

Program Review

2016



WEBER STATE UNIVERSITY

Nontraditional Student Center

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Unit Mission, Goals, and Outcomes

Nontraditional Student Center Mission Statement

The Nontraditional Student Center is intended to assist nontraditional students (25 years or older, married/divorced/widowed, or a parent) in making a successful academic and social transition to Weber State University. The center is designed to support students' academic progress and social adjustment to the WSU environment by utilizing university departments, faculty and staff, programs, and student organizations to provide assistance and encouragement. It is our vision to provide a welcoming, friendly, and comfortable environment. Our goal is to create a center that helps all students feel recognized, valued, and completely connected to the larger Weber State University community as much as possible.

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.

Weber State University Mission Statement

Weber State University provides associate, baccalaureate and master's 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 leader for the region.

Brief History

The Nontraditional Student & Hourly Childcare Center was developed and implemented because of support from WSU's Vice President for Student Affairs. A committee was formed to research the possibilities of such a center, and Jennifer Grandi was asked to become the Nontraditional Student Center's first coordinator in the fall of 2000.

Originally, funding for the Nontraditional Student Center (Nontrad Center) was provided partly from the Vice President's Office, and partly from student fee allocation. Eventually the center became solely student fee funded. The childcare center originally operated on a nine-month basis, closing summer semester. A CCAMPIS (Childcare Access Means Parents in School) grant was received allowing the childcare center to operate year-round, to pay childcare workers at a competitive wage, and to also hire a secretary. This grant was awarded in 2001 on a four-year basis. The grant is offered through the Department of Education and is available every four years. The coordinator applied for this grant in 2009, and was declined. There are plans to try to apply for this grant again in the future.

The Nontrad Center has been relocated twice since it was established in 2000. With the renovation of the Shepherd Union Building in 2005, the center was temporarily relocated to the Student Services Center while childcare was relocated to the Wasatch Residence Hall. In the summer of 2007, the center transitioned back to the third floor of the Shepherd Union. In 2007, the Nontraditional Student Programs and Services name was changed to the Nontraditional Student Center. With this new, larger space, additional computers, more study space, and a larger childcare center are now in place.

To accommodate the increase in students using the Nontrad Center, Childcare, and additional programming, additional funding has been provided by student fees. In 2008, funding was provided to offer a Parenting Conference. In 2010, \$7500 was provided to hire more student employees. Hiring more work-study students versus hourly students, and creating additional revenue streams (see Financial Resource/ Budget) have allowed for the hiring of a part-time advisor in Fall 2010.

In Spring 2014, the Nontraditional Student Center extended access to nontraditional students at the Davis Campus when we opened a center at that location. The center, located in Building D2 Room 307, allows the Nontraditional Student Center to deliver the same services to both campus sites - with the exception of a flexible hourly childcare service which is currently only available at the Ogden Campus. The Davis Campus center offers a computer lab and printing access for nontraditional students, developmental math tutoring options, and access to trained peer mentors. One benefit the Davis Campus center location provides is the ability to provide hours during the early evening and on Saturdays to better accommodate nontraditional student schedules.

The Ogden and Davis Campus Nontrad Centers expanded the resources and programming to meet the needs of students and began offering Developmental Math Tutoring support for nontraditional students in Fall 2014 and is continuing today.

Nontraditional Student Center Staff History				
2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014-2015
Coordinator <i>Salaried</i>	Coordinator <i>Salaried</i>	Coordinator <i>Salaried</i>	Coordinator <i>Salaried</i>	Director <i>Salaried</i>
Childcare Supervisor <i>Salaried</i>	Childcare Supervisor <i>Salaried</i>	Childcare Supervisor <i>Salaried</i>	Childcare Supervisor <i>Salaried</i>	Childcare Supervisor <i>Salaried</i>
Secretary <i>Salaried</i>	Secretary <i>Salaried</i>	Secretary <i>Salaried</i>	Secretary <i>Salaried</i>	Secretary <i>Salaried</i>
Peer Mentor <i>Tuition Waiver</i>	3 Office Aids - Peer Mentors <i>Work-study / Hourly Ogden and Davis Campus</i>	3 Office Aids - Peer Mentors <i>Work-study / Hourly Ogden and Davis Campus</i>	3 Office Aids - Peer Mentors <i>Work-study / Hourly Ogden and Davis Campus</i>	3 Office Aids - Peer Mentors <i>Work-study / Hourly Ogden and Davis Campus</i>
3 Office Aids <i>Work-study / Hourly Ogden and Davis Campus</i>	Epiphany Literary Journal Editing Board (Tuition Waivers)	Epiphany Literary Journal Editing Board (Tuition Waivers)	Epiphany Literary Journal Editing Board (Tuition Waivers)	Epiphany Literary Journal Editing Board (Tuition Waivers)
		Nontrad Advisor	Nontrad Advisor	Nontrad Advisor

Programs and Services

The Nontraditional Student Center develops programs to meet the diverse needs of the nontraditional students (25 and older, married, have children, divorced or widowed) at WSU while adhering to the university and division initiatives and priorities. The main areas of focus for our department are removing barriers, providing engagement opportunities for nontraditional students, and supporting their academic progress through programming and support. Our programs are designed to facilitate connections for the nontraditional students and their families, which will hopefully lead to higher persistence and graduation rates.

The department strives to create high-impact practices by developing programs that utilize meaningful peer interactions (peer mentoring program, WeberWISE Guides, and Epiphany) and when applicable, placing an emphasis on co-curricular activity (Purple Pals Kids Club and Nontraditional Student Week activities). These programs will be further discussed below. They provide a more engaging experience for students and their families, which we hope creates a shared sense of ownership and responsibility (Kinzie, 2011).

The department strives to address and meet the ever-changing needs of nontraditional students at WSU. It is important that programs align with the mission and goals of WSU, Student Affairs and our department as well as the needs of students. Examples of this include addressing childcare needs, developmental math challenges, and men's identity on campus. These challenges bring opportunity for growth.

The university and the Student Affairs Division have identified specific core themes (Access, Learning, and Community) and priorities to guide departments in developing programming and initiatives. The center's programs and services, which are described below, include hourly childcare, nontraditional student advising, nontrad services, scholarships, Pinnacle Honor Society, developmental math tutoring, internships, WeberWise volunteers, and programming. The core theme that each program or service relates to is located in parenthesis.

Hourly Childcare (Access)

Within the Ogden Campus Nontrad Center is the Hourly Childcare Center. Although there have been ongoing discussions to offer childcare at the Davis Campus, the growth at Davis Campus may provide the opportunity to expand childcare to this campus at a later date. The Ogden Childcare Center is a state-licensed facility

(<http://health.utah.gov/licensing/childcareforms>) designed to provide flexible hourly or back-up childcare for the children of WSU students. State inspections are done on a regular basis and the center has always been in compliance for safety and health inspections. As playground standards have changed over the years, the director has ensured these new standards were met. The center just started to provide care to faculty and staff during the summer when student parents are not utilizing the center as often.

The childcare program's primary role is to help parents persist to graduation by removing the barrier of childcare for parents. The center staff are committed to Developmentally Appropriate



Practices as defined by the *National Association for the Education of Young Children*. The staff strives to provide a safe, nurturing, flexible environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of their families. Our center is designed to value each child's individuality and help him/her function as part of a group.

Children ages two through nine may attend. Children must be two years old at time of enrollment and must be potty-trained. A child may be at the center for a maximum of four hours each day while the parent is on campus attending class. Special arrangements can be made to accommodate the parent when the need arises to take tests, go to the library, or meet with an advisor. Curriculum is planned according to the needs and interests of individual children and represents a balance of physical, social, cognitive, and emotional skills.

During Fall and Spring semesters we maintain a fairly consistent number of children enrolled in the childcare center and hours they utilize. The center's enrollment has seen a consistent decline in the summers. As a result, in the Summer of 2015 the center began allowing faculty and staff to enroll their children. The department will continue to offer this opportunity to campus this summer. Because of lower enrollment figures, childcare aides' hours are reduced over the summer.

During the fall and spring semester, we have historically been unable to accommodate all parents during the center's hours of 6:45am - 3pm. Since many parents have afternoon labs and evening classes (particularly science majors), the center began offering extended hours Spring 2016. Beginning Summer 2016, parents will need to complete an "Extended Hours Application" (*Appendix AA*) in order to extend their hours past academic courses. The director was recently awarded student fee funds to start an evening childcare program two nights a week from 4:30 - 8:30pm beginning fall 2016.

The evening hours will be overseen by a child care aid under the management of the Childcare Supervisor. All parents who enroll their children in the evening program will be charged the same rate and must provide all the same documentation as required by state licensing.

The new Parent Networking Chair (which begins fall 2016) will work with the parents in the Childcare Center to disseminate information, connect to community resources, and provide programming and engagement opportunities for parents on campus.

Childcare Parent/Child Enrollment

Semester	No. of Parents	No. of Children	Total Hours	Semester	No. of Parents	No. of Children	Total Hours
Sp 10	24	36	2295	Sp 13	28	33	1852.10
Su 10	21	36	1061.91	Su 13	9	9	355.20
F 10	26	38	2087.35	F 13	26	23	1436.90
Sp 11	26	36	2262.29	Sp 14	25	27	1833.90
Su 11	19	33	1325.22	Su 14	15	21	639.90
F 11	28	33	1819.01	F 14	26	28	1840.50
Sp 12	33	43	2587.73	Sp 15	26	31	1820.40
Su 12	19	25	995.38	Su 15	12	15	421.50
F 12	30	39	2090.70	F 15	29	36	2089.50

Enrollment

There are two types of care available. The “regular care” is offered for students who need to ongoing care for their children throughout the semester. The other type of care, “backup care” allows a parent to contact our center to check availability each day. This often happens when a parent’s primary care provider is not available. Students need to complete the Hourly Childcare Application (*Appendix A*), select which type of care they are applying for, and turn this into the Childcare Supervisor. All required documentation listed on the application must be turned in along with a receipt indicating student has paid the one-time, non-refundable \$15 application fee and paid the \$42 deposit (applied to 12 hours of care). The hourly rate is \$3.50 per hour. All fees are paid through the Marketplace online system (*Appendix B*). If a student is unable to pay through Marketplace for any reason, they can pay at the WSU Cashier’s Office.

Parents must apply each semester with a new application. Acceptance into hourly childcare is on a first-come, first-serve basis. Parents will be notified by the supervisor, and student will then be asked to complete an enrollment packet prior to attendance. The packet includes the following:

- Parent Contract (*Appendix BB*)
- Current Student Class Schedule
- Enrollment Form (*Appendix C*)
- Emergency Contact Form (*Appendix D*)
- Annual Health History signed by doctor (*Appendix E*)

- Immunization Records (*Appendix F*)
- Background Information Form (*Appendix G*)

Parents can use the center for off-campus, school-related functions (e.g. student teaching, clinical, etc.); however, this must be pre-approved by the supervisor and a Campus Leave Form must be submitted prior to attendance.

After the childcare supervisor reviews students' class schedules and records, children are scheduled according to the class schedule. The maximum number of children that can be in the center according to state license is 13. Preference is given to parents who are currently using the child care center to ensure retention and graduation of these students. Parents are notified by an acceptance letter (*Appendix H*), and are informed they must attend an orientation.

The orientation is scheduled a week prior to the start of school. If they are unable to attend the scheduled orientation, they can meet with the childcare supervisor one-on-one. During orientation, parents are shown samples of activity and lesson plans, the sign-in and sign-out area. They are informed of the policies for payment, introduced to staff, informed about policy if an incident happens and how it is reported. The following is provided during childcare orientation:

Incident Report (*Appendix I*)

The incident report is used in case of emergencies or injury. Only parents or persons with written authorization from parents will be allowed to take a child from the center. In emergency situations, the parent may give verbal authorization to center caregivers. The verbal authorization will be verified by photo ID when individuals pick up the child.

Parent Handbook (*Appendix J*)

The Parent Handbook is an outline of the policies for the childcare center, daily activity schedule, and overall guidelines for usage of the childcare center. The handbook is updated each semester.

Evacuation Plan (*Appendix K*)

The evacuation route is posted by the front and back entrance. There is a purple bag used for evacuation and it contains each child's emergency contact form, flashlight, first aid kit, diaper, wipes, coloring books, and treats.

Nontraditional Student Advising (Learning)

Pathways is the center's advising guideline system (*Appendix L*) that provides directional goals for students coming into the center and seeking advisement. These goals, or milestones, represent items, experiences and advising issues the center feels are the most critical for each student based on their current class standing.

The center prides itself on the ability to work one-on-one with nontraditional students for as long as it takes for them work through issues they are facing so that they can graduate from WSU. The center utilizes two different forms of advising:

1.) Student Peer Mentor Program

Peer Mentors are available at both the Ogden and Davis Campuses. Students are hired as Peer Mentors when they can demonstrate a desire to learn, ability to empathize with others, respect diversity, take initiative and have a vision of what a Peer Mentors' role is as it aligns with the vision of the department.

Peer Mentors play a critical role in the success of our programs and the success of our students. The Peer Mentors also gain knowledge and develop through their experiences in the program. Peer Mentors are provided all necessary training within the various student employee training programs at our disposal (Center-Specific Employee Education Program, a division-wide Peer Mentor Education Program, and a division-wide GetSet Student Employee Training Program)

Student Peer Mentors meet with students and discuss/advise in the following capacities: financial aid and scholarship application processes, enrolling (add/drop) in academic courses and general navigation of the student portal academic resources (CatTracks, Canvas, etc.) Peer mentors can also assist nontraditional students seeking help with their FAFSA when requested.

Students' visits with a Peer Mentor occur on a drop-in basis so as to provide for the greatest flexibility for each person's schedule.

2.) University Staff Position: Nontraditional Student Advisor

Due to the fact that student employees are given limited access to certain university systems, the center has a staff position serving as an advisor for the nontraditional student population. In addition to providing similar advising support as our student peer mentors, the advisor is able to assist students in the following capacities: academic and financial aid issues (withdrawals, petitions, and faculty issues) academic planning, and professional and leadership development coaching.

Advising appointments can be set up with the Advisor at both the Ogden and Davis Campus center locations by phone or over an online calendar system. In addition, the Advisor has scheduled office hours each day of the week for drop-in appointments.

Nontrad Services (Center Lounge, Kitchen, and Computer Lab) (Access, Learning)

The Nontrad Center hours are 7:30am – 5pm, Monday – Friday, with Saturday from 9:30pm to 1:00pm at our Davis Campus locations. In Fall 2016 the Nontrad Center hours will be extended to coincide with the Hourly Childcare Center hours which will be until 8:30pm two nights a week.

The Nontrad Center provides an open study area for students to study, relax or connect with other nontraditional students. The study lounge has couches, three tables to study and eat, and massage chairs. There is a large book shelf for students to store backpacks and bags while in the center. Space is also provided where peer groups can come together and engage in conversations, meet other students, and study in a relaxed environment.

In addition, the center has a full kitchen for students' use. There is a refrigerator, microwave, toaster, sink, dishes, and hot drinks are available. This area provides students a place to store their lunch, and prepare food. Many parents who use the childcare center will also pack a lunch for their children and eat lunch with them in the center before leaving for the day. The Nontrad Center strives to support learning, well-being, and success of our students.

