council meetings; and inclusion in events.

Findings Based on Goal Examination

During focus groups conducted by the Coordinator of Student Programs, 25 NUAMES students voiced that they liked the inclusion in Student Council meetings and events, but asked for more participation by Student Council members in their meeting and events. In response to this point of view, one NUAMES event was selected for the Student Council to help with and the decision was made for the Vice President to periodically attend NUAMES student body officer meetings.

Provide Resource Education and Support Services

Related to “Providing educational programs which are responsive”:

- *Provide access to higher educational opportunity*

Increase knowledge of campus resources

For two years, a dinner was held for nontraditional students with the intention of increasing their knowledge of campus resources and strengthening their connection to the campus. The questions asked on the assessment instruments were different each year. In 2006-2007, 89% of the students

indicated that the information on resources was highly valuable to them and that they were unaware of 63% of the services that were presented to them. (Appendix A – 2006-2007 Five Column Model)

In 2008-2009, 83% of students indicated 4 or 5 (on a scale of 1-low to 5-high) that they had increased their knowledge of Davis Campus resources (mentioned most often were career counseling and student activities); and 86% of students indicated 4 or 5 (on a scale of 1-low to 5-high) they had increased their connection to WSU Davis Campus staff. (Appendix C – 2008-2009 Six Column Model)

Educate and train in appeals preparation

Related to “Fostering learning through engagement and support”:

- *Students receive the support services they need*

The appeals education continues from year to year. The assistant dean of services keeps current on new procedures and policies. Part of the process of advocating for students is to train and educate students to understand the process and to become empowered as their own advocates. Students are trained in appeals research, construction, and articulation. Satisfaction surveys are given to students who work through this process. Results of the surveys administered in 2008-2009 were 95% who strongly agreed (on a scale of 1-strongly disagree to 5-strongly agree) that the review of the appeals was effective and complete. (Appendix P – Assessment instrument)

Enhance learning through educational workshops

Related to “Providing educational programs which are responsive”:

- *Provide access to higher educational opportunity*

Sixteen to twenty free educational workshops are held each year offering a variety of topics in response to student needs and requests. In 2007-2008, the workshops were assessed with a student learning outcome that would ask students to list two principles they had learned about the topic. Topic learning outcomes were requested in advance from the speakers. The two workshops assessed were Financial Management and Learning Styles. One hundred percent of the students indicated learning at least one principle that was intended by the presenter.

Example of topics presented over five years:

Financial Resources within WSU and the Community

Study Skills (Note Taking, Test Taking, Reading/Listening, Test Anxiety, Memory)

Time Management

Services Available (Services for Veterans, Career Counseling, Counseling & Psychological Services, Library, Disability Services, Tutoring)

Career Exploration

Nutrition and Health Care

Positive Psychology

Attitude of Gratitude

Five Love Languages

Studying with Children Underfoot

Sexual Assault Prevention

Domestic Violence Awareness

Community Services and Volunteer Opportunities

Findings Based on Goal Examination

The educational workshops are assessed for effectiveness by the participants and the workshops have been used to assess student learning outcomes to see if students do learn what the presenter sets as the learning objectives. Participants are asked to suggest topics for the workshops; in addition, the Davis Campus Annual Survey asks students what topics they would like presented in the workshops. Topics are chosen based on student suggestion and past attendance numbers. Some of the workshop topics, such as Time Management, Study Skills, and Scholarship and Financial Aid Resources are consistently well-attended and seem to be relevant to students each semester.

The Davis Campus Annual Survey also asks at what times students would prefer to attend workshops. Based on the survey, students marked Saturday mornings and weekdays at 4:00 PM as the times they were most likely to attend. Traditionally, the workshops are offered between the hours of 11:00 AM to 1:00 PM. One year the majority of the workshops were scheduled at 4:00 PM, but the attendance did not increase over the 11:00 AM to 1:00 PM time. This year workshops have been scheduled at both time slots. SP&S has been reluctant to offer Saturday morning workshops based on the lack of availability of presenters and facilitators. Evening times for workshops have been considered; however, the staff availability would still be an issue as well as the commitment required for students to attend.

Provide Options for Wellness and Fitness

Related to “Fostering learning through engagement and support”:

- *Students experience an engaging learning environment and a satisfying university experience*

Related to “Providing educational programs which are responsive”:

Create exercise and recreation opportunities

In response to many student requests on the Davis Campus Annual Survey, in 2005 a faculty workroom was remodeled to become a fitness center. In that same year, non-credit yoga classes were offered. In 2009, a basketball half-court and grass volleyball court were constructed. Volleyball tournaments and basketball shootouts are now available for students for events or casual play. In addition, a billiards table was placed in The Haven commons area as another recreation for students. As a service project fund-raiser for the Huntsman Cancer Foundation, the 5K Run/Walk for Research is in its third year at WSU Davis.

In 2009-2010, the yoga classes were assessed to measure their impact on students’ stress levels. Students who attended 15 or more yoga classes in one semester were assessed and 100% reported a reduced level of physical stress; 85% reported a reduced level of emotional or mental stress, and 70% reported feeling a greater connection to the campus due to participating in the yoga classes. (Appendix K – Yoga assessment instrument)

Findings Based on Goal Examination

The Davis Campus Annual Survey brought to light the need to have exercise and recreation opportunities at WSU Davis. Students asked for a place to exercise and a fitness center for two years before these were established. Noting the expanse of space on the property, SP&S realized that students would become involved with outdoor activities and tournaments if basketball and volleyball were available. One of the groups of Student Council members suggested getting a billiards table for The Haven to provide a “hang-out” space for students to connect. Exercise and use of outdoor space was not a consideration when the building was designed and, therefore, including exercise, fitness, and recreation has been a challenge.

As stated, this goal was generated due to student demand. Again through student request, some additional equipment has been added to the Fitness Center. Funds needed to be approved for the basketball and volleyball courts. Davis Campus Administration and NUAMES both were collaborators on the cost of these projects. NUAMES uses the facilities for their physical education classes.

The yoga classes have been reduced from five per week to four per week due to cost. The yoga teacher is funded by Campus Recreation. SP&S pays half of the yoga teacher’s wages in the summer. The space for yoga is shared with a conference classroom and tables and chairs are moved out before each class and back in after class.

The billiards table has been the nucleus of the “hang out” space as was intended; however, it is used almost entirely by NUAMES students. This is an advantage to keeping NUAMES students involved, but has created some noise issues for adjacent departments.

Foster a diverse and inclusive campus environment

This is a Division priority for 2010-2011.

Provide Diversity Education

SP&S presents opportunities for students, staff, and faculty to learn about issues of diversity through educational workshops and student-led events. Within the structure of the Student Council is a director of diversity position whose responsibility is to bring awareness and knowledge of topics of diversity to students. In addition, SP&S staff has created avenues to educate staff and faculty in regard to diversity. The following are some examples of diversity education opportunities.

In 2007-2011, through workshops or student events, these programs designed to increase awareness and knowledge of diversity were offered: Taste for Diversity, Women’s History Month, Black History Month movie and speaker, Domestic Violence Awareness, Understanding International Students, Sexual Assault Awareness, Discrimination Survey and Panel discussion, Chinese New Year history and martial arts demonstration, Learn About Purim; Bollywood Movie; Women’s Self-Defense; Diversity Games Demonstration; Day of Silence; Transgender Awareness; Women’s Art Gallery; Kwanzaa Awareness; Daddy/Daughter-Mother-Son Luau; Festival of Colors; Rock Against Violence Showcase; and World Talent Show.

In 2009-2010, the Coordinator of Student Programs began offering Safe Zone ally training and has moved toward structuring services for LGBT students. A Safe Zone website was also established. <http://programs.weber.edu/safezone> (Appendix T – Safe Zone Program flyer)

In 2010 -2011, an Advisory Board to evaluate the WSU campus climate for LGBT people was created. A “Let’s Talk” program was scheduled through the Diversity & Unity Center for staff and faculty. And, a diversity training component was created for the yearly Hourly Employee Training. The purpose of the diversity training for hourly employees was to broaden their understanding of and skills in providing customer service to nontraditional, LGBT, and disabled students. This training was assessed for effectiveness. Results are the following: Ninety-one percent (91%) of those who attended the diversity session in the Hourly Employee Training reported a 4 or 5 (scale of 1-low to 5-high) that the training was useful for handling situations involving diverse students; 92% learned about appropriate responses to students who disclose their disabilities; 77% learned how to make referrals for struggling students; 80% learned the stereotypes for LGBT students; and 100% learned considerations for working with students who appear to have a disability, aspects that make up diversity, stressors nontraditional students face, and how to demonstrate cultural competence. (Appendix J – LGBT Campus Climate assessment instrument); (Appendix N – Employee Training assessment instrument)

Findings Based on Goal Examination

In examining diversity education, SP&S has expanded the programs to target staff and faculty. The majority of the diversity programming is student-led and generated by the Director of Diversity on the Student Council. Advisors inform the director of potential collaborators for programming and encourage him or her to connect with the Diversity & Unity Center, the Multicultural Center, and the WSUSA Vice President of Diversity. Diversity programming varies considerably from semester to semester and year to year based on student interest. This variety keeps ideas fresh and the students motivated.

This year SP&S chose to foster diversity by creating a training session for hourly employees on understanding nontraditional, LGBT, and disability students. The assessment results of this training were reported earlier in the document. Also reported previously, was the arrangement of the “Let’s Talk” session offered to staff and faculty by the WSU affirmative action officer.