The department strives to recognize and incorporate the university and Student Affairs Division initiatives and/or core themes in programming areas.

Scholarships (Access, Community)

The Nontraditional Student Center is responsible for awarding the "Walter C. Swanson" scholarship, the "Rising Star Scholarship," and the Choate Memorial Scholarship. Scholarships are awarded on academic merit and need criteria. Students apply through their eWeber portal and designate the scholarship they are applying for in their application. The scholarship committee consists of the director, advisor, secretary, and students if available. During the first round of review the applicants are selected on required criteria and unmet need, along with other funding they have been awarded. The Nontraditional Student Center relies on the Scholarship office for the unmet need and eligibility of all candidates for both scholarships.

The top candidates are sent an email that they have been selected for a final review and asked to submit a "Letter of Need Form" addressing four areas, along with two letters of recommendation. Once a candidate is selected to receive the scholarship, the names are submitted into the Scholarship Nomination System, approved by the Scholarship Office, posted to the students' portal, and student is requested to send thank you letter to donor.

The donors of these scholarships have entrusted the Director of the Nontraditional Student Center to award these scholarships to the highest qualified candidates. These scholarships meet the university core themes by providing access to education for nontraditional students.

Pinnacle Honor Society (Learning)



The Pinnacle Honor Society was established to **recognize and honor** the nontraditional student. The students who join are recognized for achieving academic success while facing all the challenges associated with being nontraditional (over 25, married, have children, divorced or widowed). The student must be a junior or senior, have a minimum cumulative GPA of 3.0 or higher and have three leadership and/or volunteer experiences. This is a great way for a student to demonstrate their experience and leadership skills when it comes time for graduation. Students can join the Pinnacle Honor Society by filling out the application (*Appendix M*), and paying a one-time, \$40 fee at https://secure.touchnet.com/C20249_ustores/web/index.jsp. A medallion may also be purchased for \$10. Each member receives a certificate, pin, and is given an honor cord to wear at graduation.

Developmental Math Tutoring (Access, Learning)

The center began offering Developmental Math Tutoring for nontraditional students in Fall 2014. Students can set appointments with tutors through a calendar system (*Appendix N*) on the nontrad website. The program continues to grow and data is being collected more intentionally to track the pass rates. In fall 2015, out of the eight students who attended one-on-one tutoring appointments in our center, six passed the Math class, one withdrew from Math and re-registered in spring 2015, and one withdrew from school completely. In spring 2016, we added an additional math tutor for two purposes; 1) to cover appointments over the summer while our senior tutor attended an internship, and 2) to add additional tutoring slots for Fall 2016. The tutors receive appropriate training to align with the tutors in Academic Support Programs and Services.

Internships (Learning)

The Nontraditional Student Center offers internships for students to participate in the center while facilitating programming suitable for their major. Students majoring in Social Work, Health Promotion and Human Performance, and Graphic Design have participated as interns in the Nontrad Center. The interns plan weekly activities, produce educational materials, plan activities, meet with students one-on-one, and develop surveys for data collection. The director supervises this position.

One example of an internship student is our Wellness Intern serving Spring 2016. This student has developed and implemented our Wellness Wednesdays. Healthy eating and sugar content in fast food and sodas were the topics covered this semester. The student has published a newsletter, conducted blood pressure levels on students, and has administered a stress survey to 48 of the nontrad students in the center. While taking the blood pressure survey, the intern found that blood pressure lowered after 15 minutes in the center **in over** 75% of the students tested. A contributing factor for raised blood pressure was drinking caffeinated drinks and studying for a test.

Scholarships (Access)

The Nontraditional Student Center is responsible for awarding the “Walter C. Swanson” scholarship, and the “Rising Star Scholarship, both of which are awarded based on need. The scholarship committee, which consists of the director, advisor, secretary, and students, review the applications and the student’s personal need letter. The committee relies on the Scholarship office for the unmet need and eligibility of all candidates for both scholarships.

Student Senator (Learning)

The Nontraditional Student Senator position is an elected leadership position within the Weber State University Student Association (WSUSA) representing the nontraditional student constituency. The senator is required to follow the bylaws set forth by the WSUSA, which includes meeting/communicating with constituency members regularly throughout their elected term. The Nontraditional Student Senator meets this requirement by holding a monthly “town hall” meeting in the nontrad center. During these “town hall” meetings, nontrad students are able to share/voice their concerns, issues and ideas with the senator. Likewise, the senator shares what policies and bills are moving through the senate with the students present. While

the senator has an advisor in the Student Involvement and Leadership office, the senator also actively seeks out meetings with the Nontrad advisor to talk about goals, ideas and concerns of their constituency. This has fostered a relationship where our Nontrad advisor has been able to work with these student leaders to establish goals that are attainable in relation to that senator's level of leadership and commitment to nontraditional students.

Year	Senator
2010- 2011	Jeremy Ivie
2011-21012	Steve Hansen
2012-2013	Sandi Weber
2013-2014	Sandi Weber
2014-2015	Tarl Langham

WeberWise Guides Volunteer Program (Community)

WeberWise Guides are a team of nontraditional students is selected through an application (*Appendix O*) to serve as a support base for helping new nontraditional students transition into the university. These student volunteers are provided training sessions two times a semester and assist staff in the following capacities: greet students coming in the center and provide tours, act as a connect point between the center and students' academic departments, and serve as a liaison for the center with designated student services departments. Student volunteers are asked to schedule one hour each week when they are available within the center. Additionally, they are asked to support nontrad center staff on at least one project (i.e. assist the Epiphany by hanging posters, encouraging students to submit pieces and visiting classrooms and faculty offices.)

The center launched a pilot of the WeberWise Guides Volunteer Program during the 2015-2016 academic year, and is currently refining the program based on input from assessments taken during/following the pilot. These adjustments to the volunteer program will be ready for the program's full implementation Fall Semester 2016.

Programming

- **Epiphany Literary Journal (Fall 2009 - Fall 2015) (Access)**

The mission of Epiphany Nontraditional Student Literary Journal, which is no longer published, was to provide a venue for talented, previously unknown nontraditional student writers to present their work for publication. Our goal was to provide a bi-annual journal for the nontraditional students at Weber State University reflecting the integrity and standard of excellence that can be found in this institution, as well as provide a competitive, real-world opportunity for nontraditional students to be published. The publication accepted submissions in the categories of fiction, flash fiction, poetry, and creative non-fiction.

The aim of Epiphany was to raise a standard of excellence in the writing of nontraditional students and to encourage the students to reach the highest levels of their potential. We encouraged students to write with courage, integrity, and truth of feeling. Over the years, Epiphany supported other campus organizations promoting learning and creativity. We celebrated the ideas and accomplishments of all nontraditional students, always remembering the experiences that have brought them to this point in their lives.



Epiphany Criteria

Student authors were currently enrolled nontraditional students attending at WSU. Entries were submitted either online or brought in person to the Nontrad Center on a flash drive. Students were not limited on the number of submissions. We awarded winners in each category of writing, as well as an overall winner. All submissions were judged according to an editing process and rubric which was adjusted by the student team each year.

Epiphany Staff

Over the seven years of its existence, the Epiphany staff consisted of a variety of positions: managing and literary editors, project managers and reviewers. This student staff was responsible for promoting the journal, collaborating with other student journals on campus, visiting English classes, reviewing submissions, publication of the journal, and meeting with the faculty and Nontrad advisors.

Submissions

The first semester the publication started there were 60 submissions and 30 were published with a winner in each category. Spring 2010 there were 147 total submissions and 49 were published with a winner in each category. Fall Semester 2010 there were 106 submissions and 24 were published with a winner in each category and an overall winner was introduced and one student received this award. After the third year, the journal saw a consistent decrease in the number of student writing submissions each year. This led the student team to try varying efforts to encourage more student participation, such as including an additional section (Community Engagement Fall 2013) or developing special interest publications targeting specific nontraditional student populations (Veteran's issues, Domestic Violence in Fall 2014/Spring 2015) The overall effect of the dwindling level of submissions was that each subsequent semester the journal publish date was pushed back further and further.

After evaluation of the program, looking at the impact and reach of the project, and the lack of connectivity to the student population, the decision was made to terminate the project before the start of the Fall 2015 semester. Funding was reallocated to programs showing a more pressing need and better reach within the nontraditional student population. These programs included an increased need to provide tutoring for nontraditional students taking Developmental Math as well as extending childcare hours to support parents enrolled in afternoon classes and STEM lab courses.

- **Nontraditional Student Week**

Over the past couple of years the Nontrad Center has participated in a national collaboration designed to support nontraditional students through activities and events during “Nontraditional Student Week”. (*Appendix P*) In the past, the week had speakers, activities, and panels of students, just to name a few areas. The week is in the beginning stages of development. In Fall Semester 2016, activities will be focused on Parent and Men’s programming, along with support for our developmental Math students.

- **Purple Pals Kids Club (Access)**

The Purple Pals Kids Club was a program designed to introduce children of WSU parents to the university and to build a network of children. Through participation in fun activities and involvement on campus, the intent was to secure WSU as the school of choice when the children reached adulthood. The program also demonstrated WSU supports families and recognizes the support system at home for nontraditional students to go to college. The children of these students miss time with their parents while they attend school, and this program provided the opportunity to share in the WSU experience along with their parents.

The children of nontrad students who were 17 years and younger could join the Purple Pals Kids Club annually for \$8 for each child with no limit. An application (*Appendix Q*) needed to be completed and the annual payment made online at which time children would receive a T-shirt, Fun Pack, game of bowling, three club activities, and a birthday card in the mail during the month of their birthday.

After evaluation of the program, and an increased need to provide tutoring for nontraditional students taking Developmental Math. There was also a need to extend childcare hours to support parents who have later classes, specifically lab time with science classes. The funding and resources have contributed to these areas.

Marketing, Collaboration, and Upcoming Programming

Marketing

The theme for the last couple of years has been “Know You are Nontrad, Connect with Your Peers, Realize Your Dreams”. This statement is posted whenever possible on all marketing material, in the center, and on our website.

All marketing material has the “Funded by Student Fees” logo to indicate to students where their student fees are being utilized.

All posters, flyers, and materials are designed by a graphic design student and after July 2016 we will transition to the division graphic designer. Events and programs are promoted for the center through several marketing channels. A Nontrad Style Guide was developed by a student group as a class project to provide some guiding principles for marketing material and language.



Overall Marketing

There are “rack cards” that exist in the center to provide information to students. These are bookmark style marketing materials with general information about the center. There is one for the Nontrad Center (Spanish version available) and the Childcare Center. New designs will be made for the upcoming year and will include more material in Spanish. There is a bookmark for scholarships as well that guides students to our website to get more information on the scholarships we offer as well as how to apply for these scholarships.

An “orientation card” is also available for new students to complete in order for them to receive information through our list-serv. Information is sent out on the list-serve on a weekly basis with programming and other relevant information, unless there are no updates to send out for the week. Students can also select to be contacted as a follow-up and the WeberWise Guides volunteers make these phone calls.

Davis Campus

The campaign for the Davis Campus Nontrad Center has been “This is the Spot,” (*Appendix R*) which has been used in an effort to guide students to the center. Posters, cards, and tri-folds are around Davis Campus promoting our center. The Davis Campus also has an email list that is sent by the Assistant Dean of Students for all of Davis Campus that includes information about our center programs and services. When student staff are available, tables are set up in the building throughout the semester to inform students of the services we offer.

Facebook/ Twitter

The Facebook Page and Twitter account is currently managed by the Advisor. Although this is a small group of students (362 followers for Facebook, 33 on Twitter), the goal is to continue to promote Facebook as a communication channel for our center in interacting with students. The hiring of an Administrative Assistant will provide further contact with students through this channel. The goal for next year is to promote involvement through contests and ongoing announcements.

Website

Each semester, the website is reviewed and updated. The website has become a vital part of disseminating the information to nontraditional students. Students can process Pinnacle Honor Society memberships, tour of the center, schedule developmental math tutoring, pay childcare fees, watch videos of centers and student stories, and access vital information about the center and programs offered at both the Ogden and Davis Campus.

Collaboration

The Nontraditional Student Center collaborates in various ways across campus and with departments including Tutoring and other Academic Support Programs, Academic Advisors, Orientation, and Dean of Students. The center connects students to these resources, supports events sponsored by other departments, and provides a connection point for faculty and staff working with nontraditional students.

The center participates in various events including Wildcat Block Party, the Student Services Fair, and other events held at both Ogden and Davis Campus.

The Women's Center and Nontraditional Student Center collaborate through programming in various ways. Specifically the Nontrad Center provides childcare for attendees at Women Center events, communicate about coverage in the center, provide support and ideas for programs being developed, and both departments are working toward a more collaborative environment.

Upcoming Programming

As mentioned previously, the Director is challenged with addressing all the needs of nontraditional students and is constantly analyzing and critiquing the current programs to ensure they are meeting these needs. The center will be focusing on four main areas in the upcoming years: childcare, developmental math, parent programming, and men's and masculinity programming. These programs are the critical areas of need for nontraditional students at this time. Implementing more tutoring options, evening childcare, and programming for parents and men on campus will come with some challenges. However, trying new programming is not new to the center, which is obvious from the list of programs described earlier. As new programs are developed it is critical to assess, evaluate and make decisions that align with financial resources and benefit students.

Theories to Guide Practice

The main theories that guide the Nontraditional Student Center are rooted in Student Affairs and Student Development and are as follows:

Astin's theory: Alexander Astin's 1985 theory of Student Involvement explains how desirable outcomes for institutions of higher education are viewed in relation to how students change and develop as a result of co-curricular involvement. The core concepts of the theory are composed of three elements. The first is a student's "inputs" such as their demographics, background, and any previous experiences. The second is the student's "environment," which accounts for all the experiences a student has during college. Lastly, "outcomes" cover a student's characteristics, knowledge, attitudes, beliefs, and values that exist after a student has graduated college.