Determining goals and initiatives

Each year the Student Affairs Management Team decides the Division initiatives. Each summer Student Affairs Davis Council (SADC), has a two-day retreat and discusses program goals and student learning outcomes for the coming year. SADC is composed of three separate areas: Student Programs & Services, Davis Learning Center, and Student Health Center. These three areas work individually on goals and then share goals with one another. SP&S and Davis Learning Center usually have a shared goal for the year. These goals and outcomes are itemized on the 6-Column Model template and are reviewed by the Associate Vice President of Student Affairs. The template is posted on the Student Affairs Assessment website and is available for viewing.

http://www.weber.edu/SAAssessment/SSA_Forms_Rubrics.html

Cohort Information

The cohort SP&S uses is the group of students who are members of the Student Council. Currently the Assessment Office tracks student cohort information in four categories: 1) Total number of students; 2) Average term GPA; 3) Cohort average cumulative GPA; and 4) Average number of total credit hours. These four characteristics are compared to the Student Affairs Cohort Information and the WSU Student Body Cohort Information.

Table 7 Cohort Information

Fall 2010	Davis Student Council Cohort	Student Affairs Cohort	WSU Student Body Cohort
Number of Students	15	1,506	23,311
Cohort Average Term GPA	3.18	2.93	2.92
Cohort Average Cumulative GPA	3.45	3.05	2.64
Average Number of Total Credit Hours	58	46	41

Student Council members have a higher GPA per term and cumulatively than other students at WSU. Student Council members also have a higher number of average total credit hours.

Table 8 Demographic Information

Davis Student Council Cohort Characteristics		DEMOGRAPHIC INFORMATION			
Female	67%	African American	13%	Hispanic	0%
Male	33%	Asian/Pacific Islander	7%	Caucasian	73%
Not Specified	0%	Native American	7%	International	0%
Avg. ACT Score	22	Native Hawaiian/ Pacific Islander	0%	Other	0%
Avg. Age	24				

Student Affairs Cohort Characteristics		DEMOGRAPHIC INFORMATION			
Female	52%	African American	4%	Hispanic	9%
Male	48%	Asian/Pacific Islander	3%	Caucasian	53%
Not Specified	>1%	Native American	1%	International	22%
Avg. ACT Score	22	Native Hawaiian/ Pacific Islander	>1%	Other	8%
Avg. Age	22				

WSU Cohort Characteristics		DEMOGRAPHIC INFORMATION			
Female	53%	African American	1%	Hispanic	6%
Male	47%	Asian/Pacific Islander	2%	Caucasian	70%
Not Specified	>1%	Native American	1%	International	1%
Avg. ACT Score	22	Native Hawaiian/ Pacific Islander	>1%	Other	18%
Avg. Age	24				

Tracking students who have served on the Davis Student Council since 2004 reveals that 82% of the students have either graduated or are currently enrolled. Two of these students continued to complete a master's degree at WSU. Twelve of the 46 students served two years on the council.

Intentional programming

Some services provided are for the entire student population at WSU. Other services are intentionally directed toward the characteristics or interests of particular groups of students. Appeals and advocacy, career counseling, and psychological counseling are provided to all students who feel in need of the information and support given by those services. The Assistant Dean of Student Services is the appeals advocate for all of WSU, not only Davis Campus students.

The other services delivered are intended for specific groups of students: veterans, nontraditional, multicultural, and women. Veteran services are provided by two departments: Veterans Services and Veteran's Upward Bound.

Services for multicultural, nontraditional, and women students are delivered by the Coordinator of Student Programs who is a full-time staff member at the Davis Campus, but also has other responsibilities, such as co-advising the Student Council and planning and facilitating the educational workshops.

The Student Council programming board intentionally plans and implements activities and events for different populations of students or to educate about the issues related to these groups. Five of the seven directors and their assistant directors have a specific group of students for which the events are

designed: traditional-aged students; nontraditional-aged students; women students; diversity issues; and service projects. The two other directors are providing support for these programs through publicity and secretarial/budgeting.

The mission of programs and events offered by SP&S is intended for the students who are attending classes at the Davis Campus; however, all WSU students are included and publicity is posted also at the Ogden Campus. The Davis and Ogden Campuses are just twelve miles apart; therefore, it is fairly convenient for most students to be able to attend classes and events at both campuses.

Student Profile

Students at WSU may receive course instruction by multiple methods and in multiple locations.

Following is a student profile comparison of A) All WSU students, having at least one class at Davis, B) Students who attend classes only at the Davis Campus, and C) Students who attend classes at both the Davis and Ogden Campuses:

Table 9 Student Profile

Fall 2009	Total WSU Students	Students taking Davis Classes Only	Students taking both Davis and Ogden Classes
	24,048	1,054	1,091
Female	12,635 - 53%	459 - 43.5%	500 - 45.8%
Male	11,413 - 47%	595 - 56.5%	591 - 54.2%
Full Time	11,565 - 48%	254 - 24%	674 - 62%
Part Time	12,483 - 52%	800 - 76%	417 - 38%
Average Age	24	27	25
Weber County Res	7,930 - 33%	186 - 17.6%	241 - 22%
Davis County Res	8,666 - 36%	599 - 56.8%	625 - 57%
Freshmen	*11,295 - 29%	465 - 44%	460 - 42%
Sophomore	3,451 - 14%	103 - 10%	206 - 19%
Junior	3,211 - 13%	76 - 7%	158 - 15%
Senior	5,444 - 23%	125 - 12%	249 - 23%
Masters	647 - 3%	285 - 27%	18 - 1.6%
Asian/Pacific Islander	393 - 2%	24 - 2.3%	15 - 1.4%
African American	308 - 1%	9 - .9%	15 - 1.4%
Hispanic	1,450 - 6%	33 - 3.1%	53 - 4.9%
Native American	109 - 1%	8 - .8%	6 - .5%
Caucasian	17,032 - 71%	665 - 63.1%	699 - 64.1%
International	352 - 1%	17 - 1.6%	36 - 3.3%
Unknown	4,404 - 18%	298 - 28.3%	267 - 24.5%

*This number includes 4,300 High School Concurrent Enrollment students.

Some differences do exist between these three comparison groups:

Davis Classes Only

Data from fall of 2009 shows that compared to “Total WSU Students” and “Davis and Ogden” students, the 1,054 students who attend classes only at the Davis Campus are more likely to be male, have an average older age, and be taking classes part-time, as compared with students who attend both the Davis and Ogden Campuses and the total WSU student body. One interpretation of these data is that many of these students, (27%) are in the graduate programs, such as the Masters in Business Administration (MBA). These students are considered full-time when taking nine credit hours, but for the purposes of these statistics compiled by Institutional Research, nine credit hours would be classified as part time. The MBA program is held only at the Davis Campus.

Davis and Ogden Classes

This group of 1,091 students attends classes at both the Ogden and Davis campuses. Similar to the “Davis Only” group, a large percentage of these students live in Davis County, 57%, compared to the “Total WSU Students” of 36% living in Davis County. There is a larger percentage of students who are full time in this group (62% compared to 48% of Total WSU Students), and just a slightly higher average age than “Total WSU Students” (25 compared to 24). WSU online students have not been included in either of these groups.

Use of information

Programs

SP&S has used student profile information in planning services and programs for Davis Campus students. The student demographic at WSU is older than the undergraduate population at many other universities. And, the average age of students attending the Davis Campus is one or two years older than the overall student body. Therefore, programs for nontraditional students which include families, are a large part of the events at WSU Davis. These events are well-attended year after year.

One difference between the Davis and Ogden Campuses is the scheduling of classes. The Davis Campus has a large number of course offerings in the evenings. Nearly 50% of the classes are scheduled in the evening hours, mostly between 5:30 PM to 8:20 PM. Most of the classes are three hours. It is a challenge to schedule programs or events during week nights intended for these students for two reasons: Most students are unable to arrive prior to or stay after classes, so there is little or no time to schedule a program. And, there is not enough SP&S staff to offer evening programs.

Planning events for traditional-aged students has been more challenging, but that is partly because the campus does not have an event location for many types of events which appeal to that age group, such as dances and concerts. With the addition of the NUAMES Early College High School on campus, there are more traditional-aged students accessible and excited about participating in events. To execute events that traditional-aged students will attend, the Student Council has been creative in finding locations to accommodate more students than the building room sizes can. The Student Council uses the outdoor space for events, such as outdoor movies, mud volleyball, and obstacle courses. The

council have partnered with the community to hold events such as a swim party at the Clearfield City Aquatic Center. Also, the Student Council has a yearly skate party at the Classic Skating Center in the city of Layton.

Services

It has always been the mission of Student Affairs to offer parallel services to students at the Davis Campus as are offered at the Ogden Campus. Efforts have been made to have some representation of the majority of department services in Student Affairs. SP&S includes services for different populations of students: multicultural, nontraditional, veteran, and women students. SP&S offers counseling from Career Services and Counseling & Psychological Services. SP&S issues Wildcard IDs and ED passes for buses and the Frontrunner.

Improvements were made in the services areas by adding hours to the time Ogden Campus representatives spend at the Davis Campus. For example, Services for Veterans and Veterans Upward Bound have increased their hours and expanded their services over the years. The close proximity of WSU Davis and Hill Air Force Base brings many veterans to the Davis Campus. These students can get information on processing their GI Bills or guidance on being admitted and receiving free tutoring. The efforts to buffer sound and add more privacy to the office used by Counseling & Psychological Services is an improvement.

Offices have been rearranged and shifted to provide more space for the Student Council members. Computers have been added and upgraded for the Ogden Campus service representatives for more privacy and efficiency in their work.