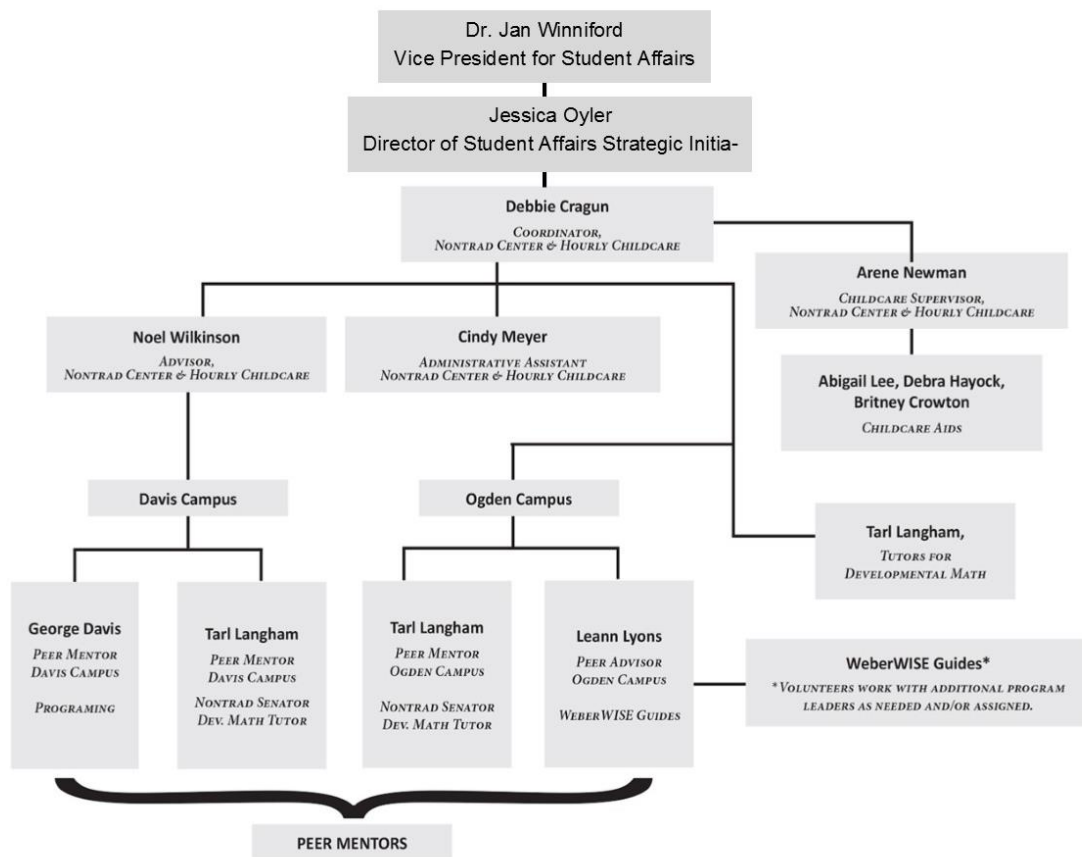
Astin also created five basic assumptions about involvement. He argues that involvement requires an investment of psychosocial and physical energy. Secondly, involvement is continuous, and the amount of energy invested varies from student to student. Thirdly, aspects of involvement may be qualitative and quantitative. Next, what students gain from being involved (or their development) is directly proportional to the extent to which they were involved (in both quality and quantity). Lastly, academic performance is correlated with student involvement. This theory has many applications in the world of higher education, and is one of the strongest pieces of evidence for co-curricular student involvement. (Student Development Theory, 2007)

Adult Learning Theory: Building upon theories from organizational development, Knowles identified four principles that characterize adult learners: (1) They are self directed, take responsibility for their own actions, and resist having information arbitrarily imposed on them; (2) They have an extensive depth of experience, which serves as a critical component in the foundation of their identity (Knowles, 1974); (3) They are ready to learn given that most adult learners return to college voluntarily and are likely to actively engage in the learning process;

and (4) They are task motivated. Adult students returning to college attend for a specific goal and the primary component of their motivational drive tends to be internal (Knowles, 1984).

In addition to the four principles put forth by Knowles, adult learners may have an established life context that determines their learning. The adult learner is also likely to desire a greater sense of cooperation between the student and teacher as they proceed through the educational process (Zmeyov, 1998). Additionally, returning veterans may bring additional skills such as a higher level of maturity and a different understanding of world affairs and geopolitics than traditional students (Byman, 2007).

Leadership and Staffing



The Nontraditional Student Center leadership consists of a full-time director who manages an advisor, a full-time childcare supervisor, ¾ time administrative specialist, two Developmental Math tutors, and anywhere from 4 - 8 hourly students. The number of students working in the center varies depending on the semester.

In addition to on-campus training through Office of Workplace Learning, Professional Staff are trained on an on-going basis, including weekly staff meetings and an annual retreat where goals and objectives are set for the upcoming year. The Nontraditional Student Center staff is encouraged to give input and take on responsibilities that not only focus on their strengths and abilities, but also challenge them to develop and grow and further their professional development and leadership. Each staff member participates in activities and takes on responsibilities with assigned projects.

The department implemented a task management system called Asana to help manage tasks and to improve communication with the staff on projects. Although the program is not used on a consistent basis, those that are using this system have found it helpful in improving the communication with staff and managing the tasks. In addition, the advisor and director spend a great deal of time communicating with each staff member via email, in person, or by phone, to make sure all who need to be informed are involved in this communication.

Staff members' schedules are arranged by the director and distributed to the Nontrad student employees, all professional staff, immediate supervisor, and director of the Women's Center. An emergency contact list is also maintained by the director and includes staff members name, phone, email, name, and phone number of individual to be contacted in case of personal emergencies.

Director: Debbie Cragun

The Director supervises an Advisor, Hourly Childcare Supervisor, Programming Chairs, Peer Mentors, and other student positions. The Director develops and manages all aspects of the Nontraditional Student Center at both the Ogden and Davis Campus. In addition, the Director provides oversight for the Hourly Childcare Center including state-licensing requirements, health and safety standards, record management, training, and development of staff, and risk management issues. The Director manages decisions on budget-related issues for all center, including purchases, proposals for funding, oversight of revenue, communication on budget, and reconciliation of funds.

Director is responsible for providing oversight for computers labs at the Ogden Campus and Davis Campus Nontrad Centers, collaborating with the University IT and Student Affairs Technology. The Director manages multiple scholarships including screening candidates, selection of recipients, and allocation of funding. In addition, Director is responsible for all aspects of assessing student learning outcomes, programs, student retention and graduation rates, and overall academic success of nontraditional students and WSU.

Director serves on committees in the Student Affairs Division, attends and presents at regional and national conferences, and works with local agencies in the community to provide a connection to resources for students.

Childcare Supervisor: Arene Newman

The supervisor of the Hourly Childcare Center provides child care services to students of Weber State University, to plan daily age-appropriate activities for children in the Hourly Childcare Center, hires and supervises 2-3 childcare aids, manages records and paperwork

including Utah Department of Health Bureau of Child Development and Utah Immunization Rules for Early Childhood Program. Supervisor attends training on an ongoing basis to receive updated education on issues of domestic violence, children with troubled background, safety issues, etc. The supervisor collaborates with campus partners on childcare support and resources, attends Prevent Child Abuse Utah training and receives additional training through regional and national conferences.

Advisor: Noel Wilkinson

This position advises nontraditional students who utilize services in the Nontraditional Student Center including intervention support for personal and academic needs, assist with decision making, time management, and lifestyle management issues. This position provides orientation to the department, including resources available, help in registering for classes, navigating financial aid processes, and scholarship opportunities. The advisor in the past supervised the Epiphany Literary Journal Editors, and is currently the advisor to the Student Senator in the WSUSA. For this upcoming year, the advisor will be supervising the Men's and Masculinity Programming Chair and programming.

In addition, the advisor coordinates the WeberWise Guides Volunteer program, Nontrad Week, and works to connect with students attending the Davis campus. The advisor also serves on various committees within Student Affairs, and across campus. The advisor sits on the Davis Campus Council, provides assistance in assessment and strategic planning

During his time with the center, Noel has worked to develop a physical center location at Davis, supported and trained a team of student employees to operate the Davis center, worked to establish a rapport between the center and the Davis Campus community, and sits on the Davis Campus Council.

Administrative Specialist: Cindy Meyer (on leave)

The Administrative Specialist serves as a support in the Nontrad Center at the Ogden Campus for the Director, Advisor and Hourly Childcare Supervisor. Helps manage the functions of the Nontraditional Student Center at both the Ogden and Davis Campus to support the needs of the students through general office operations.

Peer Mentors

Peer mentors play a vital role within the Nontraditional Student Center, by allowing the center to provide high touch contacts with the nontraditional student population attending WSU. Our team of peer mentors come from a variety of personal backgrounds: single, married, divorced; with or without children; male and female. This diversity in peer mentor staff enables the center to connect with a variety of populations within the nontraditional student designation. Our mentors are able to assist students with a number of issues/questions. We encourage peer mentors to take advantage of opportunities for professional and career development by working with each mentor to create/assign a project they work on throughout the semester. Examples include Wellness Wednesdays and managing the WeberWise Guides Volunteer Program.

Peer mentors within the Nontrad Center receive comprehensive training through a program taking place at both the departmental through “New Student Employee Orientation” (*Appendix T*) and division levels. Two of our peer mentors attended a regional peer mentor training conference during the Spring 2016 semester.

Nontraditional Student Senator

The Nontraditional Student Senator is a representative for the nontraditional students at WSU and serves as part of the leadership in WSUSA. The Senator holds Town Hall meetings, helps at events, and initiates feedback from the nontraditional student constituents.

Staff Evaluations

Professional Staff

Constant communication by the Director with professional staff, either in person or via email, is a vital component of assessing and evaluating progress of the staff. The Childcare Supervisor, Advisor, and Secretary are evaluated through the annual PREP (Performance Review and Evaluation Program). Director meets on a regular basis with professional staff to discuss progress, projects, and areas where the director can assist them in their goals. The director is evaluated by the Director of Student Affairs Assessment and Strategic Initiatives.

Professional staff are nominated for Student Affairs Division awards on a regular basis. Noel Wilkinson received the Outstanding Professional Staff award in 2013. Arene Newman was nominated for Spring 2016 awards.

Hourly Employees

Hourly employees are evaluated using the Student Affairs rubrics, one-on-one meetings with Advisor and Director, and through observation in the center. If for any reason an hourly employee has performance issues, the student is communicated with personally to re-establish expectations, clarify downfalls, and set future goals. They will be given verbal warnings of performance throughout the first semester. If improvement is not observed by all professional staff in the second semester, the hourly employee will be given a minimum of one written warning. After two written warnings, they will be dismissed.

All hourly employees participate in the WSU Student Affairs Student Employee Program “Get SET” which includes a structured evaluation process. They also participate in Peer Mentor Training throughout the year, if applicable. These programs include student self-reporting, supervisor evaluation, and performance evaluation.

Students who graduate during their employment in the center are offered a letter of recommendation from the director, and are given one semester after graduation to find employment and train their replacement.

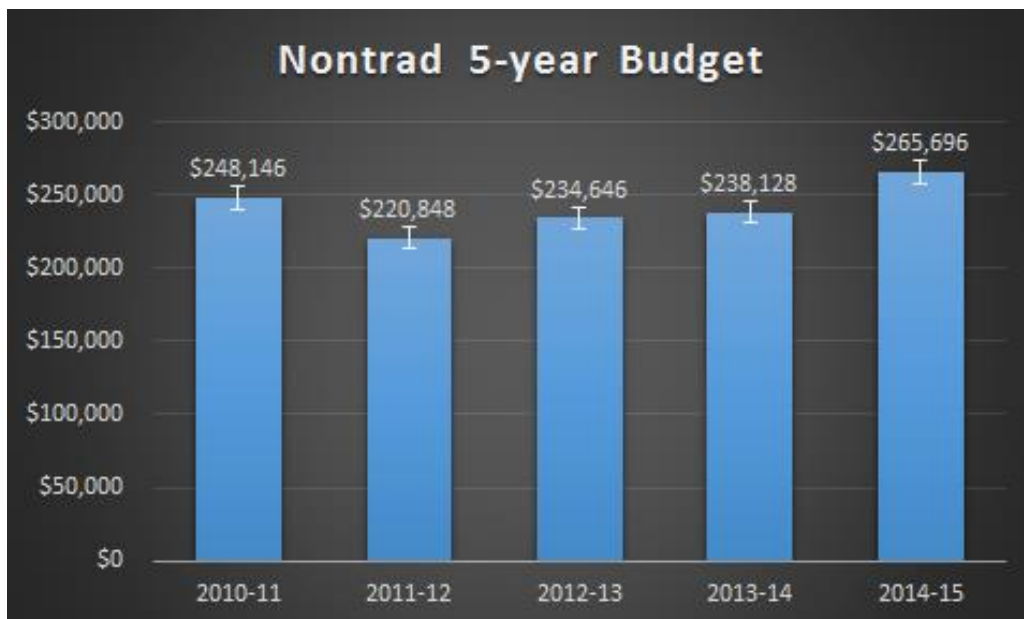
Financial Resources/ Budget

The Nontraditional Student Center is funded 100% by Student Fees. The director manages all aspects of the budget including expenditure approvals, payroll, reconciliation, reallocation, and revenue management. The funding provides staffing, programming, activities, computer lab maintenance, materials, and overall departmental support for both the Nontrad Center and Hourly Childcare Center. If funding is needed by staff members beyond the areas described above, it is distributed appropriately.

Nontrad Center and Hourly Childcare Center Budget Allocation – 2015-2016	
Staff Salaries	\$118,394
Wages	\$12,948
Benefits	\$70,086
Current Expense	\$73,612
Travel	\$4,000
Total	\$279,040

NOTE: The Childcare and Nontraditional Student Center had an average of 563 student who utilized the services and programs at Ogden and Davis Campus over the past five years. The average budget for the past five years is \$246,156 for an average cost per student of \$437.22. If salaries are excluded the average cost per student is \$227.

The Childcare Supervisor has rights to a portion of the budget and offers suggestions for funding childcare as needed. The department's total budget for the upcoming fiscal year is \$279,040 (\$208,333 Nontrad and \$70,707 Childcare). Revenue from the Hourly Childcare Center averages \$12,000 per year. The revenue helps support the childcare center. The graph below represents the budget over the past five years.



Fundraising

The Nontraditional Student Center has increased donor contributions to scholarships over the past several years. Through fundraising events such as Art auctions, Love Utah Give Utah, development efforts, and contributions by donors, the amount of available funds to award to students has increased. The goal remains to have the Childcare Center named through an endowment, and to continue to increase gift accounts revenue.

The center has three funds from which scholarships are awarded, and the current funding is as follows:

- Rising Star \$6,948
- Patti Choate Memorial Scholarship \$3,050
- Nontraditional Student Scholarship \$733

Pinnacle Honor Society

Students who apply for PHS pay a \$40 membership fee, of which \$20 is sent to national for processing their membership to the organization. The student can purchase a medallion for \$10 to be worn at graduation. The department retains \$20 to cover costs for marketing, and mailing out materials.

Activity Waivers

The Nontrad Center has received funding for activity tuition waivers, which means students provide some work in return for tuition. The Nontrad Center has received funding since 1998. This past year the center received \$4400. The activity waivers were used for the Epiphany Literary Journal Editorial Board members. The waivers will be reassigned to new positions for Fall 2016. The center will have a Men's Programming Chair and a Parent's Networking Chair. Students applied by filling out the Leadership Opportunity Application (*Appendix S*), and turning in a resume and two letters of recommendation.

Facilities, Equipment and Technology

The Nontraditional Student Center is located in Room 322 of the Shepherd Union. The center has a front reception area, student office, advisor office, study lounge, kitchen, computer lab and hourly childcare center.

The Hourly Childcare Supervisor has an office located in the childcare center. The secretary desk is at the front of the center at the Ogden Campus. Peer Mentors, Math Tutors, Senator, and volunteer students share the front office. The advisor and director have an office. Students are always welcome to come to any of the nontrad staff offices. We have an open door policy, unless it is confidential, in which case privacy is respected.