Student Needs and Satisfaction

Assess student needs and satisfaction

The Davis Campus Annual Survey is the primary instrument used to assess student needs and satisfaction. This survey is given each spring and includes all of the services at the Davis Campus, such as the bookstore and the library, not only SP&S.

The educational workshops are also assessed individually, asking students to rate the effectiveness of the workshops and to suggest workshop topics. The student programs are self-assessed by the Student Council along with informal assessment through asking those students at the events to rate the event and provide suggestions for improvements. Satisfaction surveys are also given to students who are trained on the appeals process. Student leader training is also assessed at the close of the Leadership Retreat and throughout the year.

Through the use of these instruments, SP&S has changed times and topics for educational workshops, added fitness and recreational opportunities, focused on building services for nontraditional students, reorganized student leader training, and made adjustments in the organization of events.

Basic Student Information

Track student usage of services and interactions

Research Support Services within Student Affairs has a tracking system that captures data from students who swipe their Wildcards. These “swiping stations” are located in many, but not all, departments. SP&S does not use the cardswipe devices. Instead W#s (student ID numbers) are gathered and input by hand in many cases. For instance, when students are first issued their Wildcards, a list of their names and W#s are kept by the secretary who then inputs the W#s into the Student Affairs Assessment Tracking system. Advisors do the same when seeing students for one-on-one appointments. At events and workshops, students are asked to sign their names, but not their W#s for the sake of privacy. These usage numbers are counted by hand and kept in files.

SP&S has looked into using a laptop computer with a cardswipe for students to sign in at events. So far, the barriers to this method are connecting the technology and avoiding having a bottleneck while students are entering an event.

Student usage patterns

These numbers are based on sessions, not individual students. A table with individual headcount is shown below.

Table 10 Student Usage Patterns

STUDENT USAGE PATTERNS	2006-07	2007-08	2008-09	2009-10	2010-11
Appeals Advising	1,786	1,351	1,131	1,097	330 (fall semester)
Billiards	29 (one month)	666	252	282	198 (fall semester)
Educational Workshops	211	127 (Fall semester only)	203	171	86 (fall semester)
Fitness Center	894	1,027	778	783	416 (fall semester)
Ogden Service Provider Appointments	794	1,291	632	534	248 (fall semester)
Student Activities	2,197	3,259	1,889	2,500	1,722 (fall semester)
Student Council Meetings	125	173	129	288	135 (fall semester)
Wildcard Processing	697	905	823	754	725 (fall semester)
Yoga Classes	372	559	519	789	416 (fall Semester)

Advising Asst Dean St Prog	Unavailable	Unavailable	310	351	Unavailable
Advising Coord St Prog	Unavailable	Unavailable	158	155	Unavailable

Student Usage patterns have remained fairly consistent. Changes in numbers reflect the number of programs or workshops offered, decisions made about programs, and campus growth.

Davis SP&S Five-Year Headcount

These numbers reflect advising services provided by the Assistant Dean of Student Programs, the Assistant Dean of Student Services, the Coordinator of Student Programs, Career Services, Veterans Services, and Veteran’s Upward Bound.

Table 11 Five-Year Advising Headcount

ADVISING	2006-2007	2007-2008	2008-2009	2009-2010	*2010-2011
Unique Sessions	1,657	1,145	1,485	1,479	1,046
Total Sessions	4,762	3,273	4,610	4,731	2,818

*Data includes July 1, 2010 to April 13, 2011 only.

Billiards

For instance, in 2007-08, NUAMES took residence on the campus and the students used the billiards table so frequently that they missed classes. That led to a policy of setting specific times that NUAMES students could use the table. This fall, NUAMES students have been staying after class until the late afternoon, playing billiards. This is a new pattern and the usage numbers most likely will increase this year.

Student Activities

In 2007-08, the Student Activities numbers were very high. This was due to a Student Council who planned a packed schedule of events. The workload was excessive and the next year’s group learned to plan fewer events. This year’s numbers are on track to be quite high, but it is because the events are attracting larger numbers of attendees rather than there being more events.

Yoga Classes

Attendance at the yoga classes is definitely increasing. Yoga is more well-known and more popular than it was a few years ago. The classes have outgrown the space designated for them at the Davis Campus. Davis Campus administration has been very generous in allowing space to be used for these classes. And the classes are also well-attended by faculty and staff.

Wildcards

The wildcard processing numbers are high, as high for fall semester as is the usual yearly total. This is due to higher enrollment, overall, at WSU (4.6% increase) and even higher specifically at WSU Davis (8% increase).

Fitness Center

The Fitness Center usage numbers are underreported. Students are asked to sign in on a clipboard when they use the equipment. The Fitness Center is not monitored and many students do not sign in. A cardswipe was installed for a while, but frequently did not work and was unreliable. We are in the process of setting up an electronic counting system to track these numbers with more accuracy.

Demographic information

This table reflects the demographics of the students who use the advising services listed in the previous table.

Table 12 2010-2011 Davis SP&S Headcount Demographics

Ethnicity	
African American	3%
Asian	2%
Caucasian	73%
Hispanic	4%
International	0%
Native American	1%
Native Hawaiian/Pacific Islander	0%
Undecided	17%
Gender	
Female	58%
Male	42%
Age	26
Hours	32
GPA	3.03
ACT	22
Top Three Majors	
	General Studies
	Nursing
	Business Administration

Dissemination

SP&S hosts two meetings a year where this information is shared with stakeholders. Each summer, Student Affairs Davis Campus departments (Student Programs & Services, Davis Learning Center, and Student Health Center) have a planning retreat where they share information and plan the next year's goals. In the winter, a meeting is held at the Davis Campus. Department heads and service providers from the Ogden Campus are invited. Information about usage of services, discussion of needs, and ideas for future programming are shared at that time.

Summary

Major changes within the department

Major changes within the department that have occurred over the past five years are reflected in the areas of student leadership, nontraditional student services, recreation, services providers from Ogden departments, and appeals

Student Programs & Services is focusing on the following university core theme objectives:

Fostering learning through engagement and support

- **Students learn to succeed as persons and professionals**
- **Students experience an engaging learning environment and a satisfying university experience**
- **Students receive the support services they need**

Providing educational programs which are responsive

- **Provide access to higher educational opportunity**

Serving as a leading partner in the educational, cultural and economic development of the region

The objectives of engaging students and providing programs and services based on student response are reflected in these programmatic and service changes:

Changes, Accomplishments, and Strengths

Student leadership roles

Roles within the student leadership program have grown in responsibility and breadth due to student initiatives. The Davis Campus and Off-Campus Centers Vice President position is new as of 2009, replacing the previous position of President of the Student Council. The new position is part of the Executive Board in WSUSA and has the additional constituencies of the West Center and the Morgan Center. The positions of six Assistant Directors were added in 2010 to expand the opportunity for more student engagement and were created in response to a large increase from previous years in

applications for positions on the Student Council. Davis Campus student leaders expressed a desire to be more included in WSUSA and to collaborate more with student leaders on the Ogden Campus. One of the ways this was accomplished was to re-direct some of the responsibilities of four Student Council Directors (Diversity, Nontraditional, Service, and Women) to connect with the offices on the Ogden Campus which serve these students. Ogden Campus student leaders and advisors have been included in the Student Council Leadership Retreat. And, the Student Council has been encouraged to attend trainings with the Ogden Campus leaders. The current Student Council also has a connection to NUAMES students and provides a gateway to them for Davis Campus involvement.

The Student Council is a very different group than it was five years ago. In addition to being double in size, the current group of student leaders is very active in connecting with Ogden Campus leaders and encouraging those students to collaborate with events at the Davis Campus.

Nontraditional Student Services

Services for nontraditional students were assessed on the spring 2010 Davis Campus Annual Survey. From those results, the following were put into place: A network for nontraditional students was organized on meetup.com and a peer mentor program was organized to provide outreach for the nontraditional student population.

Services for Women Students

In fall of 2011, a needs assessment will be administered to Davis Campus women students to determine what programs and services these students need. Funding was recently obtained for two peer mentor positions for 2011-2012 to begin to put a network together for women students.

Fitness and Recreation

An important change and accomplishment was the addition of exercise and recreation opportunities. This accomplishment was in response to student requests. SP&S has built an exercise component at WSU Davis that was not part of the original plan for the campus. In 2005, a faculty workroom was retrofitted to accommodate a Fitness Center. A conference classroom serves doubly as a classroom and a space for yoga classes. Basketball and volleyball courts were constructed in 2008, which are used for student programming and also by NUAMES for physical education classes. A billiards table is available for students in The Haven commons area, and is used often by NUAMES students on their breaks.

Service Providers

One accomplishment within the Services area was progressing to one service provider from Career Services (rather than several in rotation) traveling to the Davis Campus to meet with students. Veteran's Upward Bound is now providing services with an advisor coming out three hours a week and with tutors for math, English, and computer literacy. Another accomplishment was to increase the privacy and safety of Counseling & Psychological Services counselors by installing a panic button and "white noise" device to the counseling office.

No services offered from Counseling & Psychological services in spring semester 2011 (due to lowered staff) was a negative change. These services will be restored in fall 2011. Another negative change was

the loss of a service provider for international students; however, recent review of the numbers of international students attending the Davis Campus and living in Davis County have determined that there are not sufficient numbers of international students to warrant an advisor from the International Student Center sending staff to the Davis Campus.

Appeals

An accomplishment in the area of appeals advocacy has been the relocation of the advocacy office at the Ogden Campus to be co-located with Enrollment Services and the Cashier's Office. The removal of the student advocate's availability from the Financial Services' petition denial letter is a negative change because it denies students' right to know that appeals assistance is available.