Study Lounge/ Kitchen/ Computer Lab

The study lounge in the Nontrad Center is used by students to study, eat, meet and work on homework. The lounge is also used for functions including Wellness Wednesdays and Town Hall meetings with the Student Senator. Our kitchen is equipped with a refrigerator,

microwave, toaster, and sink for the convenience of nontraditional students. We have hot drinks available daily.

The computer lab has nine computers that are available for nontraditional students to use. Lab computers are updated every three years, and staff computers intermittently as needed. The Student Affairs Technology department is the first source of contact for updating and maintaining staff and lab computers.

In addition to maintenance of the computers, the departments adheres to the Information Security Policy outlined in the Policies and Procedures Manual 10-1. The security is checked at the beginning of every semester to make sure computers in the lab, and staff computers, have received the updates, and are scheduled for security updates. The computer lab is set up to wipe saved student data on a nightly basis. All computers require individual login.

This past year, and additional table and seating were added in the south end of the lounge to accommodate more students. The space originally had storage cabinets. This space expansion is definitely used frequently by students and has allowed a more private area for students to study, eat and meet with each other. In order to address the overcrowding in the space, and lack of ability to expand, the Shepherd Union administration accepted our request to add more tables outside the center for the overflow of students.

Hourly Childcare Center

The Nontraditional Student Hourly Childcare Center is located on the South end of the Nontraditional Student Center. The childcare center can admit up to 13 children at a time and has a supervisor office, restroom, storage closet, basin, and washer/ dryer. The playground is located outside the childcare center. The playground is resurfaced every three years and will be resurfaced in Summer 2016. The Shepherd Union administration donated a television to the childcare center this year.

Although the childcare center has required minimal updating over the years, the playground for several years has needed appropriate shade for the children. The surfaces get hot and there is no shade on the playground. The center has purchased umbrellas and temporary shade coverings, however, these are destroyed by the weather conditions. A more permanent shade covering would be ideal. The director will be meeting with Union administration to see what can be done to resolve this issue by requesting to install a permanent structure.

Center Safety

In addition to the childcare center safety and evacuation plans, the Nontrad Center also has some guidelines for safety. The director and professional staff attend annual safety training offered through the Union. The front desk has the Campus Emergency Safety Procedures that addresses critical and hazardous situations. The staff are aware of situations that require campus police contact, counseling center guidance, and ensuring their own personal safety.

In the event of a shooter on campus, the staff have instructions of how to proceed.

Asana

The staff in the Nontrad Center are assigned tasks through the online task manager program called Asana. The system manages projects, staff can assign tasks, and completed tasks can be documented. This has improved communication with staff on projects, simplified the documentation efforts, and made coordinating projects at multiple campuses streamlined. Improvements could be made in updating the information on the system, and having all staff involved.

Ethical and Legal Responsibilities

Nontrad Staff

The Director, Secretary and Childcare Supervisor have taken Non-violent Crisis Intervention Training and have been a part of the Student Affairs Academy (a four-day training about Student Affairs). Both the Coordinator and Secretary have taken supervisor training. The childcare assistants are certified in CPR, first-aid, and are fingerprinted prior to hiring. Each staff member is provided a 72-hour backpack purchased through the Red Cross. Additional bags are available in the storage closet if an emergency happens and there are students in the center during this crisis.

File Management and Student Confidentiality/ FERPA (Family Educational Rights to Privacy Act).

Full-time staff and student employees receive training at least once a year on the Family Education Rights Privacy Act. The Nontraditional Student Center deals with many situations with incoming and current nontraditional students. Nontraditional staff members are trained to utilize campus services, including the Dean of Student's office, Counseling Center, Campus Police, and the Registrar's office in dealing with issues that may arise in the center. Full-time staff within our department are required by the division to receive Campus Security Authority training.

The Director has access to student records in order to verify GPA for scholarships, Pinnacle Honor Society, and Tuition Waivers. The Director, Administrative Specialist, and Advisor have access to the Accademia tracking system and can pull reports on student usage data. The Hourly Childcare supervisor has access to ProCare and SAWeb (Student Affairs Web) for parent record management.

ProCare is our new record keeping system that manages child, parent and family information. It allows quick access to parent and children's records. It provides childcare scheduling, immunization history, generation of usage and financial reports, bookkeeping (fees, co-payments, handles hourly billing and payments). Parents are required to sign in with a fingerprint recognition system. It should simplify and streamline child care center management and business.

All files on parents are locked in a cabinet in the Hourly Childcare supervisor's office. All Nontrad Center files are saved in Box and nontrad student files, or records, are kept in a locked cabinet in an office.

Hourly Childcare

The Hourly Childcare follows all state-licensing rules (<http://health.utah.gov/licensing/childcareforms>), including all previously mentioned areas, and adheres to the standards set by the National Association of the Education of Young Children. Any incident that occurs in the childcare center is documented and an Incident Accident Report is completed and put in the parent's file. All phone calls and conversations between parents and staff are documented and secured in the supervisor's locked file cabinet.

Whenever possible, marketing materials include the ADA statement of the institution.

It is the policy of Weber State University to eliminate discrimination against individuals with disabilities, and to assure equality in providing services, activities and programs to all university constituents, (students, employees, applicants, and patrons). Title II of the Americans With Disabilities Act., Sec. 202, states, in part, "no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of, the services, programs or activities of a public entity, or be subjected to discrimination by any such entity." In that spirit, WSU personnel shall work cooperatively with those who request accommodation in order to provide access to the programs, services and activities when viewed in their entirety, and they shall attempt to discover an opportunity to provide accommodation in a manner favorable to every qualified individual with a disability who requests such accommodation.

Assessment and Evaluation

The Nontrad Center designs programs to connect students with peers, the campus, and the center. Research indicates students have a higher retention rate and will graduate sooner if they are connected to a member of the campus community. All the staff in the Nontraditional Student Center make concerted efforts to establish rapport with students, and develop connections with the students who come in the center, visit tabling events, attend programs, etc.

The center establishes goals and outcomes for student programs, staff, and the environment. There are five main areas the department focuses on to determine success of goals, assess programs, analyze and evaluate progress, track outcomes, and determine areas for improvement. The five main areas are: (1) Retention and Graduation Rates, (2) Program Goals/ Learning outcomes (3) Staff Evaluations, (4) Division Initiatives and Rubrics, (5) Surveys and Focus Groups, and (6) 3-5 Year Plan and 6-Column Model. (*Appendix U, V*)

Cohort Data - Retention and Graduation Rates

The department tracks cohorts on an annual basis to assess retention and graduation rates of our students in comparison to the Student Affairs Division and the WSU Student Body Population.

Data is based on Weber State credit hours only. Potential students remaining and retention rate are based upon all semesters leading up to the next fall column (i.e., Fall, Spring, and Summer)

Cohort	2010			2011		2012		2013		2014	
	GPA	Retention Rate	Grad Yrs.	Avg. Cum. GPA	Retention Rate	GPA	Retention Rate	GPA	Retention Rate	GPA	Retention Rate
WSU Student Body	3.15	31.78%	4.10	3.15	29.08%	3.16	35.95%	3.18	55.94%	3.15	NA
Student Affairs Cohorts	3.11	41.76%	3.91	3.09	41.28%	3.09	51.13%	3.16	76.74%	3.08	NA
Childcare Parents	3.42	22.22%	4.9	3.50	68.75%	3.36	47.06%	3.46	80%	NA	NA
Purple Pals	NA	NA	NA	3.34	42.55%	3.33	46%	3.41	73.33%	NA	NA
Nontrad Center Users	NA	NA	NA	3.26	35.92%	3.35	79.78% (to Fall 14)	3.35	72.99% (to Fall 14)	NA	NA
Nontrad Student Employees	NA	NA	NA	NA	NA	NA	NA	NA	NA	3.10	NA

Demographics of Overall WSU Nontraditional Students

	2012-2013	2013-2014	2014-2015	2015-March 2016
Avg. Age	32	32	32	35
Avg. Cum. GPA	3.29	3.25	3.24	3.24
Avg. Total Hours	62.5	53	53	58
Male	34%	35%	35%	44%
Female	66%	65%	65%	56%
Asian	4%	3%	3%	3%
African American	3%	2%	2%	3%
Hispanic	10%	9%	12%	10%
American Indian	1%	2%	2%	3%

Non Resident	1%	1%	1%	0%
Pacific Islander/ Native Hawaiian	1%	1%	1%	0%
Unknown	8%	7%	8%	6%
White	73%	76%	71%	75%
College of Applied Science/ Tech	7%	11%	12%	22%
College of Arts and Humanities	12%	13%	12%	14%
College of Education	20%	15%	16%	14%
College of Health Professions	21%	21%	22%	12%
College of Science	11%	10%	7%	10%
College of Social/Behav Science	14%	14%	17%	14%
Related Curriculum	7%	7%	8%	7%
School of Business/Economics	9%	9%	7%	6%
Graduation	34%	26%	10%	NA

Program Goals/ Learning Outcomes

Childcare Center - to remove the barrier of childcare access for parents and to provide a safe, nurturing environment for the children of WSU students. This is assessed through direct impact on retention and graduation rates and state licensing certification of the environment.

Nontrad Developmental Math Tutors - to provide additional support for nontraditional students struggling in their Developmental Math courses through a supportive, and safe environment. Students are encouraged to work independently, establish goals, and ask for help when needed. The program will be assessed more intentionally in Fall 2016 through surveys of students and regular tuttee feedback on tutors. Pass rates will continue to be an indicator of success.

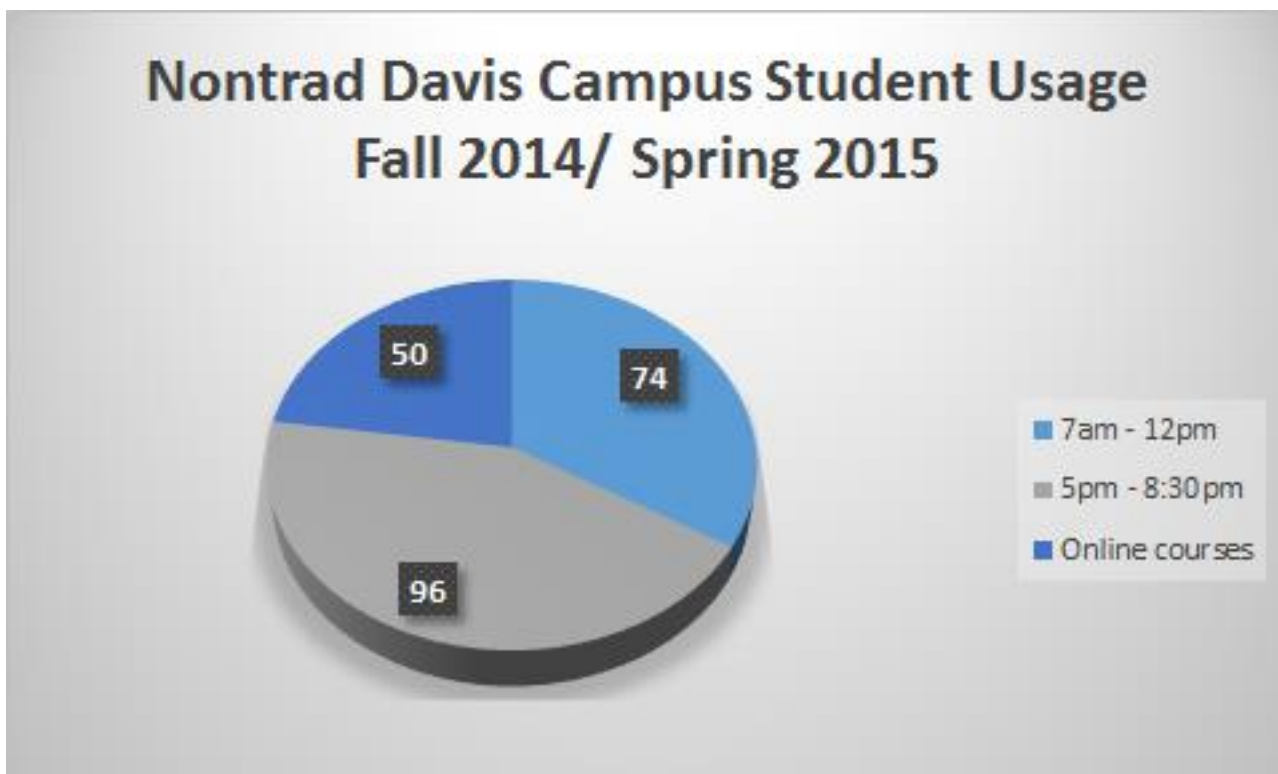
Peer Mentors - All Peer Mentors are encouraged to attend training through the Peer Mentor Training Program. Their goals are established around these training topics, the division initiatives/ rubrics, and internal department goals. Program development, observation in the center, and one-on-one meetings with Peer Mentors demonstrates their knowledge and skill. Each student completes the division rubrics and evaluations after training. In the upcoming

year, Peer Mentors will be logging their interactions with mentees and input their reflection journal at the end of the semester into WeberSync.

Surveys and Focus Groups

Students are asked to complete various surveys administered across campus by departments, including the Nontraditional Student Center. Whenever possible, the center relies on obtaining this information from the entities administering the surveys to avoid duplication of survey questions.

With the Nontraditional Student Center at the Davis Campus, we work with the Davis Student Services Office to include questions on their annual survey of students attending classes at that campus. This survey is administered each Spring to a cross section of the Davis Campus student body consisting of early college students, traditional and nontraditional student populations. Despite the large volume of student populations present at the Davis Campus, there are enough respondents identifying as nontraditional to use the collected data for assessing the center. For example, the 2015 results of this survey led us to expand our hours of operation into the morning hours. Prior to Fall 2015, the center pilot program was open in the late afternoons/early evenings to accommodate night class students).



From that same 2015 Davis Campus Survey, we have also been able to learn more about the nontraditional student populations enrolled in courses at that campus. Most students spend one or two days on campus each week with 36 students indicating that they spend no more than two hours on campus and another 92 students were on campus for three to four hours on those days. We did not get a large response from student parents. Only 44 respondents

indicated they had children younger than nine years old. From those 44 respondents, 16 students indicated that they would take advantage of childcare at the Davis Campus.

However, some of the most important information we collected from the focus groups and surveys of nontraditional students are as follows: (1) How familiar are students with the Nontraditional Student Center and (2) How students hear about the center, and its programs. Nontraditional Students at both campus have indicated email is their preferred method of communicating – with 69.2% of students at the Ogden campus preferring email communication over all other forms. These results have led the center to explore methods of better communicating with our students. The Davis Campus students indicated that they preferred email as well, in addition to using social media applications. (Facebook, Twitter, and Instagram were the most popular.)

A focus group held Spring 2012 found most students wish they had known about the center in their first year, instead of finding out about the center from word of mouth as juniors and seniors.

All of the focus groups and open-ended survey questions indicate similar responses about how students feel about the Nontrad Center. “It feels like family... the center provides resources and opportunities for networking. It helps with academic success, but it really makes you feel more comfortable - that you have a place on campus” (Spring 2012 Focus Group). One student parent in a Fall 2012 focus group responded: “Nontrad daycare watches my girl every Monday, Wednesday and Friday. There is no way I would attend school without them! Thank you.”