Areas to improve and considerations for the new building at WSU Davis

The approval to build a second building at the Davis Campus was recently announced. The possibilities for expansion of services and programs have been discussed for years, but now those conversations can begin in earnest. Plans will be discussed concerning improvements in existing programs and the need for adding new programs and services which continue to foster learning and student engagement, and to provide access to higher educational opportunity. Assessments will be implemented which determine the priority needs of students. A goal in designing space configuration is to facilitate student connections and improve access to services and programs.

It has been suggested that when the new building is completed (the target date for classes beginning is fall 2013) Student Programs will move to the new building and Student Services will remain in its current location. The present location for Student Services makes sense as advising services would stay adjacent to academic and financial advising, which are in Enrollment Services. Also, it is logical for the issuing of Wildcards to be near Enrollment Services where students are admitted and register and near the Bookstore/Cashier where students pay for classes and buy parking passes and books. Student Services does not have its own cashiering function and uses the cashier's office in the Bookstore for processing Wildcards.

In turn, moving Student Programs to the new building fits as the student leadership program will be in the area near the fitness center and near a large event space. Student Programs needs room to expand and needs a different configuration of space for the student leadership programs and for student peer mentors.

Student Programs

Space

The Student Programs staff that may move to the new building are the Assistant Dean of Student Programs, the Coordinator of Student Programs, the Student Council, student Peer Mentors for nontraditional and women students, the Diversity Advocate and the Advertising Assistant. The functions of this area are the student leadership program, the educational workshops, the fitness and recreation opportunities, and (currently) services for multicultural, nontraditional, and women students.

A two-story fitness facility is planned to accommodate exercise equipment and a variety of exercise classes.

On the current architectural plans, Student Programs has enough space to improve the design of the Student Leadership area by enlarging office spaces for students to hold office hours, a conference room in which to hold meetings, and a production room to produce publicity.

Also, there is room on the current plan to create a space for women and nontraditional students to network, study, and connect with the peer mentors.

Staffing- Coordinator

As Student Programs grows by adding additional positions for students, the advising responsibility for the assistant dean and the coordinator also grows. Before the addition of the assistant director positions to the Student Council, the assistant dean advised five student leaders and the coordinator advised four. The six assistant director positions added another four students to the advising responsibilities of the coordinator and another two to the assistant dean. Four more students will be added to the coordinator's advising responsibilities as the peer mentor positions are filled for the 2011-2012 year. This change amounts to seven students reporting to the Assistant Dean of Student Programs and 12 reporting to the Coordinator of Student Programs. This change is a significant increase in advising time devoted to student leaders. The new space should allow for another Coordinator to be hired to share some of the advising duties and to build programs focused on nontraditional, women, and LGBT students. The following areas should be expanded in the new building and cannot be managed effectively by only two staff members:

Nontraditional students

The spring 2010 Davis Campus Annual Survey conducted with the nontraditional students indicated that even though 70% felt satisfied with their experiences at WSU Davis, only 23% felt moderately or very connected to the campus community. Seventy-three percent (73%) of nontraditional students are married and 59% have children residing in their home. Conclusions from the survey data were that nontraditional students are not being served as well as they could be. These students are interested in connecting with other students and they are interested in attending educational workshops if the time is convenient for them. Child-focused events are very well-attended at WSU Davis, but not all nontraditional students have children. The survey results also were that 69% of nontraditional students have time constraints that prevent them from attending events, but also that 22% have no interest in the events being offered.

Nontraditional students often ask where the nontraditional student center is at WSU Davis. Currently, there is no designated space for nontraditional students at WSU Davis, yet the demographic is somewhat older than WSU students overall. These students need another avenue of making connections to programs, to student peer mentors, and to one another. A designated space for nontraditional student is a needed resource.

Student leaders and peer mentors

Creating more leadership and mentor positions improves the experience for students to learn and develop skills. In these roles, students are connecting with the Davis Campus student body, encouraging engagement in campus events and seeking out students' needs. The Peer Mentor program is in the

early stages of being defined to serve nontraditional and women students. One nontraditional student peer mentor and two women student peer mentor positions are now in place. A diversity advocate position has been added to serve the needs of LGBT students. These four students need an office space to create their programs and connect with students.

The Student Council needs more resources to serve the needs of a two-building campus. Improvement needs to be made in the size and function of space allocated to this group. Student Council will need a production room to handle the advertising for two buildings. The Council must have a conference room large enough to fit up to 20 people. More computer stations (5-6) are needed and storage space is crucial.

Fitness and Recreation

The Assistant Dean of Student Programs oversees the Fitness Center and is a liaison for scheduling the yoga classes; however, there is no designated staff member who has the time to give this program component focused attention. Decisions will need to be made concerning what department will be responsible for staffing and maintaining fitness and recreation in the new building. When the second building is completed, the recreation and exercise space will be significantly enlarged with possibilities for several exercise options. Most likely, Campus Recreation will staff fitness instructors in the new building, but coordinating recreation activities, such as intramurals, billiard and table tennis tournaments, could be a responsibility of an additional coordinator.