Accudemia Headcount Data

Ogden Campus Usage	Davis Campus Usage
2012-2013 Total Users: 3,797 Unique Users: 470	2012-2013 Total Users: 1 Unique Users: 1
2013-2014 Total Users: 6,337 Unique Users: 627	2013-2014 Total Users: 44 Unique Users: 21
2014-2015 Total Users: 6,108 Unique Users: 452	2014-2015 Total Users: 893 Unique Users: 119
2015-March 23 Total Users: 2,571 Unique Users: 220	2015-March 23 Total Users: 307 Unique Users: 59

Strategic Plan (3-5 Year Plan and 6-Column model)

The Nontraditional Student Center has a strategic plan developed to assist in guiding the department throughout current and upcoming years. The 3-5 year plan guides the overarching goals and initiatives and provides a plan to develop specific goals the center would like to accomplish, focusing on three major areas:

- Develop Retention Initiatives for Under-Served Student Populations
- Develop Comprehensive Training Programs for Center Staff
- Support Distance Learning and Satellite Campus Nontraditional Students

The center staff take time to strategically plan the next 3-5 years, including milestones the center should strive to complete in the areas above. These milestones are then distilled down to specific goals in the 6-column model (which is a goal setting and evaluation tool used by the division.) The six areas in the model are Unit Goal, Means to Achieving Goal, Student Learning Outcomes, Methods of Assessment, Results, and Use of Results. The past five years of the Nontraditional Student Center 6-column models can be found at weber.edu/saassessment.

Summary

The Nontraditional Student Center is the central service department for students who are over 25, married, widowed, divorced, and/or a parent. The overwhelming challenge to meet this diverse population's needs is met with efficient strategic planning, strong fiscal management, and implementation of new technology, programs, and services. Although the department has been hindered in many ways due to space, funding, and lack of staff, the center continues to develop new initiatives, create meaningful experiences for students, and assess and evaluate programs to create a rich learning environment for students. With the allocation of new funding from the Student Fee Recommendation Committee, the center will expand the childcare services to an evening childcare program and have longer hours at the Davis Campus.

Overall, the Nontrad Center relies on donors, student fee funding, and support from administration to continue to do the work that is critical to the success of the WSU nontraditional student population. The parents, working adults, married couples, and so many others, rely on the resources we provide to support them through their education.

Additionally, the center has evolved over the past five years by hiring a full-time advisor, opening a center at the Davis Campus, hiring Developmental Math Tutors, extending Childcare hours, and renovating space to provide more study areas for students. The center has broadened the collaboration with entities on campus including Developmental Math Department, Academic Support Programs, Orientation, and College of Science.

The center is in transition with programming and meeting needs of students. The future goals of the center are to continue to build relationships with entities on campus, assess student needs, provide excellent childcare services, support nontrad students in their pursuit of a degree, including collaborating with tutoring to provide tutors for Developmental Math, and create a welcoming and supportive environment where nontrad students feel valued, safe, encouraged and connected to their peers.

New areas for the center include identifying student engagement opportunities through the development of two new leadership positions. The first leadership position will be the Parent Network Chair who will assess parent's needs, provide connections for them on campus, and do outreach to parents to get them involved with other parents. The parents on campus often are not involved due to programming not working with their family needs, schedules, and childcare restrictions. In addition to providing programming within the department, another goal is to do more outreach to departments to encourage family-friendly programming for nontraditional student parents. We will also encourage departments to consider utilizing the childcare center and our staff to provide childcare during their events and activities.

The second area of leadership is to provide connections and support to men on campus. Across the nation men, have struggled with identity, involvement on campus, staying in school, and personal and academic barriers, especially single dads. Particularly in the Nontrad Center, we have seen an increase in the number of men coming into the center, and through discussions, have heard their personal challenges and struggles. The Men's Programming Chair will assess men's needs, research national trends with men on campus, and develop engagement opportunities for them to get more involved on campus, feel a sense of belonging, connect with their peers, and overall stay in school and graduate.

The main areas of focus for assessment in the upcoming year are Parent's Programming and Men's and Masculinity Programming. These two new areas will require development and research to address identity, engagement on campus, and levels of involvement. The evening childcare program will also be closely assessed and managed to ensure success.

With so many students needing the support of our department, the center space is not adequate to meet many of these needs or to adequately handle the staff to facilitate programming. One office is shared by the Peer Mentors, Student Leader Chairs, Student Senator, Math Tutor, Outreach Assistant and Customer Service Representative. The Student Lounge and Computer Lab are often at maximum capacity, and on occasion, students are unable to find a space to study, eat, and work on their class homework. During the last Program Review in 2010, the issue of limited space was also addressed and the department has tried to work with the Development Office and other funding sources to expand the space. This will continue to be a limitation until additional space can be created.

In addition to the expansion of the space, additional funding would benefit the center as well by providing support for a supervisor over the Davis Campus Center, Childcare Playground structure for shade, additional student employees to help at Davis Campus, more activities for nontrad students, and be able to provide services more directly related to specific demographics within nontraditional student population (e.g. under-represented nontraditional students, married couples, etc.)

Although the department has been hindered in many ways due to space, funding, and lack of staff, the center continues to develop new initiatives, create meaningful experiences for students, and assess and evaluate programs to create a rich learning environment for students. The nontraditional student population of students comes with many challenges, both personally and academically. The director and all the staff care deeply about these students and their success. The department will continue to be fiscally responsible, plan strategically, and develop programming accordingly to the needs of the students.



Hourly Childcare Center

The Hourly Childcare Center is a state-licensed facility that provides hourly care to children (ages 2 – 9 years old). Students can utilize the center for classes, and other academic and campus activities. (Supervisor approval required for activities outside of class schedule) **NOTE: Parents must apply each semester, including returning parents.**

Steps to Apply for the Hourly Childcare Center:

- 1) Complete Hourly Childcare Center application below. (Space is limited and the application does not guarantee a seat).
- 2) Pay a **one-time, non-refundable** application fee of \$15. (All fees can be paid at weber.edu/nontrad under "Pay Fees").
- 3) Turn in **application, \$15 receipt**, and **current class schedule**, if you are a student, to the *Hourly Childcare Supervisor*.
- 4) Complete Childcare Packet (once accepted you will be notified to come in and complete the packet of information; immunization records, emergency contact, etc.)
- 5) Pay a one-time, non-refundable deposit of \$42. Must be paid by the first day of attendance. Deposit applied to first 12 hours.
- 6) Attend Childcare Orientation (scheduled by Childcare Supervisor).
- 7) Pay fees on a weekly basis at weber.edu/nontrad under "Pay Fees".

Check one:

- Regular Care (On-going basis)**
 Back-up Care
 Faculty/Staff (Summer Only)

Parent's Name: _____ Date: _____

W#: _____ Wildcat Email: _____

Address: _____
Street City State Zip Code

Phone: _____ Alternate Phone: _____

<i>Name of Each Child</i>	<i>Age</i>	<i>Birth Date</i>
1.		
2.		

I acknowledge my child is **fully potty-trained** or will be fully potty-trained by the start of school. I understand the acceptance of my application, and continued enrollment, is based on space and availability, compliance with the rules set by the WSU Hourly Childcare Center, and my child being **fully potty-trained** by the first day of school. I also understand my fees must be paid on a weekly basis and any default on this could forfeit my child's seat in the center. I agree the information I have provided is accurate and correct to the best of my knowledge. I acknowledge it is the right of the center to deny my request if the information is not correct or does not meet the requirements.

Signature

Date

OFFICE USE ONLY		
Application reviewed on: _____	<input type="checkbox"/> Packet complete	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer
Request Approved by: _____	<input type="checkbox"/> Letter mailed	Year: _____
Date request approved: _____	<input type="checkbox"/> Attended Orientation	Staff Initials: _____
Date called: _____		Today's Date: _____
Regarding: _____		

Paid for by Student Fees

The Hourly Childcare Center curriculum is planned according to the needs and interests of individual children and represents a balance of physical, social, cognitive, and emotional skills. The staff in the center are qualified individuals and meet all the state-licensing requirements including safety and health guidelines.

Nontraditional Student Center
 Hourly Childcare Center
 3910 West Campus Drive
 Ogden, UT, 84408
 Shepherd Union Building, Room 322
 801-626-7798

Please visit our website at weber.edu/nontrad/childcare for more information about the center.

Schedule

ATTENTION STUDENTS: All classes must be taken on campus AND through WSU. Hours are limited to 20 hrs/wk and 4 hrs/day. Additional hours need to be approved by Childcare Supervisor.

Hours: 6:45am - 3pm, Mon - Fri (Summer/ Fall/ Spring Semesters)
6:45am - 8:30pm Tues / Thurs (Fall/ Spring Semesters)

Summer Fall Spring

Monday	Tuesday	Wednesday	Thursday	Friday

Summer Semester

4-week Block:

Monday	Tuesday	Wednesday	Thursday	Friday

6-week Block:

Monday	Tuesday	Wednesday	Thursday	Friday

12-week Block:

Monday	Tuesday	Wednesday	Thursday	Friday



Hourly Childcare Center

Extended Hours Application

EXTENDED HOURS REQUESTED:

Date Staff Initials	Time	Parent's Initials
Monday	Tuesday	Wednesday

EXTENDED HOURS REQUESTED:

Date Staff Initials	Time	Parent's Initials
Monday	Tuesday	Wednesday

EXTENDED HOURS REQUESTED:

Date Staff Initials	Time	Parent's Initials
Monday	Tuesday	Wednesday

EXTENDED HOURS REQUESTED:

Date Staff Initials	Time	Parent's Initials
Monday	Tuesday	Wednesday



All Stores

Select a Store

Childcare

Home | Nontrad Hourly Childcare | Childcare



Name	Price	Actions
Non-refundable Application Fee	\$15.00	View Details
First Use Deposit	\$42.00	View Details
24 Hours of Childcare	\$84.00	View Details
36 Hours of Childcare	\$126.00	View Details
48 Hours of Childcare	\$168.00	View Details
60 Hours of Childcare	\$210.00	View Details
Automatic Deduction-Childcare	—	View Details
Other Amount	—	View Details





Nontraditional Student Center

Hourly Childcare Parent Contract

Before signing this contract, please make sure you thoroughly understand the policies and requirements before signing this contract. It is the responsibility of the parent to understand the policies outlined in the Application and the Childcare Handbook.

Name: _____

Contact Phone: _____ Work: _____ Cell Phone: _____

Address: _____
Street/ Apt. # City State

(Please read and Initial each line)

As a parent in the WSU Hourly Childcare Center I agree to:

- _____ complete and return all materials in enrollment packet before my child starts.
- _____ attend an orientation meeting with the childcare supervisor prior to the first day of attendance.
- _____ greet teacher **and** clock in and out upon arriving and departure.
- _____ notify teacher if someone, other than myself, is picking up my child.
- _____ pay all required fees prior to first day and stay current on weekly payments.
- _____ ensure that my child is **completely** potty-trained.
- _____ notify supervisor of absents and late arrivals.
- _____ complete "Extended Hours Application" should I need to modify my schedule.
- _____ bring a backpack with a change of clothing (activities – paint, sand, water, etc.)
- _____ provide a nutritious meal if attending during designated times.
- _____ notify teacher if child has or is diagnosed during semester with a food allergy.
- _____ keep child home if illness is classified in one of the restricted areas.
- _____ allow my child to go on well-planned, supervised, on-campus field trips.
- _____ allow my child to be photographed for the following purposes:
 _____ In-class only _____ Print material _____ Childcare website
- _____ allow emergency medical care if warranted.
- _____ communicate with supervisor or director if there are any concerns.
- _____ notify childcare supervisor in writing two weeks in advance if I wish to terminate my enrollment.

I have read, understand and received the terms of this contract and all terms are clear and acceptable to me. I understand any violation of the above agreement could result in termination of my enrollment.

Student Signature

Date

Childcare Supervisor

Date

Revised 04-20-16

Weber State University Hourly Childcare Center Enrollment Form

This form must be completed for each individual child enrolled, and must be reviewed annually by the parent/guardian, and any changes noted.

Name of Child (include nicknames): _____

Age: _____ Birth Date: _____ Male _____ Female _____ Enroll Date _____

Parent/Guardian Information:

Mother: _____

Father: _____

W#: _____

W#: _____

Home Phone: _____

Home Phone: _____

Cell/Work Phone: _____

Cell/Work Phone: _____

Address: _____

Address: _____

Marital Status: _____

Marital Status: _____

Email: _____

Email: _____

Medical Information:

Name of child=s physician/clinic: _____

Does your child have any allergies or medical conditions? If yes, please list:

Are your child=s immunizations current? _____ *(Please attach immunization report)*

Do we have your permission to apply sunscreen to your child=s skin?

Please Note: Your child must be potty trained.

Emergency Contact Information:

Persons authorized to pick up the child or who may be called in the case of illness or emergency if parent is not available.

Name	Relation to Child	Address	Phone #

I attest the above information is complete and correct.

Parent/Guardian Signature

Date

Emergency Authorization: In case of emergency or serious illness, when parent(s) cannot be reached immediately, I hereby authorize the childcare staff to obtain emergency medical care and/or provide emergency medical transportation for _____.
(Child's name)

Parent/Guardian Signature

Date

WSU Hourly Childcare Center Emergency Card

Semester _____ Year _____

Child's Name _____ Home Phone: _____
Mother's Name _____ Work Phone: _____ Cell Phone: _____
Father's Name _____ Work Phone: _____ Cell Phone: _____

Emergency Contacts: (The persons listed below should have a car available and be local)

1. Name: _____ Home Phone: _____
Relationship to child: _____ Work Phone: _____ Cell Phone: _____
2. Name: _____ Home Phone: _____
Relationship to child: _____ Work Phone: _____ Cell Phone: _____

Doctor's Name: _____ Phone: _____

Insurance Provider: _____

Hospital Preference: _____ (If no preference, your child will be taken to McKay-Dee)

Dentist Name: _____ Phone: _____

Who is authorized to pick up your child?

1. Name: _____ Phone: _____
2. Name: _____ Phone: _____

I/we grant permission for WSU's Hourly Childcare Program to take whatever steps necessary to obtain emergency medical or dental care or to provide emergency transportation if warranted.

Parent Signature _____ Parent Signature _____

Please have Child's Physician Complete

ANNUAL CHILD HEALTH HISTORY/ ASSESSMENT

Child's Name: _____ Date of Birth _____

Today's Date: _____ Date of Enrollment: _____

Please check all that apply and list any health information needed for care of your child.

Any known allergies/ sensitivities to: No Yes
 Medications
 Foods
 Other

If yes, please list

Any chronic illnesses or medical conditions: No Yes
 Asthmas
 Diabetes
 Seizures
 Heart Problems
 Other

Any disabilities: No Yes
 Hearing Impairment
 Visual Impairment
 Development Delays
 Physical Impairment
 Emotional Problems
 Other _____

Any additional health information not listed above: _____

Medications your child takes: _____

Any instructions for your child's daily care: _____

Date of last physical exam: _____ Date of last dental exam: _____

Name of child's Medical Provider: _____

Address: _____ Phone: _____

Name of child's Dentist: _____

Address: _____ Phone: _____

Instructions for child's emergency care: _____

 Parent/Guardian Signature

 Date

 Physician Signature

 Date



UTAH SCHOOL IMMUNIZATION RECORD

This record is part of the student's permanent school record (cumulative folder) as defined in Section 53A-11-304 of the Utah Statutory Code and shall transfer with the student's school record to any new school. The Utah Department of Health and local health departments shall have access to this record. This immunization record may be entered into the Utah Statewide Immunization Information System (USIS). Licensed early childhood programs in Utah are required to keep this record in each child's file.

Student Information

Student Name _____ Gender Male Female Date of Birth _____
 Name of Parent/Guardian _____

Vaccine Information

VACCINE	1 st	Record the month, day, & year vaccine was given.			5 th
	2 nd	3 rd	4 th		
DTP, DTaP, DT, Td, Tdap <small>(D-Diphtheria, T-Tetanus, P-<i>P</i>ertussis, aP-<i>a</i>cellular Pertussis)</small>					
Tdap (given after 7 years of age)					
Polio (IPV or OPV)					
Haemophilus influenzae type b (Hib)					
Pneumococcal					
Measles, Mumps, and Rubella (MMR) <small>1st dose must be received on or after the 1st birthday</small>					
Hepatitis B (HBV)					
Varicella (Chickenpox)* <small>1st dose must be received on or after the 1st birthday.</small>					
Hepatitis A (HAV) <small>Must be received on or after the 1st birthday.</small>					
Meningococcal					

SCHOOL AND EARLY CHILDHOOD PROGRAM USE ONLY:

1. ALL REQUIREMENTS MET date: _____
 Adequately Immunized
OR Exemption was granted for:
 Medical (Expires* on: _____)
 Religious
 Personal
 Conditional Admission date: _____
2. Not-in-Compliance date: _____
3. *If exemption is temporary, student is conditionally admitted; enter date in (2) and leave (1) blank.

Disease Verification:

My child has history of the chickenpox disease, and therefore, does not need the Varicella vaccine.

Signature of Parent/Guardian _____

Age of child at time of disease: _____

Utah Department of Health
 Division of Disease Control & Prevention
 Immunization Program Rev. 12/2014
www.immunize-utah.org
 (801)-538-9450

Record Source: Physician Registered Nurse Health Dept. USIS
 I have reviewed the records available and to the best of my knowledge, this student has received the above immunizations.

Authorized Signature: _____ Date: _____ Title: _____

INSTRUCTIONS: This form must be completed for enrollment in schools and early childhood programs. For detailed information on the required immunizations and minimum intervals between vaccine doses, refer to the Utah Immunization Guidebook at www.immunize-utah.org.

Student Information: Fill in (print or type) student's name, gender, and date of birth, and name of parent/guardian.

Vaccine Information:

a. The minimum required immunizations for school entry include (see interval table in the Utah Immunization Guidebook for required spacing of doses):

- 5 doses of DTaP/DT/DTd/Tdap – 4 doses are acceptable, if the 4th dose was given after the 4th birthday; 3 doses of Td are required, if started after age 7 years. One of the doses in the Td series should be Tdap.
- 1 dose of Tdap – a single dose of Tdap vaccine is required for students prior to 7th grade entry. The Tdap vaccine must be given after 7 years of age.
- 4 doses of Polio – 3 doses are acceptable, if the 3rd dose was given after the 4th birthday.
- 2 doses of Measles, Mumps, and Rubella – required for all students kindergarten through grade 12. The 1st dose of measles containing vaccine must be given on or after the 1st birthday.

Note: Any Tdap vaccine given after 7 years of age should be documented on the Tdap row which may fulfill any of the above requirements.

- 3 doses of Hepatitis B – required for students prior to entering kindergarten. Required for students prior to 7th grade entry.
- 2 doses of Varicella (chickenpox) – required for students prior to entering kindergarten. Required for students prior to 7th grade entry. The 1st dose must be given on or after the 1st birthday. Parent/guardian must sign on reverse side verifying history of chickenpox disease.
- 2 doses of Hepatitis A – required for students prior to entering kindergarten. The 1st dose of Hepatitis A must be given on or after the 1st birthday.
- 1 dose of Meningococcal – required for students prior to 7th grade entry.

b. Children enrolled in Early Childhood Programs must be appropriately immunized for their age for the following diseases:

Diphtheria, Tetanus, Pertussis, Polio, Measles, Mumps, Rubella, Haemophilus influenzae type b (Hib), Hepatitis A, Hepatitis B, Pneumococcal, and Varicella (chickenpox).

c. Transcribe the month, day, and year of each immunization received by the student into the appropriate box.

Record Source: Indicate source of original records. Written proof is required to verify the student's immunizations. Any immunization record provided by a licensed physician, registered nurse, public health official or USHS will be acceptable as written proof required to verify the student's immunizations.

Authorized Signature: This is the signature of the school or health personnel who verified the USIR against the source records.

School and Early Childhood Program Use Only:

1. ALL REQUIREMENTS MET: Requirements are met by either up-to-date immunizations on the first day of school or by obtaining a religious, personal, or permanent medical exemption. If all immunizations are up-to-date, enter the date for ALL REQUIREMENTS MET and check the box for "Adequately Immunized." If the student has an exemption, check the box for the type of exemption, enter the date for ALL REQUIREMENTS MET, and follow the Exemption Procedures. If the medical exemption is permanent, enter NA for expiry date. If the medical exemption is temporary, follow the instructions for CONDITIONAL ADMISSION and do not enter an ALL REQUIREMENTS MET date.

Exemption Procedures: The Utah Immunization Rule for Students (R396-100) allows for three types of exemptions, Personal, Religious, and Medical exemption. Personal and religious exemption forms may be obtained from local health departments. A local health department representative must witness and sign the Personal or Religious Exemption Forms giving the WHITE and YELLOW copies to the parent/guardian. The parent/guardian will present the WHITE copy to the school or early childhood program official. The WHITE copy must be attached to this record. The YELLOW copy is for the parent/guardian. The PINK copy will remain with the local health department.

Medical Exemption Form must be completed and signed by the student's licensed physician (Utah Statutory Code – Section 53A-11-302). The Medical Exemption Form may be obtained from the student's physician. It must indicate whether the exemption is for one or all immunizations. The WHITE and YELLOW copies will be given to the parent/guardian. The parent/guardian will present the WHITE copy to the school or early childhood program official. The WHITE copy must be attached to this record. The YELLOW copy is for the parent/guardian. The PINK copy will remain in the child's medical record.

2. CONDITIONAL ADMISSION: If all requirements have not been met, but the student has received at least one dose of each required vaccine, enter "Conditional Admission" date and explain the process of completing the required immunizations to the parent/guardian. If a student has a temporary medical exemption they are eligible for CONDITIONAL ADMISSION. Enter the exemption expiry date and enter "Conditional Admission" date. Upon expiration of temporary status, immunizations will be required.

3. NOT-IN-COMPLIANCE: On the first day of school, if all requirements have not been met and the student is more than one month past due for any immunization, the student is Not-in-Compliance and must be excluded from school. Enter the "Not-in-Compliance" date. If the student subsequently completes all required immunizations, status can be changed to ALL REQUIREMENTS MET. Enter the date and check the box for "Adequately Immunized" and cross through the "Not-in-Compliance" date.

Disease Verification: Parent/guardian must sign on reverse side verifying history of chickenpox disease.

WSU Hourly Childcare Background Information form

Child=s Name:

We believe that each child is unique and should be valued and respected for his/her individuality. The information on this form will help us Aget to know@ your child better and make us aware of any special needs he/she might have. Information is treated confidentially. Feel free to use the back side of this sheet. Thank you for your time in filling this out as completely and accurately as possible.

Mother=s Name: _____ Occupational Training:

Father=s Name: _____ Occupational Training:

Names and ages of siblings:

Names and relationship (to child) of adults living in the home:

Any history of hyperactivity or learning disabilities?

List any allergies and describe any limitations:

Please describe any known handicap or special health problems, however minor, your child may have:

Is your child taking any medications for conditions other than childhood illnesses? Y / N
Describe the condition related to the medical and any side effects of that medication:

List other programs your child has been involved in and their age when they attended:

What is your child=s routine? (bed time, waking time, meals, etc.):

How does your child act when tired?

Please describe your discipline techniques:

How does your child react to limits you set?



December 8, 2015

Dear _____:

This letter is to confirm your reservation for the Weber State University Hourly Childcare Spring 2016 semester. Please review this confirmation carefully. If you notice errors or need to make changes before the beginning of the semester, please notify us as soon as possible. Our spaces are limited and early notification of cancellations allow other students to utilize these spaces.

Your child(ren) _____ is/are scheduled for the following days and times during the 2016 Spring semester:

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Please make sure your physical and emergency contact information is complete. Your child must have received all required immunizations before starting childcare.

Please Note: New parents, please call to make an appointment with Arene Newman to review packets and Childcare Handbook rules. Call 801-626-7798.

Sincerely,

Arene Newman, Supervisor
WSU Hourly Childcare
(801) 626-7798
hourlychildcare@weber.edu
anewman@weber.edu

Debbie Cragun, Coordinator | SU 322 | ☎ 801-626-7794
Noel Wilkinson, Advisor | ☎ 801-626-7501
Arene Newman, Childcare Supervisor | ☎ 801-626-7798
2128 University Circle, Ogden, UT 84408-2128

Minor, Incident, or Injury Report

Please Write Clearly

Center/Program Name: _____ Phone: _____ Fax: _____

Center/Program Address: _____

Type of Facility (Check One) Licensed Center Hourly Center Out of School Time Program

Date of Injury ____/____/____ Time of Incident _____

Name of Child _____

Age of Child _____ Gender of Child Male Female Location When Injury Occurred Inside Outside

Body part(s) Injured _____

Type of injury _____

Individual(s) who observed the incident _____

Describe what happened: _____

Describe what action or treatment was taken in response to this incident, and by whom: _____

Was a parent, guardian or emergency contact person notified of the accident/incident? Yes No

If yes, name of person(s) contacted: _____

Date and time of contact: ____/____/____ At _____

(Continued)



Any Additional Comments: _____

Signature of Caregiver _____ / / _____
Date

Signature of Center/Program Director _____ / / _____
Date

Signature of Person Picking Up Child _____ / / _____
Date

This form is provided for technical assistance purposes only. Providers may use this form if they choose, but are **not** required to use this form.

Parent Handbook

The Hourly Childcare Center

Childcare Supervisor 801-626-7798

Nontraditional Student Center Director 801-626-7794

Program Goals and Philosophy

Weber State University's Hourly Childcare Center is a state-licensed facility under the direction of the Nontraditional Student Center Director and the Hourly Childcare Supervisor. We are committed to Developmentally Appropriate Practices as defined by the *National Association for the Education of Young Children (NAEYC)* to:

- Work together to provide a learning environment which protects children's physiological and psychological health and safety.
- Support a child's point of view while developing responsibility and self-awareness in a challenging, interesting, and developmentally appropriate environment.
- Create curriculum that extends a child's verbal and literacy skills.
- Construct lessons that engage a child's mathematical and scientific exploration skills.
- Encourage a caring community of learners who can develop social relationships and communication skills.
- Establish partnerships with families in order to support parents in their educational pursuits.
- Inform parents on the progress and development of their child.

Attendance Policy

- Children ages 2-9 may attend.
- Before first day of attendance, your child must be **completely** potty-trained and have all paperwork on file.
- If you are required to do an off-campus activity related to a class, you must obtain supervisor approval and be able to be reached in a timely manner.

Fees for Attendance

- The fee is **\$3.50** per hour, per child.
- A **\$42** deposit is required prior to the first day of attendance and will be applied to the first 12 hours of childcare.
- You **MUST** pay for a full week at a time prior to the upcoming week. If fees are not paid in advance, the system will lock you out and your child will not be allowed to attend.
- Additional hours above contracted hours must have supervisor approval. Continued request for additional hours may require a new application and approval.

NOTE: It is your responsibility to make sure all fees are paid according to policy. If there is a continued neglect of payment, you could be dismissed for the rest of the semester.

Late/ Absent/ No Show Policy

Absents

You are allowed **THREE** excused absences. You will **not** be charged for these days. Anything over the three days, you **will** be charged, and no refund will be given.

Late Arrivals

You are allowed **TWO** late arrivals (up to 30 minutes). Please call the supervisor and leave a message if you are going to be late. If you are late more than two times or over the 30 minutes, the supervisor will ask you to complete the “**Extended Hours Application**” to add to your file.

No Shows

You will be charged for not showing up at your scheduled time.

Closures of the Center

The childcare center will be closed on all holidays and breaks when Weber State University campus is closed.

Signing In and Out

It is **vital that each child and parent** be acknowledged upon arrival and departure.

- Be sure to greet upon **arriving and leaving**.
- You **MUST** clock in upon arrival and departure.
- If someone, other than yourself, is picking up your child, you will need to inform the childcare teacher upon arrival.

NOTE: Individuals, including yourself, will be required to show a photo ID when picking up your child. No Exceptions.

Class Schedule

The following is an example of our centers’ daily routine. Daily activities include stories, songs, and outside play (weather permitting). Parents are informed of weekly activities on the lesson plan. If children go on a field trip in the building or on campus, parents will be notified ahead of time. Parents will be notified with a sign on the front door if children go on a walk outside of the center. ***Daily and Weekly lesson plans are provided to the parents.***

Lunches and Snacks

Snacks are provided by our center at 9am, 1pm, and 5pm. Daily snacks may vary from what is posted in the weekly lesson plan.

- **If your child has or is diagnosed with a food allergy during the semester**, please notify the classroom teachers.
- If your child will be attending between 11:30-12pm, or 5-6:30pm please bring a nutritious meal from home. We do not have facilities to refrigerate or heat up lunches.

Immunizations

All children are required to have current immunization records on file. If you are filing an exception, you will need to acquire the exception form from the Weber County Health Department.

What to Wear and Bring

Please dress your child in comfortable clothing including appropriate outerwear.

- We try to go outside every day unless it is raining or the temperature is below 30 degrees.
- Send a backpack with an extra set of clothing just in case your child needs to change from activities (paint, water, sand, etc.)

- If your child has a favorite blanket or snuggly toy that helps him/her separate from you more easily, include it in the backpack and inform childcare teachers.
- Please keep other toys at home.

NOTE: Please mark everything your child brings with his/her name.

Emergencies

In the event of an emergency where evacuation is needed, children will be taken to the Browning Center, 2nd Floor, North Lobby.

- You will be notified by phone/text to pick up your child at this location.
- There will be a sign on the door of the Nontraditional Student Center with phone numbers and location of the children if circumstances require a change.

Illness

If your child has any of the following illnesses, he/she **may not attend**:

- Temperature of 100 degrees or higher
- Diarrhea
- Unidentified or contagious rash
- Vomiting
- Eye infection
- Head lice

If your child develops any of these symptoms while in attendance, you will be notified immediately to pick up your child. If your child contracts a contagious illness soon after attending our program, you must notify the supervisor within 24 hours to inform other parents.

Medication

We **DO NOT** give medication to the children.

Note: Please do not leave any kind of medication in your child's lunchbox or backpack.