Additional Staffing

Student Programs employs a student to create and hang all advertising for workshops and events other than those sponsored by the Student Council. The advertising assistant covers all of the classrooms, bulletin boards, calendar boards, and outside kiosk. With the addition of a second building, the workload will double, so another student will need to be hired or additional hours added to the position.

The secretary for SP&S may remain in the current location; therefore, Student Programs will need a secretary for all clerical functions.

Student Services

Improvements Student Services could make presently would be to advertise more effectively the availability of the four service providers at the Davis Campus. This could be done with a modest increase in the current budget.

The Student Services staff, which may remain in the current space, consists of the Assistant Dean of Student Services, the Secretary, and two student office aides. The functions of this area are Appeals and Advocacy, Wildcard IDs and ED Passes, Career Services, Counseling & Psychological Services, Veterans Services, and Veteran's Upward Bound.

Three offices will be vacated in the current location if Student Programs moves to the new building. This will open up space for additional departments to provide staff at WSU Davis or for departments already serving WSU Davis to increase hours and have designated offices. Suggestions for departments that

could send service providers to the Davis Campus are the Multicultural Center, the Women's Center, and the Nontraditional Student Center.

SP&S recommends that the departments who send service providers begin to assess whether or not the need exists to increase the number of hours they serve WSU Davis, particularly Career Services and Counseling & Psychological Services, which are for all students, as opposed to a more specialized service, such as those for veterans. For instance, Career Services is available only ten hours per month. And when the new building is complete, approximately another 2,000 students will be added to the enrollment.

Services for Multicultural, Nontraditional, and Women Students

Currently, the Coordinator of Student Programs holds the responsibility to provide services to multicultural, nontraditional, and women students. In addition, this coordinator co-advises the Student Council, heads up the educational workshop series, and supervises the student peer mentors for nontraditional and women students. The advising responsibility of this coordinator has increased from four to twelve students in two years. It is a challenge for the coordinator to keep current on all information from these three departments and to advise students completely. Possibly, these populations of students could be better served by having a designated staff member from those departments at the Ogden Campus come to the Davis Campus to provide services in a similar fashion as is the model for Career Services, Counseling & Psychological Services, Veterans Services, and Veteran's Upward Bound. The Coordinator of Student Programs would still work with providing programs for this population of students, but not one-on-one information advising.

Appeals

The most important improvement for appeals would be to make available the student advocate's assistance for students in the Financial Services appeals process. This could be done by re-adding this information to the Financial Services' petition denial letter. The Assistant Dean of Student Services continues to suggest to the Financial Services staff that this adjustment be made.

Data Collection

Data collection is inconsistent as some data is collected through the Student Affairs systems and some by hand. Conversations need to take place between Student Affairs administration and SP&S about what data is important to collect, how it will be collected, and how it will be used.

Resource Priorities

Most of the needs for resources, space, and staffing identified during the self-study are being considered for the move to the new building in fall of 2013. Presently, there are space and structural limitations that limit adding staff or improving accessibility to the office suite. The budget is adequate for present needs. More programming funds could be considered now; however, there is no large event

space in the current building. This lack of an event space prohibits programming. A much larger office space is needed for student leaders but, again, space is restricted.

There has been discussion over the years concerning making changes to the patio outside our office suite to provide seating and shade covers for students. Proposals have been submitted for funds to build a small amphitheater and create more outside gathering space for students. This need could be considered immediately as it does not depend on waiting for construction of the new building.

Recommendations based on self-study.

- Strengthen services for nontraditional and women students
- Study the most effective methods of serving the needs of multicultural, nontraditional, and women students at WSU Davis, e.g. consider having these departments send their own service providers to the Davis Campus after the new building is completed (fall 2013).
- Continue to build the relationship of NUAMES students with the Student Council
- Begin to assess students' opinions, campus-wide, on what services and programs they feel are missing at WSU Davis and what they would like to see offered in the new building.
- Begin discussions with SIL on structured ways to connect Davis Campus student leaders and advisors with Ogden Campus student leaders and advisors

Key issues or concerns for site review team to address

Student Programs & Services welcomes the suggestions of the site review team on how SP&S can better serve students, provide leadership opportunities, and function effectively. And with these considerations, a look to the future of SP&S's role on the WSU Davis Campus when the new building is completed will be a useful insight.

Appendices

Appendices A - E	Five and Six Column Models	59-87
Appendices F - P	Assessment Instruments	88-111
Appendices Q - T	Program Information	112-120
Appendix U	Davis Campus Advisory Committee	121
Appendix V	Program Advertising	122-126
Appendix W	Newspaper Coverage of Events	127-129