Discipline

Discipline strategies are employed in our classroom with the goal of helping children control their own behaviors and appropriately express their emotions. Positive guidance strategies are used to prevent most behavior problems. We seek to accomplish this through the following:

- Model positive behavior for the children through “using words” to solve problems;
 - Coach children in addressing peers and teachers in an appropriate manner, without physical or verbal aggression.
 - Redirect the child to another area.
 - Restrict the child from playing in an area.
 - Remove the child from their activities for a short period.

NOTE: “Time Out” is only used when other means are ineffective.

Parent Involvement

Parents are always welcome in our classroom and your suggestions are appreciated.

- If you have special contacts or interests that would help our program and enhance the experience for children, please inform the Childcare Supervisor.
- Parents are encouraged to get involved in the Nontraditional Student Center activities.

Americans with Disabilities Act (ADA)

"Weber State University, in compliance with the Americans with Disabilities Act, ensures equal access to all university functions, activities, and programs for individuals with disabilities." **Please contact the Childcare Supervisor to discuss accommodations for your child.**

Template for Required Center Emergency & Disaster Plan

**WSU Nontraditional Student Center
& Hourly Childcare**

Date of last review and/or update: ____/____/____

Date of last review and/or update: ____/____/____

Date of last review and/or update: ____/____/____

Date of last review and/or update: ____/____/____

Date of last review and/or update: ____/____/____

Section _____

Responding to Medical Emergencies & Serious Injuries

We do the following when a child is seriously ill or injured and requires attention from a health care provider or emergency response team:

In case of seriously or life threatening emergency:

Supervisor and Teachers will contact emergency personnel before contacting parents or legal guardian. **(9-911) Emergency**

Call ext. 6460 (Campus Emergency-University Police)

Emergency Numbers are posted by the telephone. Contact Supervisor if not present.

Contact child's parents or emergency contacts; if legal guardian or parents cannot be reached, supervisor will attempt to contact child's emergency contact person. Supervisor and Teachers are responsible for performing first aid if necessary, using Latex gloves. If supervisor is administering first Aid, teachers will contact 9- 911 or emergency personal.

Teachers Aid will be responsible for the children and move them to another room.

As soon as help arrives, access personal health form from child's file. Children's files are in Arene's office, right side of the computer, the third drawer down. Children's files are in alphabetical order. The emergency release form and medical information is on the first page of the file. (Yellow Copy) Let the emergency personal read the medical information.

After you have notified parents, guardian, or emergency contact, complete accident report.

Parents get a copy of the report and the other copy goes into child's folder.

If **Medical Emergency** is serious and child was transported to hospital. Center needs to write a report of the incident and sent copy to State of Utah Department of Health. Child Care Licensing.

If it is minor scrapes or bumps administer first aid, complete accident report. Record how the injury took place, when and how you treated it and how the child responded. Make sure the

date and time is on the report. Parents will read the report and sign and date it. One copy will be given to parents and the other copy will go into the child's file.

Section _____

Procedures for Fire, Earthquake, Flood, Power Failure, & Water Failure

We will do the following if there is a fire in the building:

Gather children at the back door (Exit Door). Supervisor/Teacher Aid will get the roll (sign in sheet) and purple emergency bag which is in the supervisor's office.

Do a headcount. Evacuate building through fire exits. Go to the designated place and do another head count and take roll. If need be, call the parents or guardian. Numbers are on the green emergency cards in the purple backpack.

Do not return to the building until we get the clearance from the fireman or Fire Marshal.
Fire Marshal 801-626-7062

We will do the following if there is an earthquake:

Instruct children to get in a safe place (under tables or chairs) until it is safe to exit the building. Account (head count) and gather all the children, evacuate building when it is SAFE.

Supervisor will grab the purple back pack and clip board with daily sign in sheet. Once in a safe open area, take roll and do another headcount.

Use clip board and emergency cards to notify parents. If it safe we will go to our designated spot. (Veterans Center) If it is not safe we will find a safe spot and call parents using clip board or green emergency cards.

We will do the following if there is a flood:

Gather children at the exit door.

Take clip board (sign in sheet) and purple bag emergency bag.

Do a headcount (account for all children)

Evacuate building through fire exits.

Call 9-911 to report flood.

Proceed to the Browning Center north entrance upper level.

Take roll again. Call parents.

We will do the following if there is a power failure:

Power Failure-Parents are notified within 15 minutes of outage

If emergency light remains on, keep children inside classroom and involved with quiet activities such as stories, quiet games or puzzles.

If room becomes totally dark, the backup flood light will come on.

Wait for a 15 minutes to see if it comes back on.

Start calling parents. In the winter keep children warm.

Power failure will be reported to campus Police, (801-626-6460) and Building Manager 801-540-6834.

If emergency power is lost or if the room becomes too cold or hot:

- If its gets too cold, have children put coats on. Give them a blankets to stay warm.
- If it is hot go outside and find a tree and wait for the parents. If going outside.
- Gather children by Exit door.
- Take clipboard, sign-in sheet, and purple backpack to take roll.
- Evacuate building through fire exits.
- Once again take roll. (Do head count)
- Notify all parents.

We will do the following if there is a water failure:

- We will notify the parents to pick up children.

Section _____ Emergency Shut off of Gas, Electricity & Water

The location and procedure for an emergency shut off of gas is as follows:

Because we are housed in the Shepherd Union Building on campus, all of the procedures are handled by the building manager who is always on duty if people are in the building. Building Manager 801-626-540-6834. (Scott or John)

The location and procedure for an emergency shut off of electricity is as follows:

Because we are housed in the Shepherd Union Building on campus, all of the procedures are handled by the building manager who is always on duty if people are in the building, Building Manager 801-626-540-6834. (Facilities Management 801-626-6331.)

The location and procedure for an emergency shut off of water is as follows:

Because we are housed in the Shepherd Union Building on campus, all of the procedures are handled by the building manager who is always on duty if people are in the building, Building Manager 801-626-540-6834. Facilities Management 801-626-6331.

Safety Information/Assistance:

Environmental Health & Safety	ext. 7547
Emergency Management	ext. 7729
Disaster Planning	ext. 7729
Fire Marshal	ext. 7062

Section _____
Emergency Evacuation & Relocation

In the event that it becomes necessary to evacuate our building, we will do the following to ensure we have with us emergency contact information and emergency medical releases for each child:

The purple backpack contains all emergency/medical release forms for each child, snack, water bottles, flashlight, coloring books, crayons, baby wipes and large zip lock bags. Teachers have cell phones used only in case of emergencies while at work.

In the event that it becomes necessary to evacuate our building, staff and children will all go to the following location:

If there is an emergency or disaster which requires us to leave our center, we will evacuate first to the Browning Center, located south of the Union Building. We will walk to the evacuation site. We will leave note/flyer on both doors, Notes are already made, will inform parents our evacuation site. (They already know, it is written in our Handbook.)

Should it become necessary to evacuate staff and children to this location, describe where a pre-prepared notice giving this address to parents will be posted so that parents can see it even if the center is closed and locked.

We have a flyer that is already ready and laminated. It has the Building, Address and phone numbers of teachers. We will put them on the doors. It is also written in our handbook, that parents receive at enrollment and orientation meeting.

Describe the transportation route and means of transportation that will be used to get all staff and children to this emergency relocation site:

We will walk to the Browning Center, located south of the Union Building.

Describe how each child's presence will be accounted for in route to this relocation site, and once you arrive at the relocation site:

We will take the clipboard, which has the sign in/sign out sheets on it. We will do a headcount (take roll) before we leave. Once we arrive at the location we will do another headcount and take roll.

Describe how you will ensure that emergency supplies, including at least food, water, a first aid kit, diapers (if the center cares for diapered children), and a cell phone, are taken with you to the emergency relocation site:

The purple backpack contains all emergency/medical release forms for each child, first aid kit, Kleenex, paper towels, snack, water bottles, flashlight, coloring books, crayons, baby wipes, hand sanitizer and large zip lock bags. Teachers have cell phones used only in case of emergencies while at work.

Describe how you will ensure adequate supervision of all children during an emergency, including at your emergency relocation site:

We always have two teachers at our center. We are licensed for 13 children. One teacher will make the phone calls to parents and the other teacher will keep the children busy with quiet activities or Childcare Supervisor will make the phone calls and the Teachers Aid will watch the children.

Section _____ Children with Special Needs:

If you have children with special needs in care, how do you address their needs during fire and disaster drills?

There will be a teacher with that child, helping and comforting. We are only licensed for 13 children. We usually have between 8-12 children at one time. Supervisor will help with children and teachers.

If you have children with special needs in care, how do you address their needs in the event of an emergency?

Same as above.

Pathways Program checklist

These are "guidelines" and strong "suggestions" of areas to focus on. A student may be more ahead of the game, or may have left the gate later. The trick is to assess the particular needs of the student and figure out how best to meet/answer those needs.

FRESHMEN YEAR
First year experience (FYE)
Set up appointment with Nontrad Advisor- and academic advisor within Student Success Center.
Assist student with scholarships, FAFSA, registration, Cat Tracks, etc.
Expose student to clubs, organizations, committees, leadership positions, and events such as Block Party, Showcase, Carnival, Major Fest, Nontrad Week, etc.
Research honors program/ meet with honors advisor.
If needed, meet with NSC Math Tutor, the HUB, and determine if a Math and/or English placement test is needed.
Contact DWS for additional funding
SOPHMORE YEAR
Complete electives and begin career exploration
Student should continue participation with clubs, organizations, leadership positions, committees and possibly meet with CCEL or SIL. Consider running for Nontraditional Student Center Senator or Epiphany.
Assist student with scholarships, FAFSA, registration, Cat Tracks, etc.
Student should begin Honors classes or an Honors program.
JUNIOR YEAR
Internships
Career Services- resume tips and possibly career options
Assist student with scholarships, FAFSA, registration, Cat Tracks, etc.
Continue Honors programs and classes
Assist student with Cat Tracks specifically for upper division courses
Continue participation in clubs and begin networking with a professor as a possible mentor in the students major. Student should try to maintain some form of contact with the professor through the professor's office hours or an email one every 2 weeks or so.

Begin searching graduate programs, emailing the top school picks, and applying.

Leadership Involvement programs and/or conferences.

SENIOR YEAR

Student should apply for graduation and meet with major department academic advisor for graduation sign-off.

Meet with Career Services again for resume advice and career talk.

Assist student with scholarships, FAFSA, registration, Cat Tracks, etc.

Continue involvement with previous internship or begin a second one.

Apply for graduate schools if student has not done so and attend WSU graduate school fairs and career fairs.

Pinnacle Honor Society Application

Pinnacle Honor Society

* Required

Name: *

Address: *

City: *


State: *

Zip Code: *

E-Mail Address: *

Cell / Phone Number: *

W#: *


 33% completed

Developmental Math

... Schedule a Tutoring Appointment ...

Math Tutor: Tarl

debbie@mansellrealestate.com | [Sign out](#)



Click on an open appointment slot to sign up. If no slots are available, please try a different time range. To cancel an appointment slot you've already booked, leave this sign-up page and delete the event from your own calendar.


Today ◀ ▶ Apr 24 – 30, 2016 [Refresh](#) Day Week

	Sun 4/24	Mon 4/25	Tue 4/26	Wed 4/27	Thu 4/28	Fri 4/29	Sat 4/30
11am		Developm					
12pm				Developm			
1pm			Developm	Developm			
2pm			Developm	Developm			
3pm			Developm	Developm			
4pm				Developm			
5pm							

[Go to Tarl's Calendar](#)

Math Tutor: Kelly

debbie@mansellrealestate.com | [Sign out](#)



Click on an open appointment slot to sign up. If no slots are available, please try a different time range. To cancel an appointment slot you've already booked, leave this sign-up page and delete the event from your own calendar.

Today ◀ ▶ Apr 24 – 30, 2016 [Refresh](#) Day Week

	Sun 4/24	Mon 4/25	Tue 4/26	Wed 4/27	Thu 4/28	Fri 4/29	Sat 4/30
3pm					Developm	Developm	
4pm					Developm	Developm	
5pm					Developm	Developm	
6pm					Developm		
7pm							
8pm							
9pm							

[Go to Kelly's Calendar](#)

Weber Wise Guide

Nontraditional Student Support Committee

The Nontraditional Student Support Committee is....

Name: _____

Contact Phone Number: _____ Email: _____

W#: _____ Major: _____

Thank you for your interest to serve on our Nontraditional Student Support Committee. When you complete **one semester** as a volunteer, you will not only be enhancing your resume, but you will also receive a \$100 Campus Stores card at the end of your service when you complete all of the following:

- Turn in this volunteer form
- Attend a **one** hour mandatory training. *This will be scheduled with you.*
- Serve at **one** event developed by Peer Mentor/ Peer Advisors.
- Serve at **one** campus outreach event (Wildcat Block Party, Major Fest, etc.)
- Serve as a liaison to your major department or campus department.
- Serve **one** hour a week in Nontrad Center.

Please indicate which campus you can serve at during your volunteer hours.

Ogden Campus Nontrad Center Davis Campus Nontrad Center

Please indicate which semester you will be able to serve.

Fall Semester Spring Semester Summer Semester

I am available for the following days/ times:

I agree to have my picture taken for use in the Nontrad Center and on the website. This form needs to be turned in to the Nontraditional Student Center. There is also a WSU Volunteer Form that will need to be filled out and turned into Human Resources in order to be a volunteer at WSU. Signing this form says you agree to the above conditions, in addition to the conditions on the WSU Volunteer Form.

Signature: _____ Date: _____

NONTRAD WEEK

CELEBRATING 15 YEARS

MONDAY 2 NOV

OGDEN CAMPUS OPEN HOUSE

FOOD & PRIZES

NONTRAD CENTER SU 322 11AM-1PM

TUESDAY 3 NOV

DAVIS CAMPUS OPEN HOUSE

FOOD & PRIZES

D2 ROOM 307 3:30PM-5:30PM

TUESDAY 3 NOV

PEER-TO-PEER GROUPS KICK-OFF

INFORMATION SESSION

DIVORCED/WIDOW GROUP (CONVERSATIONS WITH PEERS)

SU ROOM 321 1PM-2PM

WEDNESDAY 4 NOV

HEALTHY EATING ON THE GO

HEALTHY SNACK WILL BE SERVED

NONTRAD CENTER SU 312 1PM-2PM

FRIDAY 6 NOV

BOWLING NIGHT (INCLUDES SHOES)

WILDCAT LANES 5PM-10PM

(FIRST-COME FIRST-SERVED BASIS)

5-7:30PM FAMILY BOWLING

7:30-10PM SINGLE MINGLE INCLUDES RESERVED LANES,
PIZZA AND DRINKS IN LAIR SINGLE MINGLE PARTICIPANTS
MUST BE NONTRADITIONAL (OVER 25)

ALL EVENTS SPONSORED BY:

OGDEN CAMPUS

SU 322

801.626.7794



**WEBER STATE
UNIVERSITY**

Nontraditional
Student Center

DAVIS CAMPUS

D2 ROOM 307

801.395.3464

WEBER.EDU/NONTRAD



WEBER STATE UNIVERSITY, IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT, ENSURES EQUAL ACCESS TO ALL UNIVERSITY FUNCTIONS, ACTIVITIES, AND PROGRAMS FOR INDIVIDUALS WITH DISABILITIES. PLEASE CONTACT THE NONTRADITIONAL STUDENT CENTER AT 801-626-7794 AT LEAST ONE WEEK PRIOR AN EVENT TO REQUEST ACCOMMODATIONS IN RELATION TO A DISABILITY.



Purple Pals

Kids Club



Get on track for fun!

Children ages 17 and under are eligible. Only WSU students may apply.
We accept applications on an on-going basis. Membership is valid for one year.
This application is available on our website at weber.edu/nontrad.

Parent's information:

Application Date: _____

Name _____

Address _____

City _____ State _____ Zip _____

WSU Email _____

(This is how all correspondence about the program will go out).

Home Phone _____ Cell Phone _____

W# _____

Benefits: As a member you will receive a T- shirt, "Fun Pack", free game of bowling/ shoes, free play of one arcade game, special activities (must have "Purple Pals" ID card to attend these activities), and a birthday card is mailed to you on your birthday including three games of bowling /shoes and small soda of choice in the Shepherd Union Building, Wildcat Lanes.

Pay one-time, non-refundable fee of \$5: Cashier's Office in the Student Service Center, Room 209, or at https://secure.touchnet.com/C20249_ustores/web/index.jsp. Please bring a copy of your receipt with this application to the Nontraditional Student Center, Shepherd Union Building, Room 322. You will receive your ID, T-shirt, and "Fun Pack" at that time.

Name of Each Child:	Age:	Birth Date:
1.		
2.		
3.		
4.		

Parent Signature (supervision required at activities)
Name

Print

Office Use Only: ____ Amount Paid ____ Fun Pack ____ Added to List

Revised 3-30-11

WSU Nontraditional Student Center Leadership Opportunity Application

The Nontraditional Student Center offers a partial tuition waiver for nontraditional students (over 25, married, widowed, divorced, and/or a parent) to create and implement programming for their peers. Students will have the opportunity to work with men on campus, or parents on campus, to provide programming, develop peer groups, and implement marketing ideas to reach out to these constituents to help engage these students to feel part of the campus community. The students applying for these leadership roles must have a WSU GPA of 2.5, and be a full-time student, and be an undergraduate student to qualify for this opportunity. If a student is over-funded, meaning they have received tuition waiver funding, or scholarships, from another department and are unable to receive this funding, please talk with us to see what other options are available.

NOTE: Please turn in with this application a copy of your resume, and two letters of recommendation.

Name: _____ W#: _____

Address: _____
Street City State Zip

Phone Number: _____

Email: _____

Major: _____ Current WSU GPA: _____

Freshmen Sophomore Junior Senior

I would like to apply for the following position (Please check one):

Men's Programming Chair Parent's Network Chair

In your own words, please describe why you are interested in this opportunity and why you would be qualified to serve in this role:

The committee will set up interviews after reviewing your application, resume, and letters. During this interview the role of the chair will be discussed. If you have any questions before the interview, please feel free to contact the Director, Debbie Cragun (dcragun1@weber.edu), or Advisor, Noel Wilkinson (noelwilkinson@weber.edu), at 801-626-7794. Thank you for your interest.

<input type="checkbox"/> 1 st Letter	<input type="checkbox"/> Resume
<input type="checkbox"/> 2 nd Letter	<input type="checkbox"/> Interviewed
<input type="checkbox"/> GPA	<input type="checkbox"/> Full-time Status
<input type="checkbox"/> Undergraduate	
_____ Semester	_____ Award

New Student Employee Orientation

Nontraditional Student Center

I. Introduction to the Nontraditional Student Center

Center Overview

Given by Director

- Goals/Mission/ Vision
- Expectation

Logistics

Given by Advisor

- Asana/ Box
- Policy and Procedures

Office Procedures

Given by Secretary

- TAS (Time and Attendance System)
- Inform on “weber.edu” email
- Center specifics to office (mail, copy center, supplies, etc. – not covered by advisor)

Experiences and Role

Experienced Peer Mentor

- Professionalism
- Welcoming students to center/ Student scenarios

Senator Role

Nontrad Student Senator

- Town Hall meetings
- Constituent overview

Assignments:

- 1- TRAINING VIDEO: *“Intro to Nontraditional Student Center Programs & Services”*
- 2- QUIZ ON CENTER: *Available in Box*

II. Introduction to Weber State University Campus

- Tour of the Campus:
 - Information Desk (wildcard, EDpass, etc.) Enrollment Services (Student Success Center/ Advising), Student Involvement & Leadership, Testing Center, Tutoring Services, Health Center, Counseling and Psychological Center, Admissions office, Financial Aid office, and Dean of Students.

Assignments:

- 1 – Map Quiz
- 2 – “Walk with Me” Student Scenario

III. Nontraditional Student Center Student Employee Program (Google Drive)

- Introduction to the Student Employee Program

- Discuss the various engagement opportunities available at Davis/Ogden
- Dates for future Student Employee Trainings

Assignment: 1 – Student Affairs Rubrics Interpersonal Communication Skills Responsibility and Accountability Intrapersonal Competence
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IV. Questions / Comments / Adjourn

NONTRADITIONAL STUDENT CENTER (3-5YR PLAN)

Legend:

Marketing Goal	Staff Training Goal	Partnering with a Department	Program Implemented	Project to Complete
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DEVELOP RETENTION INITIATIVES FOR UNDERSERVED STUDENT POPULATIONS:

1.) Removing Barriers: Language and Communication (Hispanic Students)

Fall 2013 to Sum 2014	Fall 2014 to Sum 2015	Fall 2015 to Sum 2016	Fall 2016 to Sum 2017	Fall 2017 to Sum 2018
<ul style="list-style-type: none"> • Begin translating Nontrad Center materials into Spanish 	<ul style="list-style-type: none"> • Develop bi-lingual materials for Nontrad Center events, including the website 	<ul style="list-style-type: none"> • Explore options for partnering further with Community Education Center 	<ul style="list-style-type: none"> • Project: Develop a resource guide for Hispanic speaking nontraditional students 	
<ul style="list-style-type: none"> • Train Nontrad Center staff to work with Underserved Student Populations 	<ul style="list-style-type: none"> • Designated hours when students who wish to communicate in Spanish can see Peer Advisor/ Advisor 	<ul style="list-style-type: none"> • Implement new employee position for bi-lingual office aid or peer mentor/advisor 		
	<ul style="list-style-type: none"> • Partnership: Community Education Center (CE) to develop a cohort of students to track within the center 	<ul style="list-style-type: none"> • Track cohort of students from previous (if available) and/or develop a cohort with help from CEC 		

2.) Removing Barriers: Student Parents

Fall 2013 to Sum 2014	Fall 2014 to Sum 2015	Fall 2015 to Sum 2016	Fall 2016 to Sum 2017	Fall 2017 to Sum 2018
<ul style="list-style-type: none"> • Explore CCAMPIS Grant 	<ul style="list-style-type: none"> • Development Office: funding for scholarships and evening childcare program 	<ul style="list-style-type: none"> • Pilot Program: Evening Childcare cohort 	<ul style="list-style-type: none"> • Apply for CCAMPIS Grant to extend the childcare program 	<ul style="list-style-type: none"> • Idea: Expand childcare program to satellite campuses (Davis Campus)???
	<ul style="list-style-type: none"> • Explore options for piloting an evening 	<ul style="list-style-type: none"> • Collect cohort data in preparation for 	<ul style="list-style-type: none"> • Explore options for expanding space or offerings? 	

	childcare program in Spring 2015 (cohort)	upcoming CCAMPIS Grant		
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3.) Removing Barriers: Male Nontraditional Students

Fall 2014 to Sum 2015	Fall 2015 to Sum 2016	Fall 2016 to Sum 2017	Fall 2017 to Sum 2018	Fall 2018 to Sum 2019
<ul style="list-style-type: none"> Explore what policies exist on campus for male students with children 	<ul style="list-style-type: none"> Needs Assessment (focus group and survey) 	<ul style="list-style-type: none"> Needs Assessment (focus group) 	<ul style="list-style-type: none"> Select one area from the needs assessment and develop an intentional intervention 	<ul style="list-style-type: none"> Needs Assessment (intervention vs. needs)
<ul style="list-style-type: none"> Project: Develop resource guide that details university and community resources for single dads, male students 			<ul style="list-style-type: none"> Develop a cohort of single dads and single male students 	

Legend:

Marketing Goal	Staff Training Goal	Partnering with a Department	Program Implemented	Project to Complete
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DEVELOP COMPREHENSIVE TRAINING INITIATIVES:

1.) Student Employee Training and WeberWISE Program (GOAL: Scoring 3 to 4 in all student development areas with rubrics)

Fall 2012 to Sum 2013	Fall 2013 to Sum 2014	Fall 2014 to Sum 2015	Fall 2015 to Sum 2016	Fall 2016 to Sum 2017
<ul style="list-style-type: none"> Develop initial plans for standardized employee training for Nontrad Center student employees Incorporate recognized student development outcomes within the program 	<ul style="list-style-type: none"> Integrate Nontrad Center training program with existing training programs on campus (GetSet, Project LEAD, Peer Mentor trainings, etc.) 	<ul style="list-style-type: none"> Encourage professional and student staff/volunteers to participate in StrengthsQuest Develop a training and support initiatives based on results of the "Team Weave" 	<ul style="list-style-type: none"> Encourage professional and student staff to seek development opportunities - attend/present @ conference - Nontraditional Student Week 	
	<ul style="list-style-type: none"> Develop WeberWISE (Summer 2014) 	<ul style="list-style-type: none"> Integrate Academic Affairs into Nontrad Center Student Employee Training Program 	<ul style="list-style-type: none"> Assess: WeberWISE program (Summer 2016) Assess: Student Employee Program 	
<ul style="list-style-type: none"> Pilot Program: with current senior staff members 	<ul style="list-style-type: none"> Pilot Program: WeberWISE and WISE Guides cohorts (active for Fall 2014) 	<ul style="list-style-type: none"> Provide training to members of the Nontrad Center staff & WeberWISE Guides in basic interaction with 	<ul style="list-style-type: none"> Assess: Professional Employee Training Initiatives 	

		underserved & distance learning students		
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2.) Develop an Internship Program within the Nontraditional Student Center

Fall 2013 to Sum 2014	Fall 2014 to Sum 2015	Fall 2015 to Sum 2016	Fall 2016 to Sum 2017	Fall 2017 to Sum 2018
<ul style="list-style-type: none"> Explore methods and models of Internships positions within Student Affairs (Summer 2014) 	<ul style="list-style-type: none"> Partnership: Associate VP of Student Affairs – Develop a frame work for Internship (Fall 2014) Partnership: Select a number of departments to work with to create an academic sound internship opportunity (Fall 2014/Spring 2015) 			
	<ul style="list-style-type: none"> Advertise the program (Spring/Summer 2015) 			

Legend:

Marketing Goal	Staff Training Goal	Partnering with a Department	Program Implemented	Project to Complete
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SUPPORT DISTANCE LEARNING STUDENTS (ONLINE, DAVIS AND SATELLITE CAMPUSES):

1.) Davis Campus and Satellite Campus Locations

Fall 2013 to Sum 2014	Fall 2014 to Sum 2015	Fall 2015 to Sum 2016	Fall 2016 to Sum 2017	Fall 2017 to Sum 2018
<ul style="list-style-type: none"> Hire staff (Davis Campus) 	<ul style="list-style-type: none"> Partnership: Continuing Ed. (West Center, Farmington) Partnership: Masters Degree (Davis Campus, Farmington) 	<ul style="list-style-type: none"> Technology: Funding to update technology resources (Davis Campus) <ul style="list-style-type: none"> - Tablets and Computers - Wireless Printer - Digital whiteboard(s) 		
<ul style="list-style-type: none"> Nontrad Center opens doors (Davis Campus) 	<ul style="list-style-type: none"> Technology: Assess software needs of students using lab Technology: Explore Digital Signage within the center 	<ul style="list-style-type: none"> Future Space: Davis Campus <ul style="list-style-type: none"> - childcare space - space for study rooms - peer mentor/advisor spaces - technology spaces 		

		- food prep space • Future Space: Roy (West Center)		
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2.) Working with WSU Online Nontrad Students

Fall 2013 to Sum 2014	Fall 2014 to Sum 2015	Fall 2015 to Sum 2016	Fall 2016 to Sum 2017	Fall 2017 to Sum 2018
• Explore methods and models of interacting with online nontraditional students	• Advertise services provided to WSU online nontraditional students by Nontrad Center Project: Video “FAQs” - using WSU Online - available campus resources	• Partnership: Continuing Ed. Develop an online chat interface & add to website		
• Needs Assessment (focus groups)	• Train staff and volunteers to interact with online students	• Designated hours for online student interaction with Nontrad Center Peer Advisors (chat interface & phone)		
Partnership: WSU Online	- Facebook. E-mail, phone, etc.			

Legend:

Marketing Goal	Staff Training Goal	Partnering with a Department	Program Implemented	Project to Complete
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OTHER OUTLYING GOALS TO KEEP IN MIND:

1.) Partnering with WSU Departments

Fall 2013 to Sum 2014	Fall 2014 to Sum 2015	Fall 2015 to Sum 2016	Fall 2016 to Sum 2017	Fall 2017 to Sum 2018
• Student Success Center Liaison	• Find liaisons within the following programs: (Ogden Campus) - Multicultural Student Center - Veterans Affairs - LGBTQ Resource Center - International Student Center	• Find liaisons within the following programs: (Ogden Campus) - Multicultural Student Center - Veterans Affairs - LGBTQ Resource Center - International Student Center	• Seek audience with: - New Faculty (Teaching Learning Forum) - College meetings and/or Department meetings (College Deans)	• Secure liaisons with all WSU departments and colleges

<ul style="list-style-type: none"> • Develop partnerships within CE (CEC, West Center, Community Education Center) 	<ul style="list-style-type: none"> • Find liaisons within the following programs: (Davis Campus) <ul style="list-style-type: none"> - Nursing - Construction Management - Interior Design - Masters Programs 	<ul style="list-style-type: none"> • Project: Develop a resource guide for department partners 	<ul style="list-style-type: none"> • Provide resources to administrative support level within academic colleges 	<ul style="list-style-type: none"> • Project: Offer a training session for new and interested WSU faculty and staff (cohort)
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2.) Connecting to Nontrads through Social Media & Traditional Marketing

Fall 2012 to Sum 2013	Fall 2013 to Sum 2014	Fall 2014 to Sum 2015	Fall 2015 to Sum 2016	Fall 2017 to Sum 2018
<ul style="list-style-type: none"> • Facebook page 	<ul style="list-style-type: none"> • Rack cards • Paper flyers • White board signs 	<ul style="list-style-type: none"> • Redesign: rack cards • Utilize digital signage 	<ul style="list-style-type: none"> • Additional videos 	
	<ul style="list-style-type: none"> • Develop videos for website 	<ul style="list-style-type: none"> • FB & Website Integration <ul style="list-style-type: none"> • Videos • Student engagement site 		
	<ul style="list-style-type: none"> • "We Are Nontrad" 	<ul style="list-style-type: none"> • Twitter to replace texting 